



9th January 2017

High Performance Behaviour Framework

Dear Parents and Carers,

As part of the ongoing support of all of our students in achieving to their full potential in both academic lessons and specialist training and performance we are introducing a High Performance Behaviour Framework, outlining the school's expectations in all learning environments and how each student can best act to maximise their own progress.

The following pages are a guide to the structure of this framework and how staff will respond to each level of behaviour. We hope that this will provide you with a clear understanding of this initiative and that by working together in recognising and addressing each level, every child will not only develop their sense of responsibility to their own progress, but will also relate these behaviours to their future success in higher education, employment or professional performance.

If you have any questions regarding this or would like to discuss the initiative in more detail please do not hesitate in contacting me on 01202 578886 or by emailing PChapman@leaf.bournemouth.sch.uk .

Yours Sincerely

A handwritten signature in black ink that reads "P Chapman".

Paul Chapman
Assistant Vice Principal



High **expectations** – High **achievement**



Recognising and promoting high performance behaviours



High expectations – High achievement



Why?

- To demonstrate the positive link between behaviours and performance in all areas of learning
- To improve students' sense of self-efficacy
- To develop the transferable skills and qualities required by employers and higher education

How?

- **Simple, levelled framework of behaviours**
- **Clearly communication to all stakeholders (students, parents & carers, staff)**
- **Displayed and recognised in all learning environments**

What?

Six behaviours to consider across every area of learning (all academic subjects and specialisms):

- Attendance
- Punctuality
- Equipment
- Effort
- Working with staff
- Working with students



An example: Attendance

Our baseline expectation

Silver (Good / Meets expectation)	96-99%
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High expectations – High achievement



An example: Attendance

What we publicly recognise and praise



Gold
(Outstanding / Above
expectation)



100%



- Communicated to parents / carers
- Celebrated in tutor time and assembly
- Half-termly rewards

An example: Attendance

What we privately address

	<p>Bronze (Requires improvement / Below expectation)</p>	<p>90-95%</p>	
	<p>Development (Inadequate / immediate intervention)</p>	<p><90%</p>	



Phone call discussion with parent / carer









In-school meeting between parent / carer and leadership staff

(In the specific example of attendance this will also include the involvement of the local authority)



An example: Attendance

	<p>Gold (Outstanding / Above expectation)</p>	<p>100%</p>	
	<p>Silver (Good / Meets expectation)</p>	<p>96-99%</p>	
	<p>Bronze (Requires improvement / Below expectation)</p>	<p>90-95%</p>	
	<p>Development (Inadequate / immediate intervention)</p>	<p><90%</p>	

Punctuality



Gold
(Outstanding /
Above expectation)

On time
**and actively contributes to the
effective start of the session**

Silver
(Good / Meets expectation)

On time

Bronze
(Requires improvement /
Below expectation)

Occasionally late (no more
than once per week in total)

Development (Inadequate /
immediate intervention)

Repeatedly late



Equipment



Gold
(Outstanding /
Above expectation)

Brings to every session
**equipment appropriate to
achieving maximum progress**



Silver
(Good / Meets expectation)

Brings all required equipment to
every session



Bronze
(Requires improvement /
Below expectation)

Occasionally forgets single items
of equipment (no more than
once per week in total)



Development (Inadequate /
immediate intervention)

Repeatedly forgets items of
equipment (more than once per
week in total)



Effort



Gold
(Outstanding /
Above expectation)

Works beyond the requirement
of the session to **maximise
personal progress and support
the progress of others**



Silver
(Good / Meets expectation)

Consistently works to meet the
expectation set for the session



Bronze
(Requires improvement /
Below expectation)

Occasionally has to be
reminded to focus (no more
than once per session)



Development (Inadequate /
immediate intervention)

Repeatedly reminded to focus
(more than once per session)





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Working with staff



Gold
(Outstanding /
Above expectation)

**Actively collaborates with staff to
maximise personal progress and
support the progress of others**



Silver
(Good / Meets expectation)

Responds constructively to
instructions and feedback from
staff and asks questions at
appropriate stages of the session



Bronze
(Requires improvement /
Below expectation)

Occasionally has to be reminded
of instructions (no more than
once per session)



Development (Inadequate /
immediate intervention)

Repeatedly has to be reminded
of instructions (more than once
per session)



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Academy



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& Screen





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Working with students



Gold
(Outstanding /
Above expectation)

Productively works with other students to ensure maximum progress is made by all involved

Silver
(Good /
Meets expectation)

Works constructively with other students to meet expectations set for the session

Bronze
(Requires improvement / Below expectation)

Occasionally has to be reminded of expectations (no more than once per session)

Development (Inadequate / immediate intervention)

Repeatedly has to be reminded of expectations (more than once per session)



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High expectations – High achievement

CREATE



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Performance behaviour framework



To be displayed in all learning environments

Performance Behaviours Framework: Assessment Criteria	Attendance	Punctuality	Equipment	Effort	Working with staff	Working with students
Gold (Outstanding / Above expectation)	100%	On time and actively contributes to the effective start of the session	Brings suitably personalised equipment appropriate to achieving maximum progress	Works beyond the requirement of the session to maximise personal progress and support the progress of others	Actively collaborates with staff to maximise personal progress and support the progress of others	Productively works with other students to ensure maximum progress is made by all involved
Silver (Good / Meets expectation)	96-99%	On time	Brings all required equipment to every session	Consistently works to meet the expectation set for the session	Responds constructively to instructions and feedback from staff and asks questions at appropriate stages of the session	Works constructively with other students to meet expectations set for the session
Bronze (Requires improvement / Below expectation)	90-95%	Occasionally late (no more than once per week in total)	Occasionally forgets single items of equipment (no more than once per week in total)	Occasionally has to be reminded to focus (no more than once per session)	Occasionally has to be reminded of instructions (no more than once per session)	Occasionally has to be reminded of expectations (no more than once per session)
Development (Inadequate / immediate intervention)	<90%	Repeatedly late	Repeatedly forgets items of equipment (more than one item per week in total)	Repeatedly reminded to focus (more than once per session)	Repeatedly has to be reminded of instructions (more than once per session)	Repeatedly has to be reminded of expectations (more than once per session)



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High **expectations** – High **achievement**



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What employers want (NIACE report)

- Positive attitude
- Communication skills
- Time management
- Teamwork skills
- Self management
- Initiative

compared with high performance behaviours

<i>Performance Behaviours Framework: Assessment Criteria</i>	Attendance	Punctuality	Equipment	Effort	Working with staff	Working with students
Gold (Outstanding / Above expectation)	100%	On time and actively contributes to the effective start of the session	Brings suitably personalised equipment appropriate to achieving maximum progress	Works beyond the requirement of the session to maximise personal progress and support the progress of others	Actively collaborates with staff to maximise personal progress and support the progress of others	Productively works with other students to ensure maximum progress is made by all involved

Reporting performance behaviours

- Teachers and coaches will email tutors and leadership staff with incidents of Gold, Bronze and Development behaviours in their lessons / sessions
- Gold behaviours will be celebrated through assemblies and contact home
- Tutors will make calls home regarding Bronze behaviours, leadership staff will coordinate meetings regarding Development behaviours

Consequences for Bronze and Development behaviours

- **Bronze behaviours – following phone call home to parent / carer, tutor will issue the student with a break-time (15 minute) detention that will be held the following day.**
- **Development behaviours – following discussion between parent / carer and leadership staff, the student will be issued with an after-school (1 hour – 3-4pm) detention on the following Friday.**