

# 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, respect and compassion for individuals and across the school community.

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

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

Date of review	November 2019
Next review	November 2021
Approval by	Welfare Committee
Review frequency	Two yearly

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## **Introduction**

At Brockington College, we feel that the school's values should be at the core of everything we 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 students. We have expectations that students 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 students through spiritual reflection and assembly time, but they should be visible in the day-to-day conduct and interactions of all students and members of staff.

## **Brockington core values**

### **Koinonia**

The development of good relationships is key, both amongst students and between staff and students. There should be an atmosphere of mutual respect between all. Teachers have a responsibility for establishing clear classroom procedures and ensuring school and uniform rules are applied correctly. Students 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. Students 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 full 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 the example of others. Students will show wisdom in making the right choices for their learning and behaviour, but also in dealing graciously with the consequences when they make unwise choices.

### **Perseverance**

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

### **Justice**

Justice is really important in 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 students are dealt with fairly and equally. Students need to be clear about the expectations we have of them and receive 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. Students will be held to account for poor behaviour. Students 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 students.

### **Forgiveness**

Each lesson will be a fresh start for all students, especially after a previous issue or concern.

Staff are encouraged to have a restorative conversation with students 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 student as a person. Students should also broach each lesson as a fresh start and should not hold a grudge against staff or students within the class.

### **Compassion**

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

### **Respect**

Respect is at the centre of all of our other core values and at the centre of everything that we do at Brockington. Our motto is that students should 'learn to live life to the full' and in order to do this they must think, act and speak respectfully about themselves and others. Respect is a two-way process and we expect staff to model respectful behaviours and language towards students, colleagues and visitors. Students are also expected to treat themselves, others, the building and the community with respect. We also believe that having self-respect and aspiration, as well as showing respect to classroom teachers not only increases a student's chance of success, but also promotes a more resilient attitude to learning and life.

The student's head of year and form tutor should be kept fully informed of any concerns staff might have about aspects of performance and progress. These should be recorded on Bromcom. The head of year has an overview of the individual student and their personal development, and is in the best position to recommend home contact where appropriate. Where a student appears to be experiencing significant difficulties, then liaison between the form 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 student.

Where students have a special educational need (SEND) or display social, emotional and mental health difficulties (SEMH), sanctions will be revised and made appropriate to individuals' understanding. This process will involve the head of year, SENCO and senior leadership team link. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to students and teachers, which will be reviewed on a regular basis.

### **Basic expectations**

- Ready to learn - Arriving to lessons on time and being fully equipped for every lesson.
- Engaged in your learning - Working to your best standard and ability at all times.
- Safe in your actions and language - Acting calmly and responsibly around the building and in lessons.
- Pride in yourself and your work - Completing homework and handing it in on time and to the best of your ability.
- Empathy for others – Following school rules to allow others to be safe and learn.
- Cooperate - Demonstrate the school values in everything you do.
- Take responsibility – For your actions, your learning and your future.

## **Rewards**

A culture is defined by the amount of emphasis that is placed on its beliefs. That is why we feel there needs to be greater emphasis placed on the reward, praise and celebration of student achievements, rather than on the negative and punitive consequences to negative behaviour. Part of this recognition is the use of our 'R' system, which runs alongside our consequence system, is point based and works in levels. The 'R' system is based on the theory that:

*'Catching them being good is not enough. If you want to dramatically shift the standard of behavior of your students, then catch them when they are behaving over and above and mark it with positive recognition.'* (Paul Dix, 2017).

### **R1 – level one teacher level reward**

Staff should identify students who have gone over and above in their learning or in demonstrating a school value and set an 'R1' on Bromcom. This will send an email home to the parents/carers, but will also allocate one positive behaviour point to the student. We ask every teacher to make the same number of positive contact messages in a fortnight as the number of days they work in a week. For example, if you work five days a week, to send a minimum of five positive messages in a fortnight. This encourages a positive culture of praising students on their achievements whilst promoting our school values and respect. It also opens a positive dialogue with parents, which encourages them to praise their child and reinforce the home-school working relationship.

### **R2 – level two middle leader and pastoral level reward**

We ask middle leaders to identify one student per fortnight who has shown exceptional commitment to their learning or who has consistently demonstrated the school values. They will then log an 'R2' on Bromcom, which will send a message home to parents/carers and assign two positive points to the identified student. The pastoral team are also encouraged to use this reward level to recognise students who have demonstrated the school values outside of the classroom setting.

### **R3 – level three senior leadership level reward**

'R3s' can be awarded by members of the senior leadership team. This can be done through two methods of identification. Firstly, once the data analysis has taken place, senior leadership team members can allocate R3s to those students who are the highest point earners, or those who have had a significant turnaround in their behaviour. Secondly, 'R3s' can also be requested by classroom teachers, middle leaders or pastoral team members to recognise an exceptional effort or act performed by a student. 'R3s should be either a phone call or letter, rather than an email to recognise the gravity of the achievement.

The idea behind the reward system is that we are recognising those that go over and above expectations. This is based upon the idea that children will strive to meet expectations. If our expectation is to reward the basics, such as being on time and having the correct equipment, this is all they will strive to achieve. However, if we raise the bar and expect them to excel in their learning and push themselves beyond their limits, children will naturally strive to achieve this; therefore raising aspirations and raising achievement in lessons. However, we also recognise that it is important to have recognition for all and it is important that all staff, in their professional practice, include ways to recognise students' efforts and achievements.

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

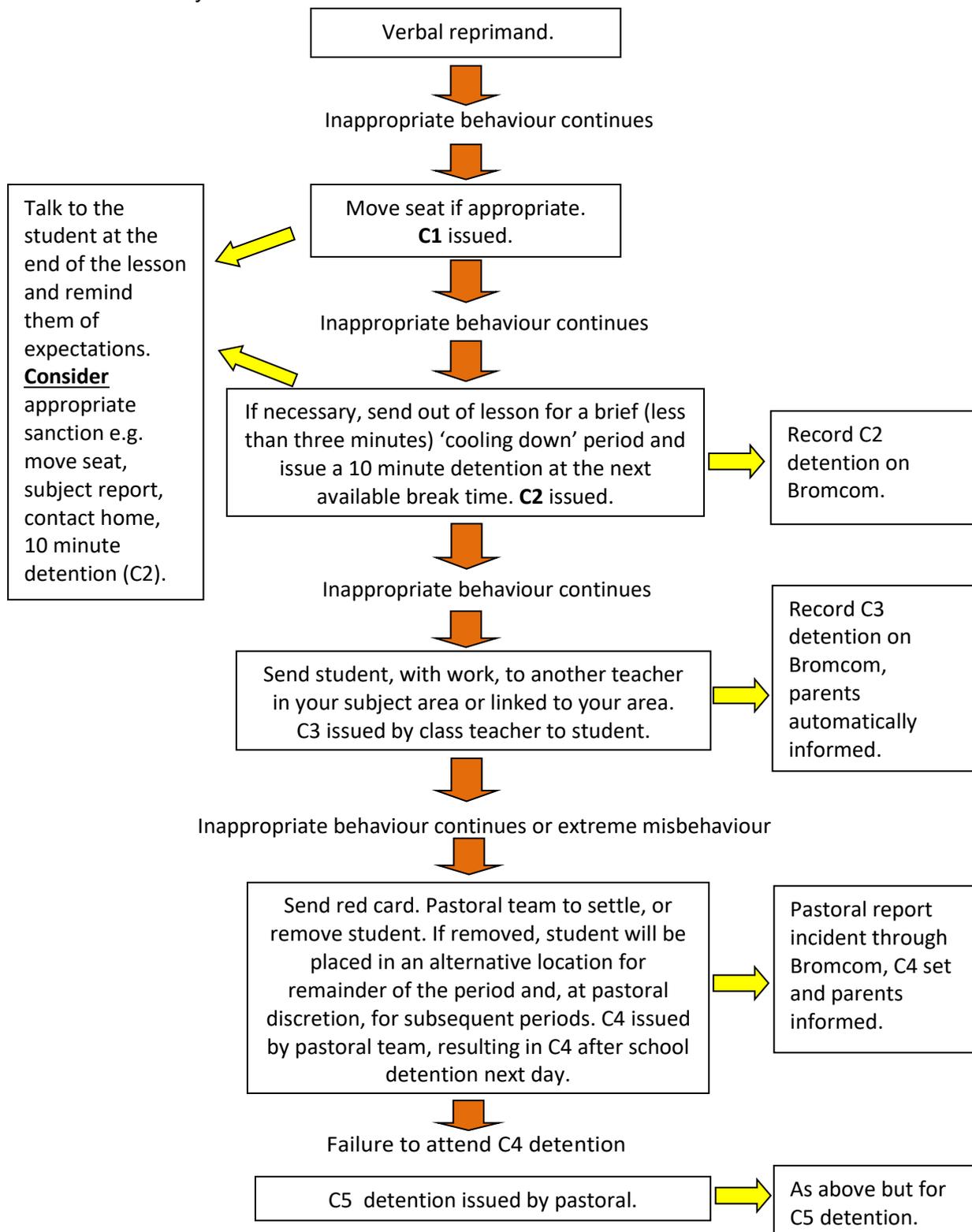
- verbal praise offered by staff in classrooms and across the school
- telephone call home to praise the student
- praise cards or letters of achievement sent home
- creation of achievement walls in year areas, main hall and subject areas

- articles in the school newsletter giving details of participation and achievements
- awards of trophies for success in inter-form and other competitive sports events
- involvement of students in externally organised competitions or awards which provide opportunities for student achievement e.g. 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 students 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 on values trips
- arrangement of a special occasion/celebration event for a particular group of students
- end of year celebrations
- award evenings.

## Consequence pathway

Good relationships between staff and students 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.



## **Sanctions for student 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 Bromcom as a C2).
- A failure to attend will result in the teacher setting a C3 detention if there is no legitimate reason.
- If a student 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 20-minute detention**

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 through Bromcom. Once the C3 detention is completed, the member of staff must record the detention as attended.

If a student fails to attend a C3 detention, (to be shown through being recorded as unattended on Bromcom), then the pastoral team will ensure a C4 detention is set and that:

- the student 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 student on report to the curriculum team leader, change of groups temporarily or permanently, contacting parents to discuss or to arrange a meeting. Following unsuccessful interventions, the head of year should be consulted.

If arrangements are made within the subject team for a student to be relocated from the lesson during the next lesson, then the teacher or curriculum team leader should see the student in advance of the lesson and inform them of the arrangements and the reason why. It is not appropriate for a student 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.
- Students should complete 20 minutes of work from the time of arrival.
- Students should arrive promptly and will be sent away, as a failed detention, if arriving between 5 and 10 minutes late (at the teacher's discretion). 10 minutes or longer is a fail.
- Poor behaviour will result in a verbal reprimand. Subsequent poor behaviour will result in a failed detention and the student will be dismissed.
- Failed detentions are recorded as 'not attended' through the detention register and C4s will be added for the next C4 detention.
- A text is sent home to parents to inform them of C4s the following day.
- If a student is unable to attend a C3, due to being absent, the C3 will automatically be transferred to the next day.

### **C4 detentions for failure to attend C3 detention**

A C4 detention is set for the next available detention and will be supervised by one or more members of the pastoral team. This will last for 50 minutes and students will be brought to the detention by the period 5 teacher.

If a student fails to attend the C4 detention, then the pastoral manager will phone home, see the student and set an C5 detention, through Bromcom, for the following day, when the student will be in detention for all social time that day, plus an afterschool detention.

#### **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 pastoral team. The student will be in detention for 20 minutes of their break time, 35 minutes of their lunchtime, plus an afterschool detention. The afterschool detention will last for 60 minutes and all will be held in the behaviour for learning room.

If a student fails to attend, they will be given one day of isolation with their form tutor and will complete the C5 detentions on that 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 student during/following the detention in order to discuss the reasons for the detention, to remind the student of expectations and to state that there will be a fresh start for the student in the following lesson. This may elicit an apology from the student, which should be encouraged, although cannot be demanded.

## **Good student routines**

### **Lateness to school**

The pastoral team supervise the doors and entrance to school every morning from 8.30am.

At 8.35am:

- two members of the team clear the top and middle floor corridors
- one member of the team clears the courtyard
- one member of the team clears the new block corridors
- one member of the team remains on the gate.

The team complete one of the duties each day on a rotational basis.

Between 8.35am-8.40am, late students sign in at the PE gate.

- They will be added to the late list and spoken to by a member of the pastoral team. A break detention will be issued for that day.
- A text is sent home.
- If a student is on the late list three times in a half term, a lunchtime detention will be issued for the following day and logged on Bromcom.

After 8.40am, late students sign in at reception.

- This will lead to an automatic lunchtime detention for that day, which is logged on Bromcom.
- A text is sent home.
- Three automatic lunchtime detentions will lead to an afterschool detention for the following day, which is logged on Bromcom.
- Three afterschool detentions in a term, would lead to a punctuality contract.

### **Lateness to lessons**

- If a student is late to lesson, (after the majority have arrived and without a 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 student will sit a C3 detention the following day. It will be logged and a reminder will be sent in the register.
- If a student is more than 20 minutes late, this would be logged as truancy and would lead to a C4 being issued.
- If a student is late for more than one lesson in a day/week, their form tutor will put them on punctuality report and any failure (lateness) whilst on report would lead to an automatic C4 detention. Punctuality report should be logged on Bromcom as an initiative by the tutor.
- If a student is put on punctuality report three times, this would lead to a punctuality contract.

### **Uniform**

Form tutors should meet students at the door and check uniform on entry to the classroom. For discrepancies, the student 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. The principal, another member of the senior leadership team or a member of the pastoral team will complete uniform checks every day.

### **Equipment**

Form tutors should check that all students 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 student 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 student 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, students are not allowed to bring or chew gum at the college or to bring on site or consume energy drinks, fizzy drinks or oversized 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.

### **College environment**

We expect all students to respect the college environment. Any malicious damage caused by students will result in an invoice for damage being sent home to parents/carers, alongside a major sanction issued to the student. 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 senior leadership team will organise for a week of student 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. Student monitoring will be supported by all members of staff.

## **Major sanctions**

### **Isolation from main circulation**

Isolation is when a student is taken out of main circulation for the day. They will be housed in the classroom of their form tutor or subject teacher and will be placed into the behaviour for learning room during break and lunchtimes so that they are not able to engage with their peers throughout the day.

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

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

In all instances, it is crucial that:

- the student is informed why they are being isolated
- parents are informed why the student has been isolated.

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

- pastoral manager
- head of year
- member of the senior leadership team.

For all of the instances above:

- The person who makes the decision should see the student, inform them and enter the incident and sanction onto Bromcom.
- The person who makes the decision should inform the pastoral team who will identify an appropriate date (usually this is immediate) and arrange for the student to be placed in isolation.

Requests for isolation

- If a curriculum team leader wishes to place a student in isolation, then this should be discussed and agreed with the relevant head of year as they will have an overview of the student's behavior.
- The curriculum team leader should arrange an appropriate time for the student to go into isolation.
- The curriculum team leader should see the student and inform them of isolation ensuring they explain why this is happening.
- The pastoral team should ensure that this is recorded on Bromcom and arrange for the student to be placed in isolation.
- In all instances, the pastoral team will arrange for a text to be sent home saying when and why the student is in isolation.

### **One to one timetable**

At the discretion of the head of year, students will be isolated on a one-to-one basis to complete work. This can be organised alongside a change of school timing for the student e.g. 2pm-5pm, 1pm-4pm etc. The student will be housed in the HORSAs for the first part of their timetable, during school hours, and then amongst allocated staff for the remainder.

## **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 one to five days internal exclusion to the assistant principal for behavior, who must authorise this sanction. There must be a thorough investigation completed and the appropriate paperwork filled out for this sanction to be applied. Internal exclusion is served in the HORSAs 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 appropriate work is available. Parents/carers will always be called in to school for a reintegration meeting in the event of internal exclusion being used.

#### **Fixed term exclusion**

Fixed term exclusions are for extremely serious breaches of school discipline and have to be authorised 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 student 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 inclusion partnership, where the student remains on roll but all provision is provided by the partnership.

## Sustained student misbehaviour: Behaviour report system and intervention processes

### Stage 1

The head of year has ownership of stage 1

Action	Maximum time scale	Parental involvement	No improvement	Positive report
<b>Tutor report</b> (Actioned by tutor or head of year)	1 or 2 weeks	Text with follow up phone call from tutor	Move to pastoral manager report	Taken off report at tutor's discretion
<b>Subject report</b> (Actioned by teacher or curriculum team leader)	1 or 2 weeks	Text with follow up phone call from tutor	Move to pastoral manager report	Taken off report at teacher's or curriculum team leader's discretion
<b>Pastoral manager report</b>	1 week	Letter	Move to head of year report	Move back to tutor report
<b>Head of year report</b>	1 week	Meeting with parents/carers in school	Move to senior leadership team report	Move back to pastoral manager report
<b>Senior leadership team report</b>	1 week	Letter advising next action	Senior leadership team brief head of year and the assistant principal - inclusion	Move back to head of year report

At the end of a successful reporting period on pastoral manager's, head of year or senior leadership team report, the head of year determines whether a further reporting period at a lower level is required and with whom. If a student's behaviour shows little sign of improvement, move to stage 2.

### Stage 2

Head of year has ownership of stage 2

Action	Who	Action	Parental involvement	Potential Plan
Full pastoral team review	Head of year Pastoral manager Assistant principal - inclusion Assistant principal - pastoral/behaviour 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 behavior 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 3.

**Stage 3**

Assistant principal - pastoral/behaviour has ownership of stage 3

Action	Action	Ongoing
Head of year, pastoral manager assistant principal – inclusion and assistant principal – pastoral meet to discuss actions	Head of year, pastoral manager, assistant principal – inclusion and assistant principal – pastoral, nominated key worker and external agencies meet with parents/carers and student to discuss options and to plan package of support	1. Initiate Individual Support Plan 2 2. Head of year and keyworker monitor and evaluate with provider 3. Refer for Tier 2 behaviour support