



# Behaviour Policy

Key Personnel	
Principal	Guy Rimmer
Designated Senior Person	Laurence Cole
Chair of Governors	Jo Dawson

**Last Updated: October 2022**

*\*Sections marked with an asterisk have been added and amended in line with the DfE 'Behaviour in Schools' 2022 guidance*

*^Sections marked with a circumflex have been amended in line with the latest DfE 'Keeping Children Safe in Education' 2022 guidance*

## 1. Purpose\*

We want all our pupils to enjoy school and feel proud to be part of it. Our academy is a purposeful place, characterised by a calm and orderly environment, where teachers can focus on teaching and pupils on learning. Effective management and clear and consistent routines ensure that we maximise time for learning. We expect pupils to be self-disciplined, self-regulating and do the right thing, because it is right, not because someone is watching. This is achieved through clear routines and consistent communication of high expectations. We believe in ourselves, our purpose and the work we are here to do. This belief drives our effort and action. It sustains us when things are hard. We are collectively responsible and collectively able to ensure this.

## 2. Leadership and Management\*

The following members of staff lead and manage behaviour at the academy:

Name	Role
Guy Rimmer	Principal
Laurence Cole	Vice Principal - DSL
Mark Hoban	Assistant Principal – KS3
Vanessa Ellmann	Assistant Principal – KS4
Daniel Gallanders	Assistant Principal – KS5 and Personal Development
Amy Taylor	Associate Head of Sixth Form
Sue Walton	Governor with responsibility for Inclusion

Following this, every year group has both a Head of Year and an Assistant Head of Year, who deal with pastoral issues, including behaviour. Details of these members of staff, and how to contact them, can be found on the school website.

In terms of governance, the governor with responsibility for Inclusion, which incorporates exclusions and behaviour, attends the school once a week to meet with senior leaders and to carry out activities which quality assure the pastoral work of the academy staff.

## 3. Social Norms\*

The school has the following universal behaviour expectations. These norms also apply when travelling to and from school.

Pupils will:

- Follow staff instructions
- Speak calmly and quietly
- Be polite and respectful to all

## 4. Rewards

There is a separate school-wide policy which covers our approach to rewards. Please see the school website for more details.

## 5. Behaviour in Lessons

In lessons, there are three possible scores in our behaviour monitoring system:

**3** – All expectations met

**2** – Expectations not met

**1** – May be removed from learning due to poor behaviour

Where a pupil is not meeting behavioural expectations, the following process should be followed:

Escalating Behaviour	Sanction
<b>Pupil does not meet behavioural expectations</b>	Warning is issued; reference made to which of the behaviour expectations is not being met is made by staff.
<b>Pupil continues not to meet expectations</b>	Lesson score is changed to 2 <ul style="list-style-type: none"><li>• Pupils will serve a 30-minute detention on the same day</li><li>• A Bromcom entry is made</li></ul>
<b>Pupil continues not to meet expectations</b>	Lesson score is changed to 1 <ul style="list-style-type: none"><li>• Pupil may be removed from lesson to the removal room.</li><li>• Pupil serves a 45-minute detention on the same day</li><li>• A Bromcom entry is made</li></ul>

## 6. Reintegration from the Removal Room\*

When a pupil is removed from a lesson with a '1', they are taken to the removal room.

For them to be returned to lessons, they must evidence that they have reflected on their behaviour, and that they are in the correct frame of mind to resume learning with the rest of their class.

To demonstrate this, they must complete a reflective exercise, considering the reasons for their removal from circulation. Once they have completed this paper-based exercise, they must present it to the member of staff in charge of the removal room.

The member of staff in charge of the removal room will then make a judgement call as to whether the pupil can return to lesson. If they agree that they should, they sign the reflection sheet. If they are not sure about whether the pupil should return to lessons, they contact a senior leader to come and speak with the pupil concerned.

## 7. Behaviour in Unstructured Time

During transitions pupils will walk around the building and not run. They will be expected to take of their own and others' safety.

Any pupil misbehaving on the corridor will be logged on Bromcom and a detention given for 'break/lunch/transition behaviour'. Pupils who arrive late have not met the expectations for the lesson. They should therefore be marked with a 2 and a detention served.

At break and lunch pupils will be expected to do the following:

- Speak calmly and politely to everyone
- Take care of their own, and others', safety
- Line up in an orderly way when collecting meals
- Leave spaces clear of litter

Details of any pupil misbehaving at break or lunch will be logged on Bromcom and a detention given for 'break/lunch/transition behaviour'.

## 8. Detentions

Detentions for any misbehaviour are always served on the same day as the incident itself.

Detentions are always served at the end of the school day. Pupils will be collected from their classroom at the end of period 6 and escorted to their year group's detention room.

Sanction	Given when
30-minute same day detention	A lesson score of <b>2</b> is recorded OR a lunch, break or transition detention is issued
45-minute same day detention	A lesson score of <b>1</b> is recorded
60-minute same day detention	Multiple 1s or 2s occurring during the day

If a pupil has been removed from a classroom during the school day, this information will also be included in the text communication that goes home to parents.

## 9. Behaviour Escalation

Every pupil is on the 'behaviour ladder', which has different tiers and steps. Every pupil begins at the bottom of Tier 1 (Step 0).

If a pupil commits an offence worthy of moving to Tier 1 Step 1, they are placed in 1-day internal exclusion. A typical example of this might be deliberately missing a detention or being removed from 2 lessons in one day.

Steps of the ladder can be repeated. For example, if a pupil misses a detention in the Autumn Term and then behaves well for the rest of that term, but then misses another detention in the Spring Term, it might be decided that they just repeat Tier 1 Step 1. This is at the discretion of the pastoral team.

The escalation ladder is reset for each pupil at the start of the new academic year.

## 10. Positive Behaviour Interventions

At each step, as well as a “consequence” (sanction), positive interventions should be considered for each pupil. The interventions are intended to address the underlying causes of the misbehaviour and/or to motivate improvements.

Depending on the pupil, and the incident(s), different interventions may be considered.

Equally, depending on the severity of the misbehaviour, and how “at risk” the pupil is of exclusion, different members of staff may lead on the intervention. The “layer” of intervention should be chosen according to this judgement.

Alongside the **targeted** interventions outlined in our internal ‘Positive Behaviour Interventions’ document, there are other **specialist** interventions which may be considered, involving external agencies such as Forward Thinking Birmingham or Change Brief Therapy. It is also important to note that all pupils benefit from **universal** interventions such as high expectations in class and in unstructured time.

## 11. Pupil Support\*

The academy employs staff specifically to facilitate the provision of these positive behaviour interventions, and to support pupils more generally. As well as every pupil’s Head of Year, Assistant Head of Year and Form Tutor, additional staff include:

Name	Role
Natasha Tranter	Head of Pastoral Care
Erin Maguinness	Pastoral Care Co-ordinator
Cherylann Vidler-Shemmell	Pastoral Care Assistant
Arandeep Pooni	Place2Be Programme Manager
Patricia Stiyel	Learning Support
Georgina Farrington	SENDCO
Louise Moffatt	Associate SENDCO

All of these staff are trained to work specifically with pupils who find it challenging to consistently adhere with the behaviour policy. In addition, our SENDCO, Associate SENDCO, and team of Teaching Assistants, work closely with pupils with SEND to assist them to follow our rules and meet our behaviour expectations, making reasonable adjustments where appropriate according to their Pupil Passport.

## **12. Internal Exclusion\***

When a child enters Tier 1 Step 1 of the escalation ladder, they are placed into internal exclusion. This can happen because of persistent breaches of the behaviour policy, or as the result of a serious one-off incident.

Internal exclusion placements last from between one day and five days, depending on the severity of the incident and the pupil's previous behavioural record (seen on their escalation ladder).

Internal exclusion runs from 08:25-16:00. Pupils spend until 15:00 in the internal exclusion room. They are allowed to leave the room for toilet breaks and for a supervised lunch break. From 15:00-16:00, they join detention with their year group.

Whilst in internal exclusion, pupils complete paper-based work packs, compiled by curriculum leaders. These work packs are relevant to the age and ability of the child and follow the standard curriculum long-term plans for each subject.

In almost all cases, parents will be informed before their child is placed in internal exclusion. This will normally happen in the evening before the pupil goes into internal exclusion the following day. On rare occasions, pupils may be placed in internal exclusion during the day. Efforts are made to communicate with parents about this as soon as possible.

## **13. Reintegration from an Internal Exclusion\***

When a pupil's period of internal exclusion ends, pastoral staff will hold a meeting with the pupil before they return to normal classroom lessons. Pastoral staff may, on occasion, invite parents to attend this meeting.

## **14. Major Incidents and External Exclusions (suspensions and permanent exclusions)^**

Occasionally, a major incident occurs which will mean that a "spot" consequence from the behaviour ladder will need to be given to a pupil, not necessarily in keeping with the next step on the behaviour ladder. Such incidents include, but are not limited to:

- Fighting
- Verbal abuse to staff
- Physical abuse to staff
- Failing internal exclusion
- Bullying
- Theft
- Damage to academy property
- Smoking
- Bringing the academy into disrepute
- Being in possession of drugs or alcohol in the academy
- Being in possession of a weapon in the academy
- Any behaviour or abuse (physical or verbal) which deliberately discriminates against an individual's protected characteristics (as per the Equality Act (2010))

Clearly, this list is not exhaustive, and other incidents not listed here may occur. Consequences for these incidents, such as the length of any external exclusions, will be decided by the Principal.

For all external exclusions, the pupil's voice is fully taken into account. Statements are taken from all pupils concerned, and decisions are made based on the balance of probability, taking every pupil's outlook into account.

#### **15. Reintegration from an External Exclusion (suspension)\***

When a pupil's period of external exclusion (suspension) comes to an end, a meeting will be held between pastoral staff, the child and the child's parents before the pupil is returned to normal classroom lessons. This meeting is referred to as a "reintegration meeting".

Reintegration meetings are minuted and recorded on the pupil's behaviour log. The standard structure of the meeting, which is agreed by leaders, encourages the pupil to reflect on the incident(s) that have led to them being excluded, before action planning for their return, considering what interventions may need to be undertaken to reduce the likelihood of repeat exclusions.

The rate of both internal and external exclusions is kept under constant review by leaders to ensure that exclusions remain both consistent and effective.

#### **16. Bullying and Child-on-Child Abuse\*^**

There is a separate school-wide policy which covers our approach to bullying and child-on-child abuse – our Anti-Bullying policy. Please see the school website for more details.

#### **17. Off-site Visits^**

During off-site visits, the normal behaviour policy still applies. The academy reserves the right to determine which pupils can attend any off-site visits, dependent on previous behaviour records. Any incidents of misbehaviour will be dealt with in accordance with the escalation ladder and major incidents consequence matrix.

#### **18. Uniform**

There is a separate school-wide policy which covers our approach to uniform. Please see the school website for more details.

#### **19. Mobile Phones\*^**

Mobiles phones must not be seen, used or heard in the school building or in the playground, AstroTurf or amphitheatre.

If a pupil brings a phone to school, it must be turned off and left in their bag or inside blazer pocket, and not in the outside blazer pocket or in skirt or trouser pockets.

If a pupil's phone is seen, used or heard, they will be asked to switch it off and hand it to a member of staff, who will confiscate it and take it to reception.

The phone will only be returned if an adult from the family attends school to collect it.

In Sixth Form, phones can be brought into school, but they can only be used at break and lunch, and only in Sixth Form-specific areas: the Sixth Form study area, the library and the Sixth Form playground zone (raised area with blue shelters by church exit). Sixth Formers can use headphones and earphones in the Sixth Form study area and in the library, but must not walk around the school building with them in.

## **20. Banned Items\*^**

There are items which are banned from the school premises, for which a search of a pupil's belongings may be appropriate. These include:

- Drugs
- Alcohol
- Cigarettes
- Vape pens
- Weapons (including knives)

If pupils are found with any of these items, a "spot" consequence may be appropriate. Please see section 14 of this policy for more details.

## **21. How do we induct new staff into working with our behaviour policy?\***

When a member of teaching staff joins the academy, they attend at least one (often two) training days prior to starting their employment. For September starters, this includes an August training day. These training days include an explicit focus on the behaviour policy, and how to implement it.

In addition, new staff attend Wednesday training sessions after school for the first term (and longer if they are staff who are new to teaching). These sessions also focus on the implementation of the behaviour policy, using scenarios to train staff in how to respond in challenging situations.

At the end of their sixth week of employment, probation meetings are used as an opportunity to discuss behaviour management, and implementation of the behaviour policy. Also during this week, new staff attend a designated 'new staff event', where they can give feedback and share their experiences of behaviour in the academy.

## **22. How do we communicate our behaviour policy with staff, and train them in how to use it effectively?\***

Following this initial induction, staff are regularly reminded and re-trained in how to use the behaviour policy effectively. Every half term, the behaviour policy is reviewed as part of an all-staff briefing, using the following format:

- What's new (what's been changed based on pupil and parent voice)?
- What are we doing well?
- What do we need to get better at?

At the start of every term, part of the training days focus on how to lead behaviour and culture, with all content grounded in the context of the behaviour policy.

The behaviour policy is reviewed termly, with stakeholder feedback taken from the Staff Working Group (who meet half termly), as well as from similar parent and pupil committees.

### **23. How do we communicate our behaviour policy with parents?\***

When a child joins the academy (either in year 7, or as a mid-year admission), they must attend a transition appointment with one of their parents or guardians. Whilst this meeting is primarily administrative, it also includes narrating key messages about the behaviour policy and sharing a physical copy of the policy itself.

In the Autumn term of every year, the academy holds a Parent Information Event for every year group. At this event, pastoral staff share pupil behavioural expectations with parents. Parents then have the opportunity to attend a Parent Consultation Group every half term, where they can raise any issues pertaining to behaviour that they wish to be discussed.

In addition to all of the above, the behaviour policy is published on the school website, which all parents are able to access at their leisure.

### **24. How do we teach our behaviour policy to pupils?\***

Following a child's transition appointment, they are given an official start date at the academy. For standard year 7 admissions, the school year begins with a 2-day induction period, with twelve induction sessions. A large number of these sessions include a focus on elements of the behaviour policy. Mid-year admissions receive a similar, but shortened, version of this induction programme.

Following this initial teaching of the behaviour policy, key messages are reinforced regularly throughout the school year. This happens through the academy character programme, which runs during form time, and period 2 on a Wednesday. Every half term, one 'Living Our Values' session or assembly focuses on reviewing the behaviour policy, following the same format as the staff briefing:

- What's new (what's been changed based on pupil and parent voice)?
- What are we doing well?
- What do we need to get better at?

Other sessions in the character programme focus on modelling how to respond if you are given a merit, a warning, a 2 or a 1.

The behaviour policy is discussed and reviewed regularly with pupils through the Pupil Consultation Committee, which meets every half term. As part of this meeting, pupils are given the opportunity to give their opinions on the behaviour policy and whether it is being implemented fairly and consistently across the school. Leaders attend this meeting and take the pupil feedback on board when considering future iterations of the policy.

### **25. Monitoring and Evaluation**

Leaders regularly monitor how the behaviour policy is being implemented across the school. This includes weekly data analysis by pastoral staff of both merits and sanctions being issued. These are viewed and discussed as part of weekly pastoral meetings at both leadership and year team level.

Leaders attempt to spot any patterns in the data, e.g. pupils, pupil groups (including SEND), classes or year groups who are receiving disproportionately more/less merits/sanctions than others. Where patterns emerge, leaders raise this with pastoral staff and attempt to investigate the root cause.

This monitoring and evaluation is carried out with the end goal of improving the level of consistency with which the behaviour policy is implemented.

The data that is gathered and analysed is shared periodically with school governors and discussed on a half-termly basis at governor meetings.

## **26. Complaints**

If parents or pupils have a complaint relating to either the behaviour policy itself, or its implementation in the school, they should refer to the school's complaints policy. Please see the school website for more details.