

# BROCKINGTON COLLEGE



## BEHAVIOUR MANAGEMENT POLICY

Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness and compassion for individuals and across the school community.

Signature: ..... Date: .....

Printed Name: ..... Position: .....

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Approval By	Pupil Development, Behaviour & Welfare Committee
Review Frequency	Two Yearly

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## **Introduction**

At Brockington we feel that the school's values should be at the core of everything we can do. Our 'Behaviour for Learning' system is central to the success of Brockington and it is essential that members of staff model good behaviour and our core values to pupils. We have expectations that pupils and members of staff refer to the school values on a daily basis in the way that they conduct themselves. The values are specifically taught to pupils through spiritual reflection and assembly time, but they should be visible in the day-to-day conduct and interactions of both pupils and members of staff.

### **Koinonia:**

The development of good relationships is key, both between pupils and between staff and pupils. There should be an atmosphere of mutual respect between all. Teachers have a responsibility for establishing clear classroom procedures and ensuring school rules and uniform are applied correctly. Pupils have a responsibility to follow the school rules and expectations and to ensure that they are showing respect to themselves and others at all times.

### **Learning:**

Staff will provide well-planned and structured lessons, which support, stretch and challenge every ability level and educational need. They will do this using differentiated and engaging tasks that help them to achieve clear objectives. Pupils should be clear of what their targets are and know what they need to do to achieve their targets. They should show a willingness to engage and work to their potential.

### **Wisdom:**

Staff show wisdom when planning and delivering lessons that create a positive ethos for learning with the classes they teach. They also keep a calm head and consider their actions before taking them, particularly when dealing with challenging behaviour. Wisdom is gained through experience and learning from others' example. Pupils will show wisdom in making the right choices for their learning and behaviour, but also dealing graciously with the consequences when they make unwise choices.

### **Perseverance:**

Perseverance is a key value for both staff and pupils. Staff need to show perseverance in creating positive working relationships with pupils within their classes. They should be creative and innovative and explore different ways to engage and support pupils. School is an intense and challenging environment and staff need to role model perseverance to pupils at all times. Pupils need to persevere in their learning. We learn more from our mistakes and failures rather than our successes, therefore pupils need to be resilient in the face of failure and keep trying to succeed. Pupils should always push themselves to achieve their very best.

### **Justice:**

Justice is really important to ensuring a positive ethos around the school. Staff have a responsibility to ensure that poor behaviour and disrespect towards others is effectively dealt with, and that all pupils are dealt with fairly and equally. Pupils need to be clear about the expectations we have of them and regular reminders of procedures and expectations. However, a degree of flexibility has to be applied by members of staff, as all circumstances are different and so professional judgement should always be used. Pupils will be held to account for poor behaviour. Pupils also have a responsibility to raise concerns about how others' are being treated, especially if they are not reporting concerns themselves. Allowing staff to effectively deal with and challenge pupils.

**Forgiveness:**

Each lesson will be a fresh start for all pupils especially after a previous issue or concern. Staff are encouraged to have a restorative conversation with pupils after an incident or issue has occurred to show forgiveness and also to rebuild relationships. Staff should ensure that they are clear that it is the behaviour that they are unhappy with and not the pupil as a person. Pupils should also broach each lesson as a fresh start and should not hold a grudge against staff or pupils within the class.

**Compassion:**

All people have personal circumstances that affect their attitude and behaviour, both staff and pupils. Staff have the wisdom and experience to handle this more effectively and regulate their emotions. However, pupils do not always manage to do this. Staff should take into consideration personal circumstances and additional needs that pupils have. Pupils should be treated with respect and compassion at all times. Pupils are expected to show respect, tolerance and compassion towards their fellow pupils, staff and visitors to the school.

Heads of Year as well as tutors should be kept fully informed of concerns that colleagues might have about aspects of a pupil's performance and progress. These should be recorded on SIMs. The Head of Year has an overview of the individual pupil and their personal development and is in the best position to recommend home contact where appropriate. Where a pupil appears to be experiencing significant difficulties, then liaison between the tutor and Head of Year will become necessary. Where relevant, an Individual Support Plan (ISP) will be drawn up in agreement with home and the pupil.

Where pupils have a Special Educational Need (SEND) or display Social, Emotional and Mental Health Difficulties (SEMH), sanctions will be revised and made appropriate to the individual's understanding. This process will involve the Head of Year, SENCO and SLT link. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to pupils and teachers, which will be reviewed on a regular basis.

**Basic expectations:**

- Arrive to lessons on time
- Be fully equipped for every lesson
- Act calmly and responsibly around the building and in lessons
- Work to your best standard and ability at all times
- Complete homework and hand it in on time and to your best ability
- Demonstrate the school values in everything you do

## Brockington Core Values



***Learning to Live Life to the Full***

## **Rewards**

It is important that all staff in their professional practice include ways to recognise pupils' efforts and achievements. Through the use of different rewards, a positive culture is created where our pupils will be motivated to give of their best and contribute to the life of the school and wider community.

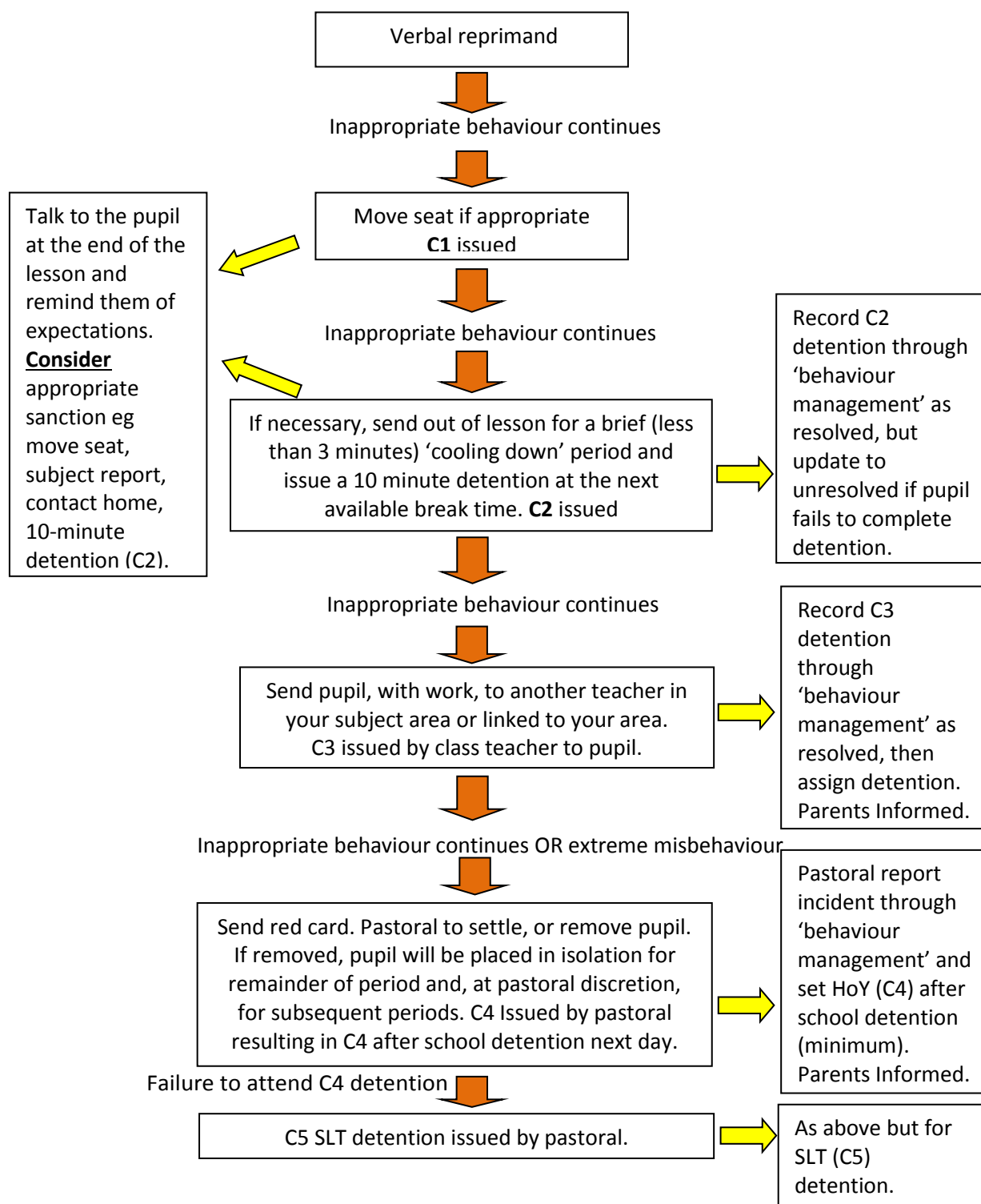
Rewards and recognition of pupils' accomplishments can currently be offered through:

- Verbal praise offered by staff in classrooms and across the school
- The issuing of merits within the subject, form time or for PSHCE
- Telephone call home to praise the pupil
- Praise cards or letters of achievement sent home
- The issuing of commendations to be signed by SLT
- Awarding Carrots
- Awarding tutor group prizes and trophies for top Carrot earners
- Creation of achievement walls in year areas, main hall and subject areas
- Articles in the school's newsletter giving details of participation and achievements
- Awards of trophies for success in inter-form and other competitive sports events
- Involvement of pupils in externally organised competitions or awards which provide opportunities for pupil achievement eg Duke of Edinburgh Award Scheme
- Certificates gained for outstanding efforts, participation, attendance or achievement. These may be awarded in Year Assemblies or in the special Achievement Assemblies that are held in July at the end of each academic year
- Academic awards given annually to those pupils nominated by their subject and pastoral staff. There are also awards from the Principal and Governors which focus on all round achievement and contribution to school life
- Inclusion within values trips
- Arranging some other special occasion for a particular group of pupils
- End of year celebrations
- Award evenings

## Consequence Pathway

- Good relationships between staff and pupils are at the core of our behaviour management policy
- It is our collective responsibility to manage behaviour consistently and fairly
- This pathway details the range of sanctions used within lessons at Brockington and how they should be applied

The following is an outline of the appropriate staging in dealing with misbehaviour in a lesson. Individual teachers may also use their own individual strategies to deal with misbehaviour initially.



# Consequence Pathway



Student meets all of the A2L expectation



Student fails to meet one or more of the A2L expectations

Teacher will:  
Issue a C1 (log on Sims)  
Move pupil to another seat



Student continues to fail to meet A2L expectations

Teacher will:  
Issue a C2 (log on Sims)  
Give (max) 3 minutes time out of classroom  
Issue a C2 Break detention (10 min and contact home)



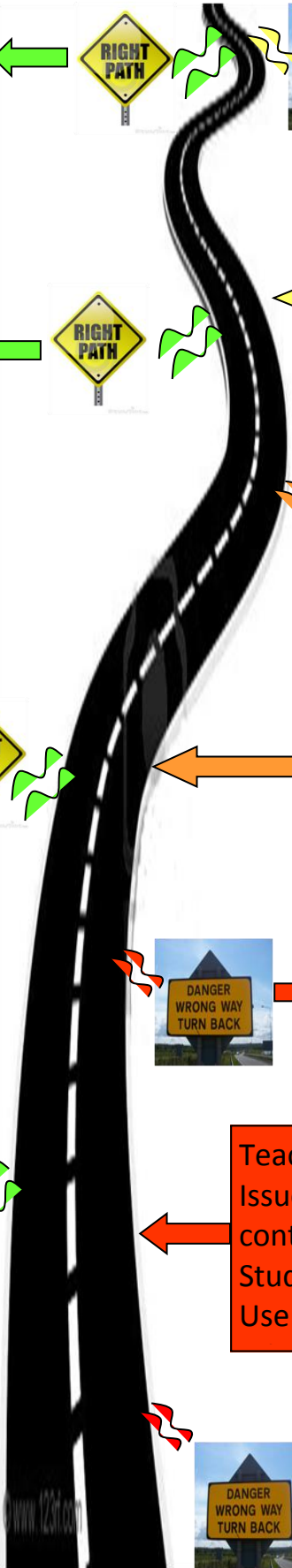
Student continues to fail to meet A2L expectations

Teacher will:  
Issue a C3 (log on Sims and allocate detention) and contact home  
Student must be relocated to another classroom  
Use call out only if pupil needs escorting to BFL room.



If mis-behaviour continues in relocation room, please use C4 red card.  
Student will be removed to BFL room and a C4 will be issued.

C4 Red card call out may be used at any time to help settle a class or pupil.





# **Sanctions for Pupil Misbehaviour**

## **C2 Detentions - for C2 incidents in lessons**

Individual teachers can choose to set:

- 10-minute breaktime or lunchtime detention with the teacher (log through 'quick behaviour' as C2 10-minute detention)
- A failure to attend will result in the teacher setting a C3 detention if there is no legitimate reason
- If a pupil has a C2 detention and a break detention for punctuality, the C2 detention takes preference and the break detention will be re-set for the following day

## **C3 Lesson Exclusions - 20 minute detention at lunchtime**

Lesson exclusions should only be used as a last resort, where a pupil has refused to follow all reasonable instruction and is preventing the teacher from teaching and the rest of the class from learning.

Pastoral Managers called to a pupil who has refused to go on lesson exclusion, will place the pupil in isolation for an appropriate period of time and a C4 detention will need to be served.

C3 detentions are held within the department and appropriate work within a C3 detention will be set by the department. A C3 detention should be logged as resolved through 'behaviour management' and the department and detention date must be added. Once the C3 detention is completed, the member of staff must record the detention as attended.

If a pupil fails to attend a C3 detention (to be shown through being recorded as unattended on SIMS), then Pastoral will ensure a C4 detention is set and that:

- The pupil is aware when and where the detention is
- Work is set for the Head of Year detention

If a child is repeatedly excluded from the same teacher's lesson then the Curriculum Team Leader should support the member of staff through, for example, placing the pupil on report to the CTL; change of groups temporarily or permanently, contacting parents to discuss or for a meeting. Following unsuccessful interventions, the Head of Year should be consulted.

If arrangements are made within the subject team for a pupil to be excluded from the lesson in the next lesson, then the teacher or CTL should see the pupil in advance of the lesson and inform them of the arrangements and the reason why. It is not appropriate for a pupil to be informed on arrival at the lesson as this can create further difficulties.

## **Rules applying to C3 detentions**

- Work to be completed MUST be made available by the department
- Pupils should complete 20 minutes of work from time of arrival
- Pupils should arrive promptly and will be sent away, as a failed detention, if arriving between 5–10 minutes late (at the teacher's discretion). 10 minutes or longer is a fail
- Poor behaviour results in a verbal reprimand. Subsequent poor behaviour results in a

failed detention and the pupil will be dismissed.

- Failed detentions are recorded as 'not attended' through 'behaviour management' and C4s will be added for the following day.
- A text is sent home to parents to inform them of C4s the following day.
- If a student is unable to attend a C3, the C3 should be reallocated to the next available time detention by the member of staff holding the detention. The original C3 should then be deleted.

#### **C4 Detentions - for failure to attend C3 detention**

A C4 detention is set for the following day and will be supervised by one or more members of the Pastoral Team. This will last for 50 minutes and pupils will be brought to the detention by the period 5 teacher.

If a pupil fails to attend the C4 detention then the Pastoral Managers will phone home, see the pupil and set an SLT C5 detention, through 'behaviour management', for the following day, when the pupil will also be isolated all day.

#### **C5 Detentions - for failure to attend C4 detention**

A C5 detention is set for the following day and will be supervised by one or more members of the SLT. The detention will last for 60 minutes and will be held in the Behaviour for Learning room.

If a pupil fails to attend, they will be given one further day of isolation and will complete the C5 SLT detention at the end of the day. If they fail to attend on a second occasion, then parents/carers will be called into school to discuss further sanctions.

#### **Detentions for incidents outside lessons**

If an incident occurs outside of lessons, then the member of staff involved should attempt to resolve the situation. In some instances, it may be appropriate to set a C2 10-minute detention or a C3 detention. Extreme misbehaviour should be reported to the Pastoral Team, who have the discretion to impose higher sanctions or to refer back to the member of staff for C2 or C3 sanction.

#### **Reconciliation**

In line with the school values, it is good practice for the teacher that issues any detention to meet with the pupil during/following the detention in order to discuss the reasons for the detention, remind the pupil of expectations and to state that there will be a fresh start for the pupil in the following lesson. This may elicit an apology from the pupil, which should be encouraged, although cannot be demanded.

# **Good Pupil Routines**

## **Lateness to School**

The Pastoral Team supervises the doors and entrance to school every morning from 8.30 am.

At 8.35 am:

Year 7 & 8 team clears top and middle floor corridors

Year 9 team clears courtyard

Year 10 team clears new block corridors

Year 11 team man the gate

Between 8.35-8.40 am late pupils sign in at PE gate.

- They will be added to the late list and spoken to by Year 11 team. A break detention will be issued for that day
- Text sent home
- If a pupil is on the late list three times in a half term it would result in a lunch detention issued for the following day – logged on SIMS

After 8.40 am, late pupils sign in at reception.

- This would lead to an automatic lunch detention for that day – logged on SIMS
- Text home
- Three auto lunch detentions will lead to an after school detention for the following day – logged on SIMS
- Three times in after school detentions in a term would lead to a punctuality contract

## **Lateness to Lessons**

If a pupil is late to lesson (after the majority have arrived without valid reason) a C3 late to lesson will be issued and assigned in the same way as any other C3.

This will then mean that the pupils will sit a C3 detention the following day. It will be logged and reminders will be given in registers.

If pupils are more than 20 mins late this would be logged as truancy and would lead to a C4 being issued.

If pupils are late for more than one lesson in a day/week tutors will put them on punctuality report and any failure (lateness) whilst on report is an automatic C4 detention. Punctuality report should be logged on SIMS as an initiative by the tutor.

If a pupil is put on punctuality report three times would lead to a punctuality contract.

## **Uniform**

Form Tutors should meet pupils at the door and check uniform on entry to the classroom. For discrepancies, the pupil should be sent to the pastoral office with a uniform slip. Heads of Year should consult Form Tutors if uniform issues are not picked up.

## **Equipment**

Form Tutors should check that all pupils have the appropriate equipment for school on a regular basis. This will include a suitable wallet and writing equipment. Subject teachers with concerns about a pupil not regularly bringing the correct equipment to lessons should

contact the Form Tutor as the Form Tutor is responsible for contacting parents/carers and for placing a pupil on equipment report. If sustained efforts have failed to bring about an improvement, the Pastoral Team should be contacted for support.

### **Banned Items**

1. Social drugs, alcohol, all forms of tobacco and anything considered to be a weapon are obviously banned from the school site. All of the above items will be confiscated and a major sanction imposed.
2. Additionally, pupils are not allowed to bring or chew gum at the college nor to bring or consume energy drinks, fizzy drinks or oversize chocolate bars / bags of crisps. All of the above items will be confiscated and a C3 detention imposed.
3. Mobile phones can be brought to school for health and safety reasons. If seen within the college internal gates or building, they will be confiscated and parents/carers will be asked to collect the mobile phone at the end of the school day. This will be extended to collection on the following school day for a repeat offence.

### **College Environment**

We expect all pupils to respect the college environment. Any malicious damage caused by pupils will result in an invoice for damage being sent home to parents, alongside a major sanction issued to the pupil. This will include malicious setting off of the fire alarm. All litter should be placed in bins either inside or outside of the school building. Failure to do this will result in a C3 detention being issued.

### **Monitoring Weeks**

On a regular basis, the pastoral team and/or SLT will organize for a week of pupil monitoring in a specific area. This could be for lateness to school, lateness to lessons, uniform, equipment or any relevant area. It could be across all cohorts or specific to certain cohorts. Pupil monitoring will be supported by all members of staff.

## **Major Sanctions**

### **Isolation**

Isolation is a serious sanction and should only be used when:

- A subject team has exhausted all possible strategies to improve the behaviour of the pupil and can evidence steps that have been taken
- The actions of the pupil were serious enough to escalate the sanction to immediate isolation
- A pupil acts in clear defiance of school rules - ie refusing to go on a lesson exclusion, handing over a mobile phone etc

In all instances it is crucial that:

- The pupil is informed why they are being isolated
- Parents are informed why the pupil has been isolated

The following members of staff may put a pupil in isolation:

- Pastoral Manager
- Heads of Year
- Senior Leadership Team

For all of the instances above:

- The person who makes the decision should see the pupil, inform them and enter the incident and sanction onto SIMs
- The person who makes the decision should inform the Pastoral Team who will identify an appropriate date (most of the time this is immediate) and arrange for the pupil to be placed in isolation

Requests for isolation

- If a CTL wishes to place a pupil in isolation then this should be discussed and agreed with the relevant Head of Year as they will have an overview of the pupil's behaviour
- The CTL should arrange an appropriate time for the pupil to go into isolation
- The CTL should see the pupil and inform them of isolation ensuring they explain why this is happening
- The Pastoral Team should ensure that this is recorded on SIMs and arrange for the pupil be placed in isolation
- In all instances the Pastoral Team arranges for a text to be sent home saying when and why the pupil is in isolation

### **One to One Isolation**

At the discretion of the Head of Year, pupils will be isolated on a one-to-one basis to complete work. This can be organized alongside a change of school timing for the child eg 2pm – 5pm, 1pm – 4pm etc.

### **Internal Exclusion**

Internal exclusion will be used for extreme instances of misbehavior or for continuous defiance or persistent misbehavior. Heads of Year will recommend a period of 1 to 5 days internal exclusion to the Principal, who must authorize this sanction. Internal exclusion is served in the Horsa building. Work has to be set by members of staff during periods of internal exclusion and the Head of Year is responsible for ensuring that work is available. Parents/carers will always be called into school for a behavior management meeting in the event of internal exclusion being used.

### **Fixed Period Exclusion**

Fixed period exclusions are for extremely serious breaches of school discipline and have to be authorized by the Principal. Work has to be set by members of staff during periods of exclusion and the Head of Year is responsible for ensuring that work is sent home.

### **Governors' Disciplinary Meetings**

A governors' disciplinary meeting can be convened by the Principal in the event of a pupil being at risk of permanent exclusion from school. This is also the case for referral for permanent exclusion from school or Tier 4 referral to the Behaviour and Attendance Partnership (pupil remains on roll but all provision is provided by the partnership).

## **Sustained Pupil Misbehaviour: Behaviour report system and intervention processes**

**Stage One** (HOY has ownership of stage 1):

Action	Maximum Time scale	Parental involvement	No improvement	Positive Report
Tutor Report (Actioned by tutor or HOY)	1 or 2 weeks	Text with follow up phone call from tutor	Move to PM report	Taken off report at tutor's discretion
Subject Report (Actioned by teacher or CTL)	1 or 2 weeks	Text with follow up phone call from tutor	Move to PM report	Taken off report at teacher's or CTL's discretion
PM Report	1 week	Letter	Move to HoY report	Move back to tutor report
HoY Report	1 week	Meeting with parents/carers in school	Move to SLT report	Move back to PM report
SLT Report	1 week	Letter advising next action	SLT brief HoY and AHT Inclusion	Move back to HoY Report

At the end of a successful reporting period on PM, HOY or SLT report, the HOY determines whether a further reporting period at a lower level is required and with whom. If a pupil's behaviour shows little sign of improvement move to:

**Stage Two** (HOY has ownership of stage 2)

Action	Who	Action	Parental involvement	Potential Plan
Full pastoral team review	HoY PM AP Inclusion VP Pastoral External agencies	1. Establish all concerns 2. Establish areas of strength 3. Establish areas of conflict and triggers	1. Phone call to Parents/carers to inform of plans 2. Parents/carers in to school to discuss actions where required	1. Initiate Individual Support Plan (ISP) 1 2. Refer for Tier 1 behaviour support 3. Meet with all teachers 4. Consequences to further poor behaviour agreed 5. Support to be offered 6. Follow up review meetings

If planned intervention has not improved behaviour then move to:

**Stage Three** (VP Pastoral has ownership of stage 3)

Action	Action	Ongoing
HoY, PM, AHP Inclusion and VP Pastoral meet to discuss actions	HoY, PM, AHP Inclusion, VP Pastoral, nominated key worker and external agencies meet with parents/carers and pupil to discuss options and to plan package of support	1. Initiate ISP2 2. HoY and keyworker monitor and evaluate with provider 3. Refer for Tier 2 behaviour support