

# **Thorpe St Andrew School Behaviour For Learning Policy**

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### **Introduction**

The Behaviour for Learning Policy at Thorpe St Andrew School operates alongside the expected rules and expectations of the classroom. The policy does not replace the Positive Discipline approach that all staff should use to deal with negative behaviour e.g. normal classroom management strategies or de-escalation techniques. (See Appendix 3, 4, and 5). It is a tool to support and help staff establish and maintain clear actions for negative student behaviour if the positive discipline approach has not worked. It is also intended to allow all staff to reward positive student behaviour.

Negative and positive student behaviour must be recorded/logged electronically by staff using Bromcom E-Behaviour. For a class teacher this can be done through Winfolder, for a non teaching member this can be done through Bromcom MIS.

All negative behaviours should be actioned by the appropriate person depending on whether it has occurred at low, medium or high level (see Appendix 1). This policy will only work effectively if every member of staff in the school is prepared to put into practice using a consistent approach.

### **Rationale**

The students, staff and parents at Thorpe St Andrew School have a right to expect that the school is an orderly, safe environment where students are able to enjoy and achieve in their learning. We believe there is a strong link between behaviour and learning and this is why we have a policy that clearly defines the rewards and sanctions used at Thorpe St Andrew School to support appropriate behaviour.

### **Aims**

At Thorpe St Andrew School we aim to create an ethos which fosters:

- Mutual respect and encourages students to develop responsibility for their own behaviour based on consideration for others.
- A purposeful atmosphere with excellent attitudes to learning (Appendix 6), where students are encouraged to make a positive contribution to their learning.
- A shared approach to establishing good behaviour between staff, students and parents as outlined in the home/school agreement.

### **Objectives**

- To establish a system of rewards and sanctions which are understood and applied consistently by everyone.
- To provide a learning environment that is attractive and stimulating in order to support effective teaching and learning where students realise their full potential.
- To provide a curriculum which is broad, balanced and personalised so that the needs of individual students are met.
- To promote socially responsible behaviour inside school and in the community through engagement with SEAL.

### **Strategies to Achieve These Objectives**

- Regular reinforcements in assemblies, form periods and lessons.
- Agreed and published expectations (see Appendix 3 and 4).
- A clear referral system (see Appendix 9).
- Clear lines of responsibility (see Appendix 1).
- Regular provision of positive and negative behaviour data so that appropriate actions can be taken.

### **We Will Know the Policy is Having an Impact When:**

- All classrooms are orderly and students are visibly enjoying their learning.
- Behaviour around the school at break times, lunch-times and between lessons is mature and responsible.
- There is a trend of decreasing referrals and Internal Exclusions.
- There is a trend of decreasing External Exclusions.
- There is a reduction in low level disruption.
- There is an increase in the number of student achievement and rewards.
- There is a greater sense of enthusiasm, respect and responsibility from more students in the school.

### **We Will Monitor and Evaluate the Success of Our Policy Through:**

- Inviting staff feedback through appropriate forums.
- Inviting feedback from students e.g. via The Senate, House Captains, Form Time discussions and departmental reviews.
- Analysing data to highlight trends and patterns.
- Analysis of lesson observation feedback.

### **Clear Rules / Clear Limits**

It is important that all students know what is expected of them, where rules are ambiguous or not consistently enforced students are set up to fail. Thorpe St Andrew School wants success for all students and therefore by giving students clear guidelines on rewards for their successes, expectations for teaching and learning and sanctions for when things go wrong. Thorpe St Andrew School is supporting students to reach their potential. It is the duty of all members of staff to implement the systems within this policy to ensure consistency.

### **Look for the Positive**

The implementation of the reward system of the policy is key for acknowledging student's achievements both in lessons, around school and when representing the school in the community. (Appendix 19a and 19b).

### **Bromcom E- Behaviour**

All incidents of positive and negative behaviour need to be recorded on Bromcom E-Behaviour by the member of staff involved (Appendix 2).

### **Misbehaviour in the Classroom.**

The implementation of the positive classroom behaviour guidelines should be implemented by staff: ignore, verbal warning, name on the board, tick by the name on the board, send the student outside to calm down and if still disrupting the lesson send to referral (Appendices 3 and 4).

### **Misbehaviour Around School**

The implementation of the corridor protocols guidelines should be implemented by staff as should the break and lunch time protocols. (Appendix 15 and 16).

### **Misbehaviour Out of School**

Students may be disciplined for:

- any misbehaviour when the student is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another student or member of the public or
  - could adversely affect the reputation of the school.

### **School Uniform**

All staff should monitor and challenge students regarding incorrect school uniform, body piercings and extreme hair styles (Appendix 17).

### **Screening, Searching and Confiscation**

- a) Students can be searched for any item banned under the school rules, with the student's consent. These items may include tobacco, matches and lighters.
- b) The Principal and staff authorised by him, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. This includes knives, weapons, alcohol, illegal drugs and stolen items. Parents / carers will be informed if such items are found on their child. Any searches undertaken will take place with the minimum of two staff present, one of whom will be the gender of the student.

### **Detentions**

Where detention is outside school hours, parents will be given 24 hours notice. Parental consent is not required for detentions.

### **Teaching Team Detentions**

Teaching Team detentions last for 30 minutes and are issued to students for low level behaviour issues. (Appendix 7).

### **Formal School Detentions**

Formal school detentions last for 1 hour. (Appendix 8)

### **Referral**

The referral room is used for students who have not responded to the positive classroom behaviour guidelines, students are normally in the referral room for the one lesson. (Appendix 9).

### **Internal Exclusion**

Students may be internally excluded in the referral room for mid to high level behaviour issues. Parents will be contacted, usually by the BEST Team and a re-admittance meeting arranged. (Appendix 10 and 11).

### **External Fixed Term Exclusion**

Students may be externally excluded for high level behaviour issues.

This is a three stage process:-

- Stage 1- After the first fixed term exclusion there is a re-admittance meeting with student, parents and a member of the Leadership Team.
- Stage 2- After the second fixed term exclusion there is a re-admittance meeting with student, parents, Principal and Governor.
- Stage 3- After the third fixed term exclusion the student could be permanently excluded.

The parent of an excluded student must be notified immediately by telephone, followed the next day by a letter. (Appendix 11).

### **Permanent Exclusion**

A decision to exclude a student permanently is a serious one. It is the final step in the process of dealing with high level behaviour incidents where all other interventions, including the Bridge, have failed or for one off serious incidents. As with fixed term exclusions, parents should be informed immediately by telephone, followed the next day by a letter explaining the reasons for the exclusion, alternative arrangements for students to complete their work whilst excluded and the parents right to appeal process.

### **The Bridge**

The Bridge is for students whose behaviour has not improved despite moving up the report process, (Appendix 12, 13 and 14) or for students who have on going poor attendance or social and emotional issues.

### **Behaviour Contracts**

Students and parents will be asked to sign agreed behaviour targets at re-admittance meetings after internal and external exclusions.

### **Restorative Conversation**

A restorative conversation may be used where issues exist between students. There are many formats for restorative conversations and practices vary from place to place. At Thorpe St Andrew School a restorative conversation will be led by a trained member of staff, the facilitator.

At the conversation the facilitator will ask each party to:

- Explain what happened from their perspective.
- Explain how that made them feel.
- Ask them how they think the other person felt.
- Ask how it could be put right.

As an outcome from the conversation all parties will be asked to agree a way forward. In some cases a review may also be set to look at the success of agreement.

## **Patrol**

The member of staff on referral duty can be called for when a member of staff needs assistance with a student who is refusing to follow instructions. In more difficult cases the member of the Leadership Team on patrol for that lesson may also be contacted.

## **The Reward System**

Thorpe St Andrew School believes that praise and rewards should have a considerable emphasis within the school. Students should receive recognition for their positive contributions to school life. The aim of the positive reward system is to maintain a consistent pattern of rewards which is known and understood by both staff and students. (See Appendix 17a and 17b)

It is important that all staff remain consistent in the application of the reward system using the E- Behaviour system to record student's positive behaviour.

Students can gain points for a range of positive behaviours during a half term; if a set amount of points are achieved then they will receive a reward from the Principal during celebration award assemblies.

There are four levels of achievement:

- Bronze which is awarded for 50 points.
- Silver which is awarded for 100 points, gold which is awarded for 150 points.
- Platinum which is awarded for 200 points (See appendix 17a).

At the start of each new half term a student's points will be cleared and a new start for each student will begin. This enables all students to start to gain a reward.

There will also be bonus weeks where a certain positive behaviour will be highlighted and students can earn double points for that week. For example if the bonus week was 'no uniform concerns' then students would receive 4 points instead of 2 for that week.

Alongside half termly awards, students will be awarded weekly for 'Student of the Week' by Heads of Houses where they will receive a certificate of achievement.

Student's successes will also be celebrated in the Roll of Achievement newsletter each term.

Student's successes will also be rewarded within subject areas with postcards for attitude and attainment.

## Appendices

1. Behaviour Chart
2. Bromcom E-Behaviour Event Entry Instructions
3. Judge Your Behaviour as Ofsted Does
4. Thorpe Way Poster
5. De-escalation Techniques
6. Attitude Grades
7. Teaching Teams Detention Process
8. School Detention Process
9. Referral Process
10. Internal Exclusion Process
11. High Level Behaviour / Fast Track Process
12. On Report System
13. The Bridge
14. Bridge Referral Form
15. Corridor Protocols
16. Guidance on Carrying Out School Duties
17. Uniform Policy
18. The BEST Team
- 19a Rewards
- 19b Rewards
22. Restorative Approaches
21. Home School Contract

## Appendix 1

## E-Behaviour

Incident	Category	Receiver of Information	Responsibility for Reporting Incident	Responsibility for Action Taken	Possible Action Taken
<p><b>Examples in lesson or form :</b>            Eating in Class            Using electronic equipment            Not settling            Attitude/Insolence/Rudeness            Misuse of equipment            Lack of equipment            Low level bullying (name calling etc)            No homework/Coursework            Not working / unacceptable work            Lateness            Incorrect uniform</p>	LOW LEVEL	BEST TEAM Form Tutor Subject leader	Report to be logged by <b>subject teacher or form tutor</b> logged in the comment box on E-Behaviour  e.g. positive discipline system	<b>Teacher of the lesson / form time in which the incident occurred</b>	Student seen Parent contacted Department det Referral Form Tutor report Subject report BEST Team report Student Athlete report Head of House report Assistant Principal report Vice Principal report Principal report Bridge report Academic mentoring Restorative approaches
<p><b>Low Level Referral</b>             If a low level incident occurs persistently in a subject (e.g. lack of equipment x3) this will result in a low level referral to the subject leader for them to deal with</p>	MID LEVEL	BEST TEAM Head of House Form Tutor Subject leader	Report to be logged by <b>Subject teacher</b> logged in the comment box on E-Behaviour  e.g. positive discipline system	<b>Subject leader</b>	Student seen Parent contacted Department det Internal exclusion Referral Report system Academic mentoring Restorative approaches Best Team Programmes e.g. Anger Management
<p><b>Examples out of lessons:</b>            Off site            Obscene Language            Truancy lesson/form            Poor attitude/Disrespectful            Refused to go to referral            Failure to follow instructions</p>	MID LEVEL	BEST TEAM Head of house Leadership Link	Report to be logged by the member of staff logged in the comment box on E-Behaviour  e.g. positive discipline system	<b>Head of house</b>	Student seen Parent contacted Parental meeting Gating report Report system Academic mentoring School detention Internal exclusion Restorative approaches
<p><b>Examples:</b>            Serious bullying            Racism            Damage/Vandalism            Dangerous behaviour/intimidation            Fighting in class/school            Theft            Swearing/verbal abuse at others            Physical assault            Drugs/drinking/smoking            Failure to follow instructions</p>	HIGH LEVEL	BEST TEAM Head of House Leadership Link Vice Principals Principal	Report to be logged by the member of staff logged in comment box on E-Behaviour	<b>Appropriate member of leadership team (Bridge/CAS)</b>	Student seen Parent contacted Parental meeting Report system School detention Internal exclusion External exclusion Permanent exclusion Restorative approaches

## Appendix 2 Bromcom e-Behaviour Event Entry Instructions

These are entered in the classroom via the Winfolder register on the e-behaviour panel.






You may need to click this camera icon to switch off projector mode and then input your Winfolder login details as a security measure.

Headcount: 18  
Class size: 23

Attendance																Info	%		
Sep											Oct								
Mo	We	Fr	Mo	We	Fr	Mo	We	Fr	Mo		We	Fr	Mo	We	Fr	Mo	We		
07	09	11	14	16	18	21	23	25	28		30	02	05	07	09	12	14		
02	02	02	02	02	02	02	02	02	am	01	02	03	04	pm	05				
?	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		88
?	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		88
?	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		88
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		80
?	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		77
?	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		88
?	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		100
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To display the e-behaviour and other information panel you must click on this arrow





Appendix 3



# Judge YOUR Behaviour as Ofsted Does

**If you:**

- are welcoming and positive
- show responsibility
- respond quickly to guidance
- show respect to others
- support each other's learning
- show consideration for others around school
- encourage others to behave well



**GOOD to  
OUTSTANDING!**

**If you:**

- arrive late
- lack attention
- waste time
- talk 'off task'
- show a lack of respect
- stop others learning
- litter the school
- bully



**INADEQUATE**

Appendix 4



# Classroom Expectations

## The Thorpe Way

Arrive on **T**ime

Ensure all **H**omework is complete  
(and use your Link Diary)

Be **O**rganised with books  
and equipment

**R**espect others and the  
learning environment

Take pride  
in the way you **P**resent your work

Give your best **E**ffort at all times

**Collect Your Merit**

## Appendix 5 De-escalation Technique

### **Phase 1 'Calm'**

**Student Behaviour** –co-operatively follows directions, able to receive corrections.

**Prevention Strategies**-high rates of engagement, high rates of academic and social success, teach and practice social skills.

### **Phase 2 'Triggers'**

**Student Behaviour**-students experience a series of unresolved conflicts, pressures from deadlines and other task demands, faces many consequences for problem behaviour.

**Intervention Strategies**-problem solving, on the spot social skill instruction, pull out and debrief student.

### **Phase 3 'Agitation'**

**Student Behaviour**-student exhibits an increase in behaviour that is non-focused, student attempts to terminate conversations, off task, easily distracted.

**Intervention Strategies**-structural modifications, provide quiet time, break down work or give easier alternative, alter student's schedule, provide options and choice, debrief.

### **Phase 4 'Acceleration'**

**Student Behaviour**-provocative engagement behaviours, verbal abuse and intimidation, defiance, escape.

**Intervention Strategies**-give choice and disengage, crisis prevention, give student time to respond, withdraw from student, debrief if they make appropriate choice.

### **Phase 5 'Peak'**

**Student Behaviour**-student is 'out of control' and exhibits severe behaviour such as physical or verbal abuse towards others or objects.

**Intervention Strategies**-PRIMARY ISSUE IS SAFETY, establish policy and routines for all students prior to the school year starting,

### **Phase 6 'De-escalation'**

**Student Behaviour**-confusion, attempts to reconcile, withdrawal, denial of serious behaviours, blames others, attempts to justify behaviour.

**Intervention Strategies**-do not give excess attention, establish ownership of the problem, what did I do?, why did I do it?, what else could I have done?

### **Phase 7 'Recovery'**

**Student Behaviour**-student displays an eagerness to become engaged in non-interactive activities and reluctance to address the 'peak' behaviours

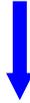
**Intervention Strategies**-provide a stronger focus on the typical routines and activities, implement the consequences for the problem behaviour, high rates of reinforcement for appropriate behaviour, re-review expectations, teach and practice.

**Appendix 6**  
**Attitude Grades**

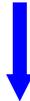
**Replace with Separate sheet**

## Appendix 7 Teaching Team Detention Process

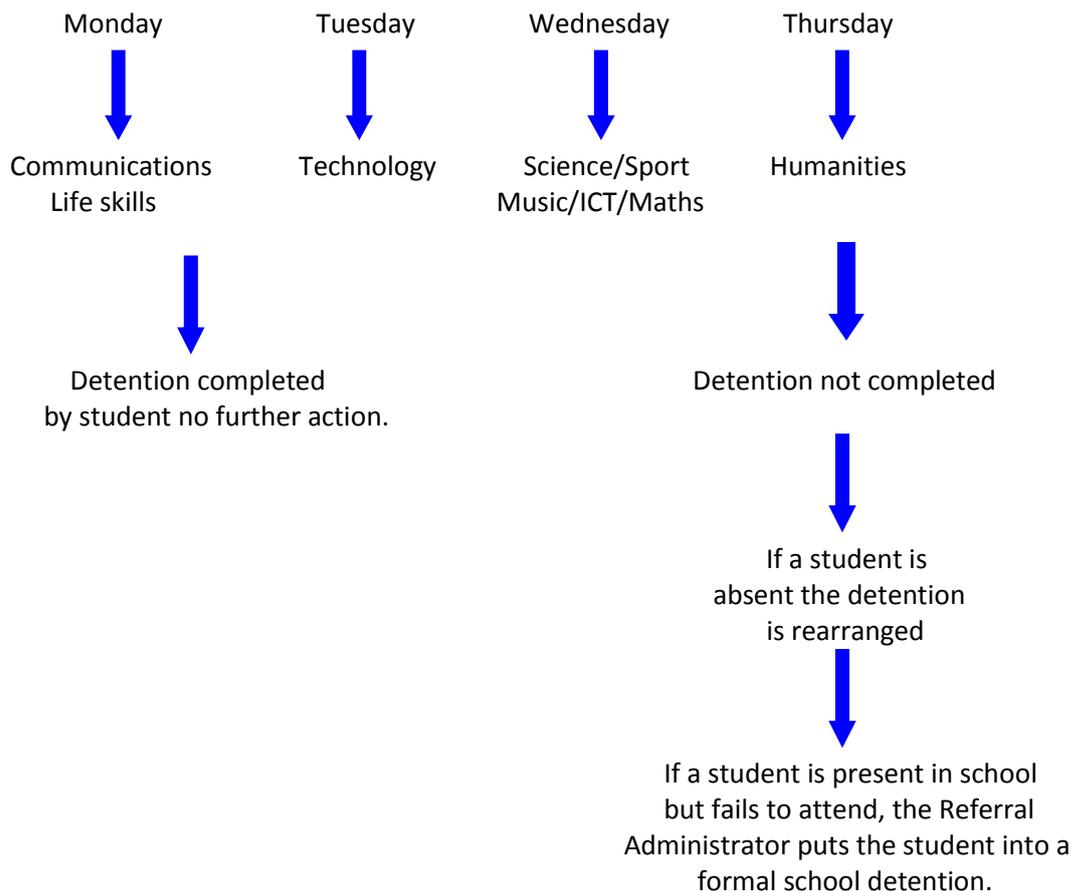
Subject Teachers inform Subject Leaders of the nature of the problem.  
Subject Leaders inform the Referral Administrator of students needing teaching team detentions for low/mid level behaviour.



Teaching Team detention letters sent to parents/guardians by Referral Administrator



Teaching Team detention lists compiled and sent to Subject Leaders at the start of each week, detentions run by members of staff within the Teaching Team, detentions last 30 minutes.



**Appendix 8**  
**Formal School Detention Process**  
**Mid/High Level Behaviour**

Formal school detentions are issued to students by BEST Team, Heads of Houses, Leadership Links, Vice Principals and Principal.



The Referral Administrator is informed of student's name and reason, and letters are sent to parents/guardians.



The Referral Administrator compiles the detention lists at the start of each week and sends to BEST Team and the senior member of staff who is on detention duty that week.



Formal school detentions operate on a Tuesday and Thursday for 1 hour in S10. They are supervised by senior members of staff supported by the BEST Team.



The BEST Team remind students during last period on a Tuesday and Thursday that they have a formal school detention, if they are North last period they are escorted by the BEST Team to S10.



If a student is in school and does not attend, parents are contacted that afternoon and the detention is arranged for the following Tuesday or Thursday. Parents are informed that if a student doesn't attend again then they will be internally isolated for 1 day and that parents will have to attend a meeting with the Head of House.



Detention completed  
no further action.



Detention not completed  
internal exclusion for 1 day.

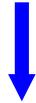


Parents contacted and a  
re-integration meeting  
arranged with themselves and Head of House

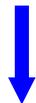
**Appendix 9**  
**Referral Room for Mid/High Level**  
**Incidents**

The referral room is supervised by the referral administrator and a member of senior teaching staff.

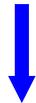
The teacher also has the role of Referral Duty and will be called to remove a student from a lesson if they are refusing to leave and attend Referral.



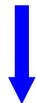
Students are sent to the Referral room from a lesson if their behaviour continues to disrupt the learning of others after positive classroom management sanctions have been followed.



The subject teacher enters the incident on Bromcom.



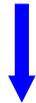
In the referral room, students are asked to complete an orange form saying why they have been sent to referral, they complete the rest of the lesson in referral before attending the next lesson. If the student has been sent to referral for a high level behaviour incident (Fast Track) they may remain in the referral room which could be for more than one lesson whilst the incident is investigated and sanctions decided.



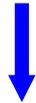
The referral administrator automatically issues a student with a Teaching Team detention if they have been sent to referral

**Appendix 10**  
**Internal Exclusion Process**  
**Mid/High Level Incidents**

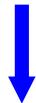
Internal exclusions take place in the referral room which is supervised by the Referral Administrator and a member of Teaching Staff. Students can only be internally excluded by Heads of Houses, Assistant Principals, Vice Principals and Principal.



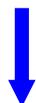
Students complete the work that is sent for them in silence; students are not allowed to leave the room for breaks or lunch times.



Letters and telephone calls to parents/guardians for internal exclusions are made by the BEST Team, who also arrange the re-admittance meetings between parents and Heads of House, Assistant Principals or Vice Principals.



Re-admittance paperwork is completed at the meeting which will have agreed future targets of behaviour for the student and is signed by all parties present.



Students are then monitored, on report, for two weeks to help fully re-integrate.

## Appendix 11 High Level Incidents of Behaviour-Fast Track

High level behaviour incidents by students e.g. swearing at a teacher, physical assault etc, should be reported immediately by the teacher. This should be done using the E-Behaviour system or by sending a reliable student from the lesson to inform the BEST Team.

The BEST Team inform patrol, via the Referral Administrator, to ensure that the student is removed from the lesson or to check that the student has arrived at the referral room.

Statements are taken by the BEST Team from any students or members of staff who might have witnessed the incident. All the information is passed onto the Vice Principals or Principal who make the decision as to an internal or external exclusion.

Internal exclusion.

BEST Team contact home and inform parents of situation.

They also arrange the re-integration meeting for parents, student and a member of the Leadership Team. The BEST Team send letters home for internal exclusions.

Internal exclusions take place within the referral room, students have no breaks or lunchtimes and complete work that is set by their subject teachers.

Re-admittance pro-forma completed at re-admittance meeting with agreed behaviour targets for the future.

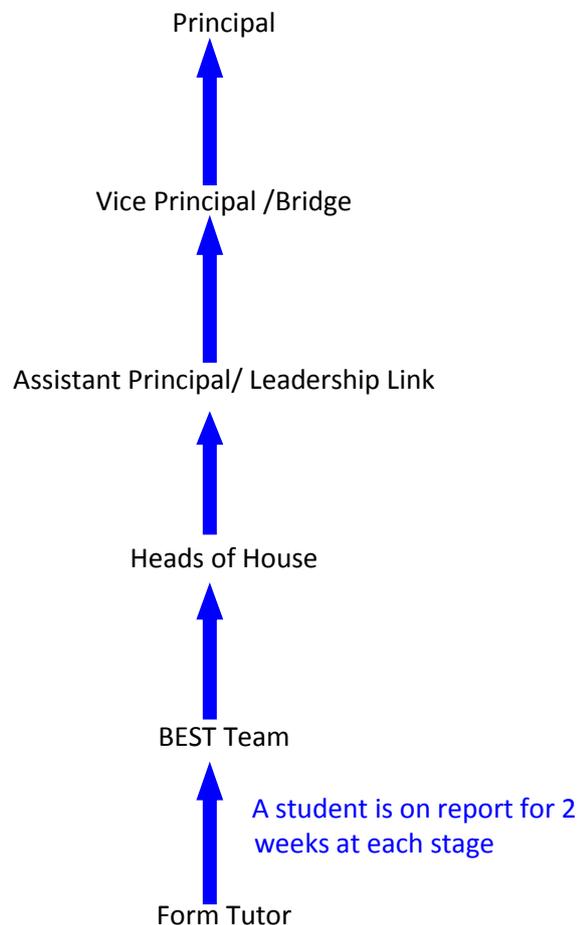
External exclusions.

The Vice Principal / Principal complete the exclusion pro-forma; this is given to the Office Administration Co-ordinator who sends the information to County Hall and also the letters to parents.

Assistant Principals, Vice Principals, Principal explain what has happened and arrange for the student to be collected and taken home. The BEST Team co-ordinates the re-admittance meeting between student, parent and senior management. If a school Governor needs to be present the Office Administration Co-ordinator organises this.

Re-admittance pro-forma completed at reintegration meeting with agreed targets.

## Appendix 12 On Report System



- Students are identified as needing to go on report from the weekly behaviour data during the weekly meetings between Heads of Houses and the BEST team. The behaviour actions are monitored at the weekly meetings between Vice Principals and Heads of Houses.
- The student is spoken to by the BEST team or Head of House as to why they are being put on report.
- A letter is sent to the student's parents/guardian by the BEST team informing them of the situation.
- The student's report is checked at the beginning of lunchtime by the BEST team in S10 for South Site students or N124 for North Site students.
- If a student has an attitude grade below 5 a lunch time detention is completed on that day with the BEST Team.
- If after 2 weeks on report, a student's behaviour has improved they are taken off report and a letter is sent home by the BEST Team.
- If after 2 weeks on report a student's behaviour hasn't improved they move up on report to the next stage, and a letter is sent home by the Best team informing parents/guardians.

## Appendix 13 The Bridge

**Referrals to the Bridge can only be made by the Principal or Vice Principals in direct consultation with the SENCO.**

After a referral to the Bridge, an entry meeting takes place with the student, parents, Bridge Manager and possibly Vice Principal where targets and a review date are set.

The Bridge supports students and their families for a number of reasons:

Students at risk of permanent exclusion

Students who have had a number of internal exclusions

Students returning to school after significant fixed term exclusion

Students who have a history of disruptive behaviour in more than one curriculum area after completing the on-report process unsuccessfully

Students with significant attendance problems

Managed move students to assist their re-integration into school

Students on the Key Stage 4 engagement programme

The aims of the Bridge:

Targeted intervention to re-engage students in education and assist their families

Support students to develop learning strategies

To provide flexible provision to students having specific difficulties including multi-agency work

To reduce permanent / fixed term exclusions

To look at alternative provision where necessary

Complete assessments and observations to inform teaching

To provide support packages including work related learning, additional reward programmes and alternative curriculum opportunities

Curriculum support

Support students to identify barriers to learning and enable them to make positive learning choices

The purpose of the Bridge:

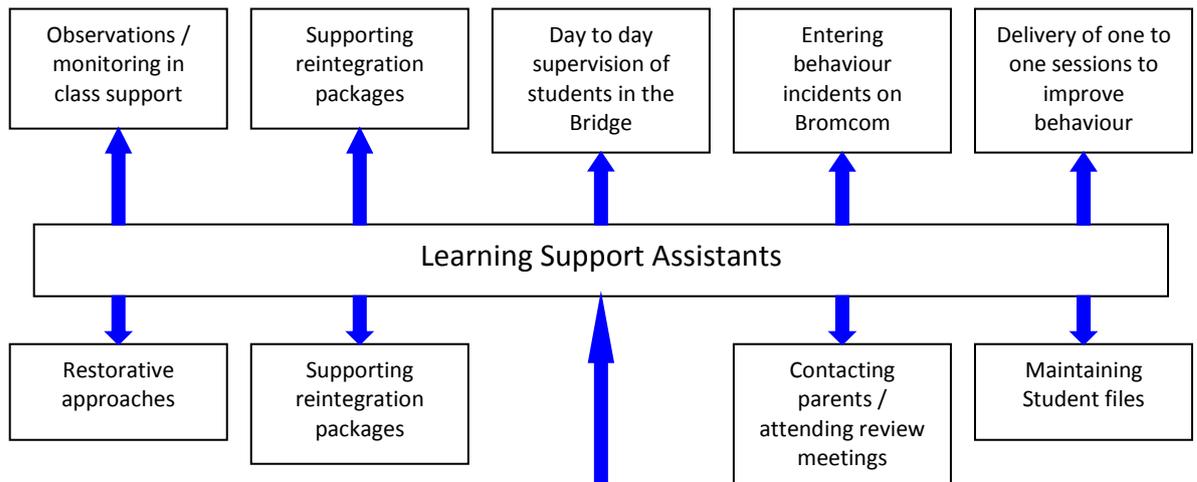
Refer students and co-ordinate multi-agency support

Identify needs of behaviour for School Support Team

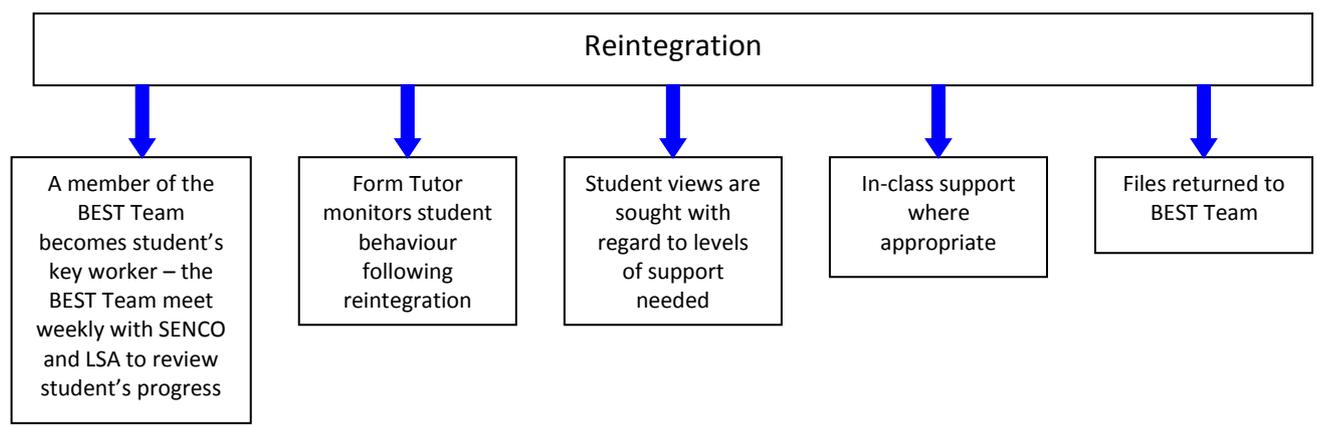
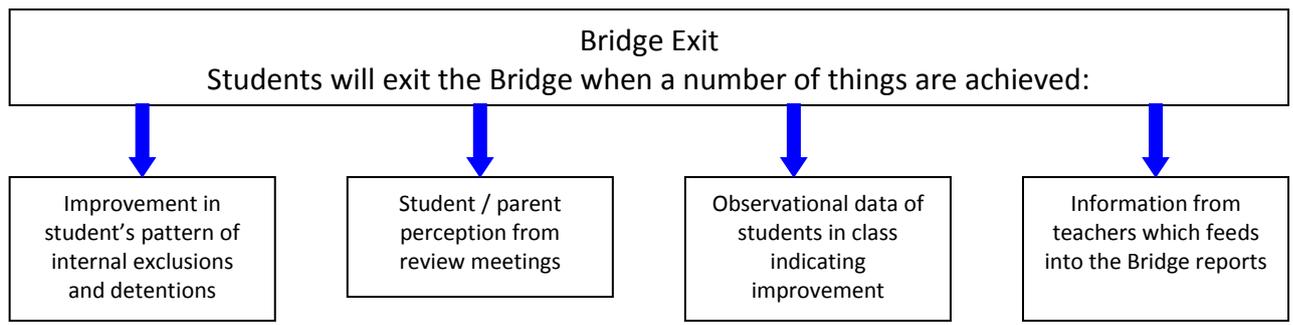
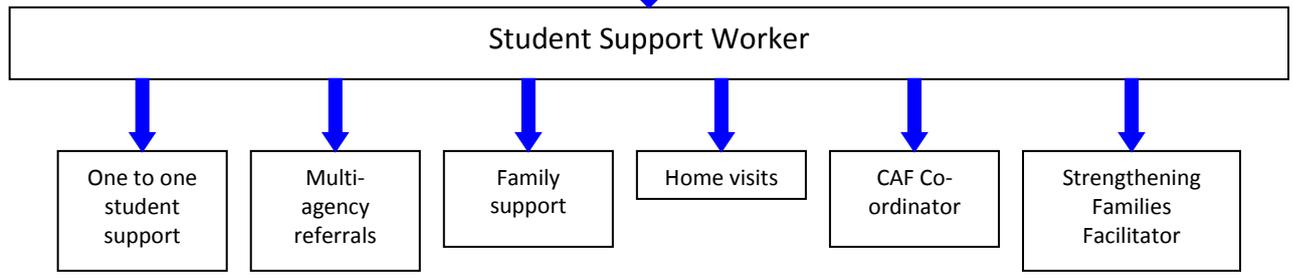
Build self-esteem and confidence

Restorative approaches

Therapeutic interventions



Staff working in the Bridge



Appendix 14

# THE BRIDGE

## REFERRAL FORM

Name of Student .....	COP Stage .....	
Year .....	Form .....	Date .....

What are the main difficulties experienced by the student?

What strategies have been tried regarding your concern?

Please indicate staff involved:-

Form Tutor   
BEST   
Leadership Link

Head of House   
Vice Principal

What are parents/carers views of the concern and how have they been involved?

Suggestions for The Bridge involvement:-

Date/Time of Entry Meeting with parents for The Bridge involvement .....  
(Vice Principal/Principal/CAS/Parents MUST be present)

Student file handed to CAS at entry meeting (to be returned to Head of House after successful reintegration).

## **Appendix 15**

### **Corridor Protocols at Thorpe St Andrew School**

#### **'A Reminder of Expectations'**

#### **Rationale**

The communal areas in the school are all our responsibility and if we patrol them behaviour and learning will improve, due to students arriving to lessons in an ordered manner and on time. If we are all consistent with this students will quickly realise that this is the 'norm' and that wasted time between lessons is not acceptable.

#### **Starting Lessons**

- Teaching staff to meet students at the door with a friendly smile!
- Direct students to lessons that are loitering around your door or area.
- Do not line students up, bring them straight into the room to avoid congestion and initiate learning.
- Decide on a routine for students once they are in the classroom (e.g. immediately sitting in seats from the seating plan, or standing behind chairs for a uniform check.)
- Where possible use support staff to supervise your starter activity/routine while you are greeting students at the door; this ensures valuable time is not lost with those students arriving early.
- Students should take no longer than the 5 minutes change over time allowed to arrive at your lesson. All staff must adopt the approach that 30 seconds late is still late.

#### **Ending Lessons**

- Develop a routine for ending your lesson following the plenary (e.g. standing quietly behind chairs.)
- Don't dismiss students all at once to avoid corridor congestion. The groups that are dismissed first should be rotated by lesson.
- Meet students at the door again as they leave.
- Do not allow students to congregate outside your door following a lesson with you.
- Where possible use support staff to help with your end of lesson routines (e.g. ensuring that those students that have been dismissed are moving swiftly to their next lesson.)

#### **Between Lessons**

When crossing sites, all teaching and non-teaching staff should encourage students to move to lessons quickly. Any students out of class during lesson time should be challenged.

#### **Summary**

By following these simple routines the movement of students around the school will be more ordered and valuable learning time will not be lost. Students will also become familiar with these collective routines meaning that behaviour management will be less of a challenge for all staff.

## Appendix 16

### Guidance on Carrying out Break/Before and After School Duties

<b>Laundry Lane Gates</b>	Walk along the road, move students along. Monitor potential smokers. Deal with anyone who is smoking.
<b>Outside New Science Block</b>	Walk around this area-monitor to main school and Art block. Ensure students do not go in the car park or onto the field at break. Get students to pick up litter (particularly near the Art block as this is where they congregate) and put in bins. Check corridor by referral and ensure students are putting rubbish in bins. Move to lessons promptly on first bell.
<b>Old Science Block/S23/ Car Park/Gate</b>	Start at gates to ensure students do not leave premises. Walk around area. Do not allow students to gather under trees (potential smokers) or play football. Get students to pick up litter. Move to lessons promptly on first bell.
<b>Maths Block/Humanities/ Old Science Block</b>	Walk around area. Check classrooms. Get students to pick up litter and put it in bins. Make sure students are calm. Move outside if needed.
<b>Site Crossing/Field (South)</b>	Stay near one way system to ensure they follow this. Ensure students do not go in car park and onto the field. Get students to pick up litter.
<b>Dining Hall</b>	<u>Must be on time</u> (very busy at the start.) Two people monitor queue and ensure sensible waiting. Other person moves students to sit at tables and make sure all litter is put in bowls/bins provided. Move students to lessons promptly on first bell.
<b>Picnic Area and Kiosk</b>	<u>Must be on time</u> (very busy at the start.) Monitor queue for kiosk. Walk around area. Get students to pick up litter. Move students to lessons promptly on first bell.
<b>Quad</b>	Monitor behaviour – no running around and standing on benches. Ensure students put litter in bins. Move to lessons promptly on first bell.
<b>Team Leader</b>	Visit colleagues on duties.

**Please ensure all areas are clear of litter by the end of break.  
Ask students to pick up litter (even if it not theirs) and put  
it in bins throughout break so this is achieved.**

## Appendix 17

### Thorpe St Andrew School Uniform Policy

The Thorpe St Andrew School uniform policy aims to help students learn how to present themselves in an appropriate manner and is based on common sense. It also highlights the need for safety when undertaking a range of school activities. Students must take full responsibility for wearing the uniform provided for them. The uniform policy enables parents to follow written guidelines and therefore reduces potential conflicts between students and parents. Students not in the correct school uniform will result in a phone call home asking for the correct uniform to be delivered or an agreement for students to go home and change.

- Uniform should be smart and clean at all times and worn in a correct business like manner.
- Hairstyles should not be extreme in any way and excessive make-up is inappropriate.
- Rings and other jewellery are not considered suitable for school due to health and safety reasons.
- A maximum of one pair of plain stud earrings (not hoops or other styles) can be worn. Earrings must be removed for PE.
- Facial and other body piercings are potentially dangerous and so are not permitted.

#### Uniform

- Plain navy sweatshirt with school logo- only available from School Trends.
- White polo shirt with school logo, shirt to be tucked in at all times-only available from School Trends.
- Plain black trousers or skirt – traditional length.
- Black shoes, which should be suitable for movement between sites – no canvas shoes or trainers. Dark plain coat or jacket.
- Food technology apron.

#### Games, Physical Education and Sport

##### Girls

Towel  
Black one-piece swimming suit  
White swimming hat (TSAS logo)  
Burgundy games polo shirt  
Black shadow stripe shorts  
Trainers that are only used for P.E.  
Maroon socks  
Hockey/Football boots (optional)  
Black games sweatshirt (TSAS)

##### Boys

Towel  
Black swimming trunks  
White swimming hat (TSAS logo)  
Burgundy games polo shirt  
Black shadow stripe shorts  
Trainers that are only used for P.E.  
Maroon socks  
Football boots  
Maroon reversible rugby shirt with white band inside  
Black games sweatshirt (TSAS logo)

**Any difficulties arising over school uniform should be referred to the school. The school will do everything possible to ensure each student is correctly dressed.**

**Appendix 18  
The BEST Team**

**The aim of the BEST Team is to promote emotional well being, positive behaviour and school attendance by identifying and supporting those with, or at risk of developing, emotional and behavioural problems.**

The BEST Team consists of three non-teaching members of staff who are based on the North and South sites.

North Site supporting Mira,  
Cygnus and Altair Houses

South Site supporting Vega,  
Sirius and Polaris Houses

The BEST Team work with students and families in a number of areas and work closely with Heads of Houses, The Bridge, Teachers, Leadership Links, Assistant Principals, Vice Principals and The Principal.

Behaviour

Uniform

Attendance

The BEST Team is alerted to all behaviour incidents entered onto E-Behaviour.

The BEST Team meets weekly with Heads of Houses to discuss student's behaviour using the weekly behaviour data and actions are decided.

The BEST Team send letters home to parents for all stages of the 'on report process'.

Students are spoken to about their behaviour and supported to develop effective learning strategies for the future.

Students may be identified for 'Behaviour for Learning' group Work or Restorative Approaches.

Arranging and attending meetings with parents to discuss behaviour concerns.

Uniform checks.

Telephone calls to parents regarding uniform issues.

Confiscating incorrect uniform until the end of the school day.

Monitoring students' attendance weekly using attendance data reports.

Telephone calls and meetings with students and parents to discuss attendance concerns and future action plans.

Meetings with Attendance Improvement Officer to discuss action plans for students with persistent absence.

Contacting doctors for medical evidence.

Monitoring truants using the Bromcom missing from lesson alert system.

Supporting students who are absent through ill health with school work to do at home.

Supporting students to return to school if they are feeling anxious, etc

### Detentions

BEST Team receive the detention lists from both teaching team and formal school detentions on a Monday each week.

Students in formal school detentions are reminded of their detention period 5 on a Tuesday or Thursday.

Students are escorted to S10 for formal detentions by the BEST Team and support staff supervising the detention.

The BEST Team contacts home if a student fails to arrive for a formal school detention, although they were in school, and re-arranges the detention for the next available date, also explaining to parents the consequences of not attending a second time.

If a student fails to attend again, the BEST Team arranges to place the student in internal isolation, contacts home and the Head of House to arrange a re-admittance meeting to discuss the incident.

Letters for internal isolation are sent home by the BEST Team.

### Groupwork

The BEST Team delivers group work sessions – they run for 1 hour a week over a 4 week period.

Students can be referred by Heads of Houses.

The groups are:

- Smoking Cessation
- Behaviour for Learning
  - Self Esteem
- Anger Management

For parents and students the Strengthening Families programme also operates termly outside of school.

This is a multi-agency run groups and referrals can be made through BEST Team or Student Support worker.

### Bullying / Friendship Issues

The BEST Team works with students and parents to resolve issues related to bullying and friendship issues.

All incidents of bullying are recorded on the bullying log on the U drive.

A number of different interventions may be used based on the situation including Restorative Approaches.

### Racist Incidents

All racist incidents need to be recorded using the appropriate racist incident form – these forms are available from the PA to the Principal.

Forms should be completed by the member of staff who witnessed the racist incident.

If a student reports a racist incident directly to the BEST Team, they will complete the form.

All forms must be returned to the Principal where they are recorded and filed for County Hall.

## Appendix 19a Rewards

	Points Accumulated	How Often	Reward
Platinum	200 points	Termly in Celebration Assembly with The Principal	Certificate
Gold	150 points	Termly in House Assembly	Certificate
Silver	100 points	Termly in House Assembly	Certificate
Bronze	50 points	Termly in House Assembly	Certificate

## Appendix 19b

Rewards	By Whom	How Often	Points
100 % Attendance	Form Tutor	Weekly Half Term Term	5 points 25 points 50 points
99% to 95% Attendance	Form Tutor	Weekly Half Term Term	3 points 14 points 5 points
Planner present and signed	Form Tutor	Weekly	2 points
No uniform concerns	Form Tutor	As required	2 points
Student of the week	Form Tutor	Weekly	5 points
Contribution to the school community *	Teacher involved with activity	As occurs	5 points
Excellent AFL task	Subject Teacher	As occurs	5 points
Good attitude	Subject Teacher/Form Tutor, Learning Mentors/BEST Team	As occurs	3 points
Good class work	Subject Teacher/ Learning Mentors	As occurs	3 points
Excellent answer to questions in lessons	Subject Teacher	As occurs	1 point
Good homework	Subject Teacher/Learning Mentors	As occurs	3 points
Sustained improvement	Form Tutor/ Subject Teacher BEST Team /Learning Mentors	Half termly	10 points
Leadership on Patrol rewarding good behaviour	Leadership on Patrol	As occurs	5 points

\*Contribution to the school community can be a range of activities (e.g. being part of a sports team, taking part in a drama event, taking part in the Duke of Edinburgh Scheme).

There will also be bonus weeks where a student can receive double points for a specified achievement.