Blatchington Mill School
Behaviour Policy

Date Policy Created:	Oct 2016
Date of last amendment:	May 2020
Date to be reviewed:	April 2022

Contents

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1. Policy Framework

Initiated:	May 2020
Groups Consulted:	Governors and Staff
Date for Review:	April 2022
Audience	Parents, Staff, Governors and Students (as appropriate)
Policy located:	BMS website (all audiences) and Staff Channel (Staff)
Lead Member of Staff:	Alessandro Capozzi

2. Policy Purpose

    The Staff and Governing Body at Blatchington Mill School (BMS) are completely committed to our students' educational achievement and to maintaining an inclusive, supportive and stimulating culture that enables our students to grow as positive, productive members of society. It is essential for **all** children to be guided in how to conduct themselves appropriately in order to achieve a sustained positive culture and maximum achievement, academically, personally and socially. The *BMS Behaviour Policy* details the carefully considered systems, approaches and actions that Blatchington Mill School implements to achieve this aim.

    A clear, balanced and explained framework of routines, rules, consequences and high expectations are absolutely imperative to protecting all students, especially the vulnerable, who need a calm, controlled, consistent environment in which to learn. All students have a right to be able to feel safe and able to learn - this purpose is at the heart of our behaviour policy.

    A clear behaviour policy is a clear outline of the day-to-day decisions and efforts and the systems that enable us, in partnership with parents/carers, **to create a consistently calm and purposeful learning environment** that all members of the school community deserve.

3. Policy Aims

    This policy aims to:
    *   **Effectively communicate** to all stakeholders the consistent approach to behaviour management taken at Blatchington Mill School.
    *   Outline our **ambitious values** and **realistic expectations** of behaviour so that they are understood by all members of our community. This means exemplifying what we consider to be: (a) desirable behaviour and (a) unacceptable behaviour, and therefore be clear about how students are expected to conduct themselves in our community.
    *   **Outline our systems of reward, support, reporting and consequences** that we use to address unacceptable conduct and promote desirable conduct.

4. Legislation and statutory requirements

    The *BMS Behaviour Policy* draws on the following legislation and statutory guidance that governs a school's duty to regulate the behaviour of students. More details are given in section 20.

    *   Behaviour and discipline in schools
    *   Searching, screening and confiscation at school
    *   The Equality Act 2010
    *   Use of reasonable force in schools
    *   Supporting pupils with medical conditions at school
    *   Sections 88-94 of the Education and Inspections Act 2006
    *   The Special Educational Needs and Disability (SEND) Code of Practice.
    *   Keeping children safe in education
    *   Independent report (DfE 2017): Behaviour in Schools.
    *   BMS Data Protection Policy

5. Definition of behaviour

    'Behaviour' in this policy refers to **any actions performed by any members of the student community**. It includes conduct in classrooms and all public areas: how students work, communicate, relax and interact; how they study; how they greet staff and peers; how they arrive at school; transition from one activity to another; how they use technology where it impacts school life; their conduct beyond the school gates when moving to and from school and identifiable as members of the BMS community and other areas of their conduct that reasonably fall within the remit of school.

6. Roles and Responsibilities

    This section outlines the responsibility of key groups for achieving our purpose and aims.

    The Blatchington Mill School governing body:
    - is responsible for reviewing and approving the *BMS Behaviour Policy* in conjunction with the headteacher.
    - should monitor the policy's effectiveness, holding the headteacher to account for its implementation.

    The Headteacher:

    - is responsible for reviewing and approving the *BMS Behaviour Policy* in conjunction with the Blatchington Mill School governing body.
    - will monitor the policy's effectiveness and hold staff accountable, where appropriate, for its implementation.
    - will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour using agreed systems, approaches and actions.

    School staff will:

    - expect all students to behave in a way that allows **all** students to learn and meet high expectations of conduct, addressing this promptly when student conduct does not meet expectations. Students can expect staff to **uphold the school behaviour policy** and agreed standards both in the classroom and elsewhere around site.
    - act in a way that **safeguards** and promotes the welfare of children, including ensuring children have a safe environment in which to learn and achieve the best social, emotional and academic outcomes possible.
    - **implement the behaviour policy consistently** to promote desirable behaviour and address unacceptable behaviour using agreed systems, approaches and actions (including, but not limited to, recognition and rewards alongside support and consequences).
    - **plan for and model positive behaviour.**
    - **use an appropriate approach** to the specific behavioural needs of particular students, including seeking support from fellow professionals as appropriate.
    - **provide explanations, challenge, feedback** to students on their effort and conduct.
    - record behaviour incidents using relevant systems and inform home as appropriate when behaviour concerns persist.
    - The senior leadership team and duty staff will support staff in responding to behaviour incidents.

Parents/Carers will:

- support their child in adhering to the *BMS Behaviour Policy,* notably the *Student Code of Conduct.*
- discuss with their child at home incidences of desirable conduct and all incidences of inadequate behaviour.
- uphold the *Home-School Agreement* and support the school's implementation of its behaviour policy to promote desirable behaviour and address unacceptable behaviour.
- discuss any behavioural concerns with relevant school staff promptly and inform the school of any changes in circumstances that may affect their child's behaviour.
- support the school in its decisions in relation to your child's behaviour including: responding to communications about your child's conduct; engaging in discussions and attending meetings to understand and support your child's behaviour all with an understanding of the overall aim to sustain excellent conduct in school to promote a safe and calm learning environment for all.
- keep up-to-date with achievement and behaviour information on their child by viewing and where appropriate responding to school communications via email, phone, SIMS Parent, Work Ethic and Progress reports and by attending Subject Consultation Evenings.
- ensure their child has the conditions, space and time to focus on their homework at home and check that they are completing it to the best of their ability by the deadlines set.

As a school we firmly believe in the importance of working closely with parents and carers for the benefit of our students, developing professional and supportive communication so that issues can be dealt with in a timely manner. Further details of what school and home agree to uphold when a child begins at Blatchington MIll are found in the Home School Agreement:https://www.blatchingtonmill.org.uk/assets/Uploads/Home-School-Agreement-Feb-2020.pdf

7. Student Code of Conduct

This section outlines the specific responsibilities students *have to ensure all students, including themselves, can thrive. A diagram displaying how the various elements of the behaviour system relate can be found in Appendix B.*

To help students understand what it takes to sustain a brilliant school community and what is expected of them, we have outlined a *Student Code of Conduct.* This indicates **the behaviours we expect of every student, which they agree to by being members of Blatchington Mill School**. Our expectations and standards are rightly very high because every child deserves a safe and stimulating environment in which to learn[1] and all parents expect when they send their children to us to learn.

Students will be familiar with many of these from our *Blatch Basics* (Appendix A), a mnemonic we introduce to students when they start with us in year 7 and reinforce through pastoral time and lessons to help students recall some of the behaviours and attitudes required to fully access learning. *Blatch Basics* forms the basis of many of the routines we use in school to develop good habits amongst our learners. Our Code of Conduct is reasonable and fair, drawn from our experience and knowledge of what it takes to create a thriving, inclusive school.

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[1]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

In the classroom we follow our Blatch Basics

- **B**e on time to and fully equipped for lessons so everyone can begin learning promptly.

- **A**ttempt work straight away, give your best effort and make it possible for all students to learn.

- **S**it in the place designated by the member of staff and move between lessons in an orderly way.

- **I**nvolve yourself in your learning - focus in your lesson on what you need to improve and complete homework to consolidate your learning.

- **C**ontribute to the lesson in a positive way so that everyone can learn and you can be recognised for the right conduct and effort.

- **S**peak kindly and respectfully to all and look after the classroom and whole school environment.

Around our school site we:

- wear the **correct uniform** at all times to show our commitment to having an inclusive school that focuses on who you are not what you look like.
- **take responsibility** for our actions **and behave with self-control** so that everyone can be proud of our community. As an inclusive school we support our students by teaching them to develop greater self-control as appropriate, including any students who may have additional needs.
- **respect and appreciate other students** and staff, their work, views, property and individuality.
- follow the **rules on mobile phones**, which means not using them in school at any time and accepting the consequence of a confiscation if you do (see section 14).
- ensure you do not bring any prohibited items to school (see section 20).
- **accept that the school will take decisions on the behaviour of individuals or groups** of students in accordance with "Brilliant Blatch Behaviour" in order to sustain an calm, inclusive and purposeful environment. As a supportive school we will always support students when they make mistakes but students are expected to follow instructions given by staff and accept consequences for certain behaviours that fall below our standards.

8. Community Values at BMS

Our *Student Code of Conduct* outlines our reasonable expectations of students so that all students have the calm, purposeful environment they deserve. However at Blatchington Mill School we are more ambitious than this, we want our students to **develop behaviours and attitudes that will help them to thrive in their lives beyond school, supporting others and contributing positively to society.**

Our students are marvellous ambassadors for our school and their effort and conduct contributes to a thriving school community. We share with students the values that make our community special so that every one of them can display Brilliant Blatch Behaviour (section 11) and live up to our motto of *Involvement, Achievement and Care*.

Our community values are that *BMS students will*:

● Seek to **better themselves** and the school community so that we continue to **improve together** and embrace **positivity** toward **learning**.
● Develop a **determined work ethic, resilience** and **self regulation** in order to **take responsibility** for creating **solutions** and **successful futures** for themselves.
● Be motivated by **service** and **kindness** to others and contributions to causes beyond themselves so that our school is defined by **positive relationships** and genuine **inclusivity**.
● Act with **respect, tolerance** and **emotional intelligence** towards one another.

These values are underpinned by the ethos that **every student in our community can conduct themselves in a way that promotes their own wellbeing and success**, **supports their peers to succeed** and **contribute to a thriving school community**.

This goes beyond the individual and recognises that we all come from different contexts - as a school we aspire to be greater than brilliant individuals but rather be a community that supports everyone, all the time. What students need in order to display these values is **the right guidance, messages, opportunities, challenges and boundaries - promoted and applied <u>consistently</u>.** The next sections outline how this is achieved.

9. Promoting desirable behaviour

At Blatchington Mill School we know the power of recognition, norms, incentives, routines, boundaries and consequences in encouraging brilliant conduct. This section outlines the suite of approaches we use to harness these for the benefit of all.

(a) Promoting Norms

Norms are types of behaviour that are expected and considered to be typical in a community. We are strongly influenced by what others do and tend to conform to the behaviour of those around us because it seems like the right thing to do and we want to receive the social benefits of fitting into a group. This in turn forms habits as we repeat behaviours over time. Norms are often tacit and just part of the fabric of a group. However at BMS we have spent time examining what influences human behaviour through training and practise[2] and know that can be hugely powerful in promoting desired behaviour if used explicitly and praised. Moreover, when repeated we can develop habits in learners that make desirable behaviour automatic.

We promote norms in two main ways.
- **We make deliberate efforts to define the norms of student behaviour -** our *Student Code of Conduct, Blatch Basics, Brilliant Blatch Behaviour* and *BMS Community Values* are good examples of this approach.
- **We seek out opportunities to explain these to students as appropriate, such as:** teacher explanation and feedback in class; explaining and insisting on routines; the assembly and tutor time programme; reporting home; curriculum content; publishing rules and guidelines amongst many other opportunities in the school day.

(b) Recognising Norms

Beyond defining and explaining norms, we are **deliberate in our praise and recognition when students uphold the norms** we want to see. By providing **thoughtful, public recognition of specific effort** we can promote behaviours and make it clear that this is what successful students at Blatch are doing day in, day out. This is so important because we know that all students do things at school that are worthy of recognition and all students have their specific areas in which they excel. **It is right to highlight these so every child feels a sense of success.**

Another important reason to recognise norms is that **the significant majority of students come to school every day and work hard, seek to learn and treat others with respect** all the way through school. Sometimes this can be overlooked, but not at Blatch. We work hard to make sure students who do the right thing repeatedly know their efforts are appreciated and make sure there is public recognition of this consistent excellence.

Ways in which we promote desirable conduct include:

- exemplifying when students are doing great things in assembly
- using assembly and tutor time to name students who have achieved certain levels in terms of work ethic, achievement points or attendance/punctuality.
- sending recognition messages to parents and carers to celebrate particular achievements and efforts.
- subject certificates and postcards for excellent performance and effort.
- sharing model work in class.
- verbal and written praise for specific effort in lessons and a Subject Consultation Evenings.
- rewarding and incentivising great conduct and effort, notably through *Passport* (see below).

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[2] https://www.bi.team/wp-content/uploads/2015/07/MINDSPACE.pdf

- awarding achievement points.

(c) Incentives and Rewards

We know that recognising and showing appreciation when students do the right thing, achieve well or go beyond and champion our community values is highly powerful in securing desirable conduct. However we also know that students are motivated by incentives that are both intrinsic and extrinsic. On the one hand intrinsic motivations, such as **an inspiring curriculum and engaging pedagogy, promote an internal desire to think deeply and put in effort by stoking students' interest in their learning.** These are of huge value. Similarly, extrinsic motivations have an important place in schools by offering **external recognition and reward** that students can enjoy through good effort and conduct. In particular we want to reward pupils for displaying *BMS community values* (section 8) that allow themselves to really thrive, support others and contribute positively to society.

- Our Curriculum

On the intrinsic side our curriculum plays an important role. We undertake review and improvement of our curriculum so that the knowledge we teach and learning experiences we create are fascinating and engaging. The responsibility to engage with their learning sits with students, with the guidance of teachers, parents and carers but as a school we pride ourselves on having a broad, challenging and interesting curriculum[3] that motivates and inspires students to invest effort in their learning and develop a determined work ethic, good learning habits and the desire to improve.

- Achievement Points

Our staff use *Achievement Points* to reward students for specific behaviours we want to see such as sustained effort in class, excellent work ethic, excellent contribution to class activities, completion of challenges, excellent performance on assessments and more.

These are logged centrally and students are infomed how many they have collected, which is celebrated in tutor sessions and assemblies as well as by notifying parents and carers about each point via our SIMS Parent app, giving students the recognition in school and at home that is both deserved and motivational.

- Behaviour Points

We also award *Behaviour Points* to students where staff are not satisfied with a student's conduct in order to signify that they are not meeting part of the *Student Code of Conduct,* which is not acceptable. This is discussed with the student and home is notified so both school and parents / carers are involved in supporting the student to make better choices.

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[3] https://www.blatchingtonmill.org.uk/our-vision-and-values/curriculum/

10. Passport

At Blatch we believe in rewarding great conduct and effort, as such we have designed our **own reward programme** - **Passport**.

Passport is a system where students accrue Passport Points, which they can exchange for rewards and enhancements that they value (e.g *Reward Room* passes, vouchers, skip the lunch queue passes, stationary, craft supplies, sports equipment, event discounts, prizes and more).

The power of Passport is not just in the exchange of points for prizes but also the visibility of the points - students like to see how their excellent behaviour and attitude each day translates to more points, which is they can challenge themselves as individuals to accrue or compare with peers. To do this Passport points are recorded centrally and students can view them on their internet browser landing page and on the dedicated Passport page, that uses principles of gamification to display totals - the system is updated daily so it is responsive and engaging.

Students collect Passport Points for five different behaviours that they do in school and we as a community value highly. These are:

- keeping up *good attendance* at school;
- *being on time* to school and lessons;
- having *Good or Outstanding work ethic grades* from teachers;
- collecting *achievement points*
- avoiding *behaviour points*.

Using these 5 categories allows students to really recognise what they are doing well, for example achieving great work ethic grade in a subject. It is specific about where they can improve, perhaps with punctuality for example. Students enjoy this precise feedback and know that the more points they collect the more they are recognised for their success with contact home and the ability to exchange the points for enhancements or items they may want.

At its heart, we want a system that rewards, in a visible, responsive and fun way, all of those students who sustain their efforts over time, doing the right things every day in a way that benefits themselves and others.

11. Brilliant Blatch Behaviour (BBB)

This section outlines how we benchmark and make decisions around certain behaviours.

It is important to have a clear approach to identifying and benchmarking the behaviour we see in school, this makes it clear to students what is acceptable and what is not. Our framework is called Brilliant Blatch Behaviour (BBB) and places behaviour in 5 categories B1-B5. BBB has been embedded since 2015 and students, parents/carers and staff appreciate the clarity it gives to the situation where behaviour requires a response. Posters such as the one below can be found around the school.
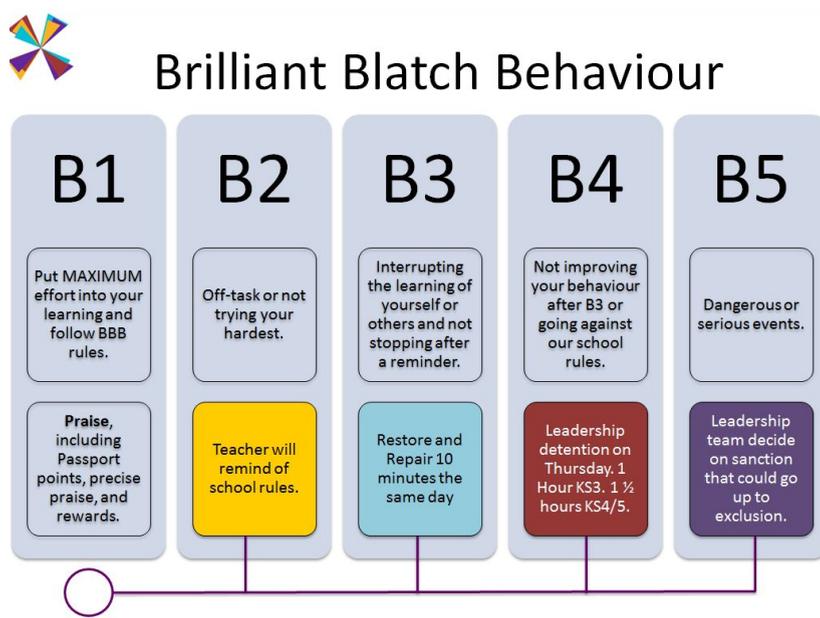
B1

B1 behaviour is what we want to see, it is what our students do regularly and one of the things that makes our school so special.

- Simply put B1 behaviour is when students put maximum effort into their learning, relationships and behaviour in school. B1 is about doing all of the aspects of the *Student Code of Conduct* and challenging themselves to live the Blatch Community Values (section 8).
- B1 Is where students are on time, ready to learn and approach lessons and school with the right attitude. This means they are doing their bit to ensure a positive environment for all.
- B1 behaviours are the norms we want to promote, they are praised, recognised and rewarded in the ways described in the section on norms and incentives.

B2

B2 behaviours are those moments where a student may be off task, distracted or not putting in appropriate levels of effort. B2 involves a reminder from a member of staff about the high standards we expect and often a brief supportive discussion to help a student realise how they can do better.

- We understand that sometimes students need a reminder to correct off task or incorrect behaviour.
- School and learning can be challenging and our staff are ready to correct minor behaviour issues in lesson with a verbal reminder of our high expectations and obligations not to stop others learning.
- Staff are trained to issue reminders and explain instructions, which we know are important tools to help students stay focused on learning and improving

- B2 helps to avoid situations escalating by giving students the chance to choose to get back on track.

B3

B3 behaviour comes in where students are not responsive to a reminder or explanation about their unacceptable conduct. Students who do not correct their behaviour are continuing to disrupt the learning of others - that is not fair and needs to be addressed. **Restore and Repair conversations** are the main tool staff use at B3 to prevent further escalation in behaviour.

Setting the R&R
- If a student reaches B3 this results in a same day **Restore and Repair conversation** that takes place at the end of the school day. They are both supportive and compulsory conversations to proactively educate students on how to conduct themselves more positively if their behaviour falls short.
- A teacher records the need for an R&R on SIMS so that home and pastoral staff are informed.
- These are set for the end of the day to make sure the teacher does not have to enter extended explanations about behaviour in the classroom, which unfairly stops them teaching the other students in the class who are demonstrating B1 behaviour.
- Sometimes a teacher may decide to have the conversation after class if convenient and appropriate.
- Students may be asked to step outside to reflect on their disruption and wait for the teacher to address it with them in a way that is not public or continuing to distract other students. Students who reach B3 and continue to disrupt may be *parked* in another subject teacher's room for the duration of the lesson to limit the impact on fellow students who are doing the right thing.

Using R&R
- **Restore and Repair is a discussion between a teacher and student, led by the teacher, to address incidents where a student's behaviour does not support their own, or others, learning and was not rectified after a warning in class.** This would include persistent lateness, inadequate work as well as disruptive behaviour.
- R&Rs are useful for staff in uncovering possible factors leading to student behaviour.
- R&R sessions take place with the support of pastoral staff and subject leaders in a central location, with SLT supervision. All staff receive training and guidance on how to conduct R&R sessions.

The format for R&R is:
- Same day so there is some time to reflect but a timely connection between the R&R and the behaviour.
- Teacher describes why the behaviour was problematic and why it needs to improve.
- Students must respond appropriately, possibly explaining reasons for their actions, they should apologise for their behaviour and show that they understand why it was not appropriate.
- Teacher outlines expectations for the next lesson to get the student back on track with B1 behaviour. **Students for their part should approach R&R with an *attitude for change*** - listening to where they need to improve, sharing their thoughts appropriately and ultimately being clear on how they will change their behaviour to be back at B1 again.

Refusal to attend R&R or continuing the same poor behaviour in immediately subsequent lessons after the R&R demonstrates that the student does not have an attitude for change and therefore this will trigger a B4 consequence

B4

As educators we know that even clear expectations, reminders or restorative conversations are not always enough. An incident may be more serious than R&R. A student's conduct may not alter sufficiently after coaching or they may have another R&R soon after the previous one, indicating they have not earnestly adopted an *attitude for change*.

For persistent or significant poor behaviour like this inside or outside of class, pastoral teams and subject leaders will issue a B4, which always comes with a consequence of a full leadership detention. Detentions are a minimum of 1 hour in year 7-9 and 1.5 hours in year 10-11. Although parental consent is not required for detentions by law[4] the school always seeks to work with parents to ensure they understand the reasons for the consequences and inform them of how they are being arranged.

Detention is a serious sanction - a student's behaviour has been deemed to be B4 by a member of staff, which falls short of our *Student Code of Conduct*.

- We use detention as a deterrent to alter behaviours, it is important there is a sufficiently undesirable consequence for certain behaviours to deter students from engaging in unacceptable conduct.
- Equally, when a student's conduct falls short of expectations despite the support in B2 and B3 they need to know this is not good enough and their peers need to see there is a consistent, reasonable consequence.
- **It is worth noting that the significant majority of students at Blatchington Mill never reach B4 or receive detention in their time with us.** We are always clear with those who do about why they have a detention and our pastoral team work with them to help them reflect on the conduct that has led to the B4 consequence so it can be avoided in future.
- Detentions are run every Thursday and Friday by the Year Offices and SLT. **Parents are notified via text and on SIMS Parent about upcoming detentions.** Students are notified by their year team or the subject curriculum teacher setting the detention.

As a school we use our professional judgement to decide on additional measures that may be needed when a student engages in B4 level poor behaviour. This is not a definitive list but gives an example of how we may seek to prevent behaviours from being repeated.

- ➤ *Restorative activities:* students reflecting on specific behaviours for an extended period.
- ➤ *Community activities:* students giving back time and effort to the school community (e.g. repairing graffitti or tidying school equipment, collecting litter)
- ➤ *Extended Parking:* Students spend an extended period of time doing their work in other subject teachers' classrooms during certain lessons to reflect and break cycles of poor conduct.
- ➤ *Trip/Activity/Sports team agreements:* specific targets for students to alter their behaviour to be permitted to take part in trips, school shows, school events or school sports teams. Failure to meet these targets results in them not being allowed to participate in a trip, activity or team.
- ➤ *Mentoring:* Additional support and structured discussion with pastoral team members to ensure students develop skills to avoid negative behaviours and promote their own wellbeing.
- ➤ *Blatch Basics Report:* Year Office or tutor led report for students to have a higher level of scrutiny or support to make sure they are meeting the *Student Code of Conduct*. This comes with enhanced reporting home so successfully changed behaviour or persistent poor behaviour is flagged regularly for follow up at home.
- ➤ *Subject Report:* Subject leader led report for a higher level of scrutiny or support in specific lessons.
- ➤ *Lunchtime detention:* supervised lunch in response to certain behaviours (e.g. lateness to lesson)
- ➤ *Confiscation:* the school will confiscate both items that are misused (e.g. using a mobile phone in school returns a 24 hour confiscation) or that are prohibited in UK schools (more detail in section 20).

Refusal to attend detention, poor conduct in detention or continuing the same poor behaviour after detention demonstrates that the student does not have an attitude for change and therefore this will lead to further B4 consequences or a B5 consequence.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

B5

Serious breaches of the school behaviour policy and *Student Code of Conduct* may require a more serious response than a B4 consequence. B5 sanctions involve internal and external exclusion and are used rarely. They mark serious or dangerous behaviours and serious breaches of the school behaviour policy.

- This is always a decision taken by the senior leadership team after investigation alongside Year Offices.
- B5 sanctions always involve parents for conversations to discuss how to support the child to change their conduct. Students are always in receipt of an explanation as to why they have been set a B5 internal exclusion and the duration of the sanction.
- Sessions of internal exclusion are always supervised by a trained staff member who engages the student in significant reflective activities so they can understand how to avoid repeated behaviour. Students are given appropriate toilet and refreshment breaks.
- Students complete meaningful school work when in an internal exclusion session. The duration of sessions are dependent on the situation, context and age of the student but are never more than 3 consecutive days and are a short term, serious response to behaviour, never a replacement for a student's curriculum for an extended period. Our default is very clear: we want all students in class, doing their best all the time. There are some times where a B5 consequence is required to get the student back to the behaviour that allows them to be productive in class and not be detrimental to their peers' right to learn or the standards of our community.
- The supervising member of staff completes a report on the student's efforts and conduct during their internal exclusion to feedback to the Year Office about how they engaged with restorative and subject work order to support their reintegration back into their timetabled lessons.
- Students are reintegrated after a meeting and conversation with home to ensure there is good feedback between home and school to support the child in not repeating those negative behaviours.
- The kinds of behaviours deemed to be B5 include: physical violence towards others, possession of illicit or banned substances and items deemed to be weapons; causing major disturbances in the community; threatening behaviour; abusive language, prejudice-based language; persistent defiance of school procedures or rules. There are further examples in the section: *serious misbehaviour.*
- The failure to complete a B5 appropriately can result in a requirement to repeat the sanction.
- **Very few students ever receive a B5 sanction.** The incidences of B5 sanctions are monitored closely by key staff and where additional needs may be identified, appropriate referrals and support are sought. In addition a close, constant review of more serious misbehaviour is undertaken as part of our duty to identify and respond to behaviours that may indicate safeguarding concerns that diminish the welfare of all children *(Keeping Children Safe in Education 2019)*

As a school we may choose in our judgement to employ other considered consequences and actions for B5 behaviour, these include:

- *Pastoral Support Plans:* detailed plans outlining supports, actions and expectations for a student repeatedly engaging in cycles of poor conduct.
- *Behaviour Contracts:* Stipulated agreements, with consequences laid out in detail for students
- *Managed Moves and Alternative Provision*: the school retains the right to direct a student's learning to another education provider as outlined in *Alternative Provision Statutory guidance for local authorities (section 23)*[5]
- *Exclusion*: exclusion from school for a 'fixed-term' specific period or permanently. This decision is always considered as a last resort after other means have been exhausted or the safety of fellow students is put at risk.

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[5]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf

12. Benchmarking behaviour

Misbehaviour that typically leads to B3 R&R or B4 consequence includes (but is not limited to):
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or poor effort
- Poor attitude to schooling or others
- Incorrect uniform
- Talking unnecessarily or chatting, calling out without permission, distracting others from their work
- Failure to follow instructions or rudeness/poor language
- Disruptive behaviour
- Being unnecessarily slow to start work or follow instructions. We are a highly inclusive school and will always ensure students with additional or special educational needs are supported to understand instructions, start and complete work to the best of their ability
- Showing a lack of respect for each other and staff
- Not bringing the right equipment
- Using mobile devices inappropriately
- Breaches of the school rules and *Student Code of Conduct*

Serious misbehaviour that typically leads to a B5 consequence includes (but is not limited to):

- Repeated breaches of the school rules and *Student Code of Conduct*
- Repeated and/or serious instances of misbehaviour, notably failure to follow instructions or rudeness/poor language
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting, physical aggression or violence
- Persistent disruption of others and their learning
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs and drug paraphernalia/associated items
    - Stolen items
    - Tobacco, cigarette papers and smoking related material
    - Fireworks, laser pens or similar
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

13. Work Ethic

Reporting behaviour and effort in lessons.

We seek to promote and recognise outstanding effort and behaviour because it leads to fantastic learning and a thriving school community. In assembly, lessons and tutor time, we often speak to students about how the right conduct, positivity towards learning and being well prepared for lessons will support them to be the best version of themselves. Alongside this we make clear the support that is available to them, from high quality lessons and teacher feedback to guidance from tutors and the year office.

We operate a reporting system that allows students and their parents and carers to know how well their child is doing in each of their subjects according to the teacher's professional judgement. We know that parents and carers value this information so that they can support at home and that students want to see where their effort is being recognised and know exactly where they can improve even further.

This reporting system is called: *Work Ethic*.

Students are judged using three *Work Ethic* <u>categories</u>:

1. **Behaviour for Learning**
   - The extent to which a student's behaviour allows them to learn and be successful in a subject.
   - The extent to which a student respects fellow students and their teacher through the right behaviour that allows everyone to learn.

2. **Attitude to Learning**
   - The effort a student puts into their learning in each subject so they can achieve.
   - The quality of work and desire to improve that is displayed by a student.

3. **Readiness for Learning**
   - The frequency at which a student arrives at lessons on time, fully equipped and wearing full uniform so that they are ready to engage fully in the lesson.
   - The completion of and standard of homework and revision.

They receive **grades** for each category:
4. **Outstanding** - an *aspirational* grade to recognise *excellent* effort, behaviour or readiness for learning that a student brings to their studies, which will result in outstanding progress in their learning over time.

5. **Good** - *acceptable* attitude, behaviour or readiness that is *consistent* and will lead to reasonable progress over time.

6. **Improvement needed** - attitude, behaviour or readiness for learning is *not good enough* and is *limiting* the student's success in the subject. Students with this grade for any category will have been supported by their teacher to improve and you should have been made aware of this through home school contact so that we can work together to guide the student to outstanding.

Students get two Work Ethic and Progress reports per year and they are used by staff to assess where students may need additional support or guidance to improve their outcomes.

14. Phones

At Blatchington MIll mobile phones are not to be used in school by students. This includes anywhere on the school grounds from the start of the school day. Mobile phones often do not support positive social behaviours, facilitate cyberbullying, create unhelpful distractions and are not effective in supporting learning. It is also clear that many students have plenty of screen time outside of school and that a school that does not permit phone use can more easily promote other valuable forms of communication and socialising. The overwhelming majority of UK schools adopt the same policy of not permitting phone use in school, this is alongside countries that have banned them altogether in schools.

The features of a phone that do support learning (e.g. internet access) are easily accessed in the suite of Chromebooks and other equipment we have in many classrooms to be used at the discretion of the teacher.

If a student uses a phone in school, the phone is visible or is heard it will be confiscated for 24 hours (overnight) and returned at the end of the next school day. It is a student's responsibility to turn it off and leave it in their bag or inside pocket each day.

Parents and carers will be informed via message of any confiscation and are able to contact the school to speak to their child or pass on a message. It is vital that parents and carers support this policy so that students understand that school is for learning and to promote an environment that is not dominated by phones and other screens. The same rule applies to headphones and to smart watches (if used as a phone) and applies even if a child is communicating with a parent or carer.

If for any reason parents wish to contact their children during school hours they are warmly invited to call contact the school via phone to reception, email to the Year Office, to specific staff or Student Services. We advise against contacting a child on their mobile as they will be unable to respond in school. **We are always glad to pass on messages as appropriate or if the situation requires enabling you to speak to your child.** Often this is much more appropriate than calling a child's phone, which can create a distraction and in some cases does not enable us to support students.

Children can collect their phones from the SLT member of staff in R&R the following day after a confiscation. Phones will not be handed back to students on the same day as a confiscation. Parents are welcome to discuss confiscations with the YOs if they call the school.

15. Uniform

Our uniform is rightly inclusive, reasonable and academic - and supports our focus on student learning and not their appearance. Issues of equality and wealth are also factors in why we set out a specific uniform, which includes guidelines on shoes, make-up and jewellery. Blatchington Mill School deliberately has one of the most affordable uniforms in Brighton and Hove and has avoided expensive uniform items for this purpose.

It is important that everyone has clarity on what is required to minimise time being spent dealing with these issues in school so we offer clear guidance on uniform expectations for students in our community on our website: https://www.blatchingtonmill.org.uk/for-students/uniform/

Setting boundaries for what we accept in terms of effort, conduct and presentation are important so that everyone knows what is expected and we can keep a set of common standards that allow focus on learning and leave no student feeling excluded or disadvantaged by their household income or personal circumstances. Our uniform speaks to us being inclusive and proud of our school.

16. Behaviour beyond the School Gates and in the Community

At Blatchington Mill we feel a strong sense of duty to the local community and, as such, will take the necessary steps to identify and issue appropriate consequences to students who are responsible for unacceptable behaviour in the community. Students are expected to engage in work to understand why such behaviour is wrong and restore the relationship with the community. The same BBB (B1-5) protocols are followed for behaviour in the community, especially when students are identified as being from Blatchington MIll.

Teachers have the power to discipline students for misbehaving outside of the school premises *"to such an extent as is reasonable"*. The school adheres to DfE advice which allows us to deal with 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.

17. School departments

Sustaining great behaviour involves the considered thought and effort of several teams. A brief summary of their roles is outlined below.

Subject teams: Subject teachers are responsible for upholding the school's high expectations in lessons and guiding students to meet our ambitious expectations by ensuring students know how to be successful in class, are recognised for their success and alerted to when they are falling below expectations. Subject leaders support their teachers to uphold high standards through training, quality assurance, support with individual students, Restore and Repair conversations and more.

Year Offices: The Head of Year and Assistant Head of Year monitor, support and direct the behaviour of their year groups. This ranges from promoting norms in assembly, recognising success, leading tutor teams, communicating with home, mentoring students, using pastoral data to set actions, supporting attendance, leading restorative practices, leading colleagues to develop support and consequences and more.

Student Support: This is our *inclusion* team that supports students with Special Educational Needs and Disabilities or those with suspected SEND. They are involved in ensuring students with EHCPs (E) and School level support (K) have appropriate support to access school life, including systems of behaviour management.

In practice this can mean working with Year Offices to run *triage*, where staff put forward students they feel have additional needs and may need other forms of support - mentoring, SEND assessment, Educational Psychologist assessment, SEND support plans, small group sessions, speech and language development, assistive technology and so on. Triage is also the forum where referrals to external agencies can be coordinated, including the Brighton and Hove Inclusion Support Service and Wellbeing teams.

The inclusion team also runs 'The Hive', our space designed to support students with additional needs, often Social Emotional and Behvaioual to regulate their behaviour and practice strategies to help them focus and thrive. Run by trained professionals under the auspices of the SENCo this space supports students who may have additional needs to meet the expectations that in the same way as peers through approaches such as: 'connect, then correct' zones of regulation, reflective conversations and role play, mindfulness, developing relationships and positive language.

Child Protection: A clear behaviour policy forms an important part of a school's duty to safeguard its students.[6] Our CP team, including the Designated Safeguarding Lead, works closely with senior staff and Year Offices to monitor and review student behaviour to ensure signs of abuse and more widely concerning behaviours are properly examined in order to take action in the best interests of the child. This may involve referrals to support agencies, guidance for Pastoral staff, work with families or other interventions in order to safeguard a child's welfare.

18. Bullying

At Blatchington Mill we believe bullying in all of its forms is absolutely unacceptable. It harms the social and emotional well-being and personal development of students and so will never be tolerated in our school. We take all incidences where bullying is reported seriously, investigating them and responding appropriately. In all cases we make it clear that we will not accept the intentional harming of others,we will put in place serious consequences and actions to prevent bullying from occurring again as well as supporting parents and carers to help children respond to any events outside of school.

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

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

Bullying might be motivated by actual differences, perceived differences or as a result of association with someone else. It is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues.

The school records all known examples of bullying and prejudiced-based incidents and puts in place strategies for individual students to prevent further incidents occurring. This will include sanctions alongside instruction to signal that this behaviour is unacceptable. Moreover, we know it is important to move beyond signalling that bullying is

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[6]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf (p6)

wrong and deterring it through sanctions to actually changing the underlying thinking that has led to bullying behaviours in the first place. As a school we are committed to educating about the effects of bullying through a range of approaches: pastoral interventions; restorative conversations and activities; assemblies and tutor times and our curriculum in subjects like PSHE but also English, R.S, History and others. It is a broad effort to ensure all of our student community know why bullying is simply not acceptable and also how to support victims as classmates and friends.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy[7]. Our approach encourages students and parents/carers to report incidents where they feel bullying has taken place so that it can be investigated appropriately and to inform whole school approaches to prevent the occurrence of bullying.

19. Prejudice based incident /hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups.

These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

20. Disciplinary Powers

This section outlines for readers some of the statutory powers schools have to regulate the discipline of students.

These are outlined broadly, with links to relevant legislation in the DfE guidance: *Behaviour and discipline in schools Advice for headteachers and school staff (Jan 2016)[8]*

(a) Key sections

- *"The headteacher must set out measures in the behaviour policy which aim to: promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and which regulate the conduct of pupils." (p4)*

- *"Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff." (p5)*

- *"Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits." (p6)*

- *"Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil." (p7)*

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[7] https://www.blatchingtonmill.org.uk/assets/Uploads/Anti-bullying-Policy.pdf
[8]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

The school also adheres to the following DfE advice (p6):

- *A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.*

- *Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.*

- *Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.*

- *When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.*

(b) Exclusion

At Blatchington Mill, fixed term and permanent exclusion will always be considered as a last resort in response to:
  (a) serious or persistent breaches of the school's behaviour policy or
  (b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school takes the position that permanent exclusion is not an outcome we want to see and so takes the decision to permanently exclude very seriously in line with the criteria above. This follows DfE guidance[9].

Further to this, we follows the DfE guidance on exclusion[10] which states:

"Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

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[9]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf
[10] https://www.gov.uk/government/publications/school-exclusion

(c) Confiscation of items

On occasion staff may need to confiscate items from students, the school adheres to all DfE advice on this matter.

There are two sets of legal provisions which enable school staff to confiscate items from students:

1) The **general power to discipline** *enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.*

2) **Power to search without consent** *for "prohibited items" including:*

- *knives and weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *tobacco and cigarette papers*
- *fireworks*
- *pornographic images*
- *any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property*
- *any item banned by the school rules which have been identified under the rules as an item which may be searched for*

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which we deem to be harmful or detrimental to school discipline, including causing unnecessary distraction.

Students in possession of prohibited items (those listed but not limited to above) have put their school place at risk and will receive a B5 response. This can include internal exclusion, fixed-term exclusion or permanent exclusion with their place in school placed under review.

Searching and screening of students is conducted in line with the DfE's latest guidance on searching, screening and confiscation[11]. As a school, should we deem a search of a child and their bag to be necessary this is always conducted with two adults, one of whom will be a member of the school's senior leadership team and one of whom will be of the same gender as the child.

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[11] https://www.gov.uk/government/publications/searching-screening-and-confiscation

(d) Use of Reasonable Force

The school adheres to DfE guidelines[12] on the use of reasonable force in schools which states that

"Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- *Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.*
- *'Reasonable in the circumstances' means using no more force than is needed.*
- *Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.*
- *Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.*
- *School staff should always try to avoid acting in a way that might cause injury.*
- *Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*
- *The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*
- *Members of staff in the school will never use force as a punishment.*
- *Staff members must inform the Headteacher when they have had any physical contact with a student.*
- *A student's Head of Year or Assistant Head of Year will inform the parents that their child has been restrained or physically controlled.*
- *All complaints about the use of reasonable force will be investigated without delay. They will be dealt with in accordance with the Safeguarding and Child Protection Policy which contains a section on managing allegations against staff.*
- *The Headteacher will identify staff who require advanced training in the use of reasonable force. These staff are likely to work regularly with students who have social, mental and emotional difficulties.*
- *Any member of staff who uses 'reasonable force' is to inform the Head Teacher immediately.*
- *The department of education guidelines also states that:*
  "Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm."

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[12] https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

(e) Drugs and Substance misuse

Blatchington Mill School believes that drug and substance use and misuse, including alcohol, is a matter that concerns the whole community and therefore an effective policy is one that takes a broad and considered approach, addressing the needs of young people, the school, parents and the community. We have a full programme of PSHE lessons covering these topics. We take the view that drugs and illegal substances have no place in a school, the possession of and/or use of which presents a danger to the wellbeing of students.

Our approach aims to:

- Protect the interests of all young people within the school
- Develop positive relationships and images within the school
- Tackle those distributing drugs/substances in a proportional (more severe) way in relation to drug users
- Reinforce the educational emphasis on knowledge, awareness, self-esteem and skill development.
- Uphold legal responsibilities of the school

Each case will be considered on individual circumstance and in all cases support will be sought from relevant external agencies.

Students caught in possession of drugs or illegal substances (including alcohol) have put their school place at risk and will receive a fixed-term exclusion, with their place in school placed under review, with the possibility of permanent exclusion considered seriously.

Students suspected of being in possession of illegal/banned drugs/substances who do not enable a search to be undertaken should expect at least the same response.

(f) Malicious allegations

Complaints against staff are always investigated thoroughly. If after full and thorough investigation, it is the considered view that that allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file.

The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

(g) Equality Act

The policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

(h) Related Policies:

- Attendance and Punctuality Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disability Policy
- Welfare, Processes and Health & Safety on School Trips

Related policies are found here: https://www.blatchingtonmill.org.uk/our-policies-and-processes/policies/
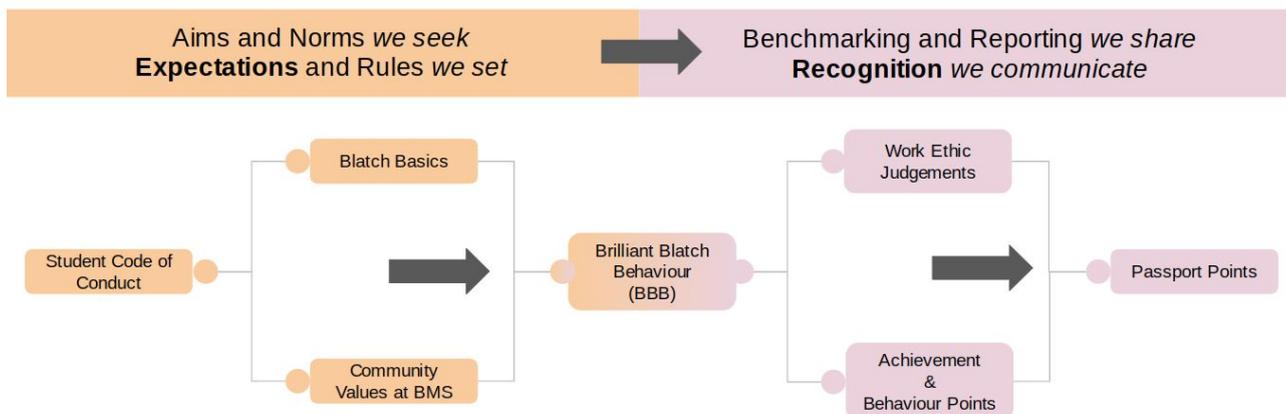
Appendix A: **Blatch Basics Poster**

Appendix B: **Diagram of how key elements of the behaviour system interact**

Accessed here: https://docs.google.com/presentation/d/1LY

| Aims and Norms *we seek* **Expectations** and Rules *we set* | Benchmarking and Reporting *we share* **Recognition** *we communicate* |

Student Code of Conduct sets out broad expectations of behaviour around site and in classrooms.
- *Blatch Basics* form parts of these expectations as basic behaviours pupils should exhibit in each lesson.
- *Community Values* are aspirational attitudes and behaviour we seek to instil in students.

Brilliant Blatch Behaviour codifies the Blatch Basics and Community Values so that students, staff and others have a clear framework to:

(a) discuss behaviours that we value or not
(b) see how we benchmark different behaviours and consequences.

Work Ethic, AP/BPs and **Passport Points** are recognitions we use to show the Brilliant Blatch Behaviours that we value or do not value.
- AP/BPs - for specific incidents thus are regular, responsive, immediate recognitions
- Work Ethic - recognise performance overtime in classroom
- Passport - flowing from both the above to recognise general performance in school.

Links to Behaviour Guides and Research

The following are a selection of useful visual guides and research papers for teachers and leaders seeking a synthesis of the best techniques to establish excellent behaviour in the classroom, subject teams and school. **They are short reads, summarising more detailed research.**

Appendix C: **The Beginning Teacher's Behaviour Toolkit**

A SUMMARY
Accessed here: https://assets.publishing.service.gov.uk/government/uploads/systemattachment_data/file/.pdf

THE BEGINNING TEACHER'S BEHAVIOUR TOOLKIT: A SUMMARY

IN 2016, in response to the Carter Review of Initial Teacher Training, a review of the behaviour management component of teacher induction was commissioned by the then Secretary of State for Education, Nicky Morgan. Subsequently, another report was commissioned to locate the features of successful school cultures and classrooms. This document is a summary of both of these projects, reframed to support providers of Initial Teacher Training who are designing their curricula to meet the specification of the new ITT Core Content.

Tom Bennett
Lead Behaviour Advisor,
Department of Education

INTRODUCTION

Pupil behaviour is key to the success of most classroom outcomes. What we call behaviour is actually the sum of an enormous number of habits and attitudes and skills that adults frequently take for granted. None of these factors are innate, and they must be imparted or taught in some way. Pupils vary enormously in these

what good conduct looks like; this penalises the less able pupil. Instead, be precise, and carefully communicate what behaviour will help pupils to succeed, what is prohibited, and what the consequences of both will be, emphasising the benefits of engaging with the processes.

■ Being clear in one's mind what good behaviour looks like.

classroom we...' etc. Respond whenever norms are broken. Demonstrate that they are important and be consistent with them over time.

ROUTINES

Appendix D: **Get in Front of their Behaviour**

Accessed here: https://static1.squarespace.com/static/3324976/2+Get+In+Front+Of+Their+Behaviour.pdf
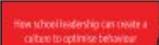A summary of: **Creating a Culture: How school leaders can optimise behaviour**
https://assets.publishing.service.gov.uk/goReview_of_Behaviour_in_Schools.pdf

Appendix E: **Improving Behaviour in Schools: Summary of recommendations**

Education Endowment Foundation
Accessed here: https://educationendowmentfoundation.org.uk/tools/guidance-reports

Appendix F: **MINDSPACE Influencing behaviour through public policy**

Institute for Government
Pages 18-28. *Accessed here:* https://www.instituteforgovernment.opublications/MINDSPACE.pdf

MINDSPACE: A user's guide to what affects our behaviour

The elements described here are those that we consider to be the most robust effects that operate largely, but not exclusively, on the 'Automatic System'. They illustrate some of main tools at the disposal of individuals and policymakers in influencing behaviour. We do not claim to cover all of the possible effects on behaviour, and we do not deal with more traditional interventions that rely on providing information and education.

We outline nine robust influences on human behaviour and change. These principles are underpinned by considerable research from the fields of social psychology and behavioural economics. They are therefore presented as the most robust effects that policy-makers should understand and, if appropriate, use. The following sections briefly explain these effects, which we have arranged according to the acronym: **MINDSPACE.**

Messenger	we are heavily influenced by who communicates information
Incentives	our responses to incentives are shaped by predictable mental shortcuts such as strongly avoiding losses
Norms	we are strongly influenced by what others do
Defaults	we 'go with the flow' of pre-set options
Salience	our attention is drawn to what is novel and seems relevant to us
Priming	our acts are often influenced by sub-conscious cues
Affect	our emotional associations can powerfully shape our actions
Commitments	we seek to be consistent with our public promises, and reciprocate acts
Ego	we act in ways that make us feel better about ourselves