

# Brookvale Groby Learning Campus

*part of the Brookvale Groby Learning Trust*



## Behaviour and Standards Policy 2018-2021

Reviewed: September 2019

Date of next review: September 2021

## **Behaviour and Standards Policy**

The Brookvale Groby Learning Campus believes that the highest standards of behaviour, maintained in an environment where all are valued as individuals, are crucial to ensuring that all students fulfil their academic potential and become happy, confident members of their communities. Our unofficial motto of “Work hard, be kind” represents our culture ensuring young people achieve their academic and social potential.

On this campus, success is encouraged through the positive reinforcement of good behaviour through praise. It is our responsibility to promote confidence, self-esteem and resilience through challenge, encouragement, recognition, incentives and rewards that are appropriate to the age and academic stage of each individual student.

This policy aims to promote the positive in each individual student but also recognises the need for consequences where behaviour falls below expected standards for the campus.

There are two strands to our campus approach to maintaining high standards of behaviour for students in Key Stages 3 and 4:

1. **Standards.** By encouraging respect for themselves, adults, one another and the fabric of the campus, and by insisting on punctuality, uniform and equipment, this campus aims to be an environment in which students feel part of a positive, safe community where they are fully prepared for learning.
2. **Protecting Learning.** The Brookvale Groby Learning Campus is committed to maintaining the right of students to learn and teachers to teach. Where a student's behaviour impacts negatively on their own or others' learning in the classroom a “3 strikes and you're out” approach is adopted. This gives students the opportunity to take responsibility for and make choices to correct their own behaviour within an incremental sanction system.

The Campus Code (school rules) is displayed in all classrooms and shared with all new students during their induction period.

The day to day management of behaviour in Key Stage 5 is documented in a separate policy although all students, regardless of age or key stage, come under the wider remit of this document.

## **SEND and Equality**

In “Valuing Everyone” on the Brookvale Groby Learning Campus it is our intention and duty to ensure that the needs of all students with SEND are met, and where necessary, reasonable adjustments are made. This is true in the case of behaviour and discipline as it is in every aspect of our work.

Students will not be subject to a sanction as a result of behaviour which arises from either a failure to meet a student's special need or to make reasonable adjustment that could have prevented that behaviour occurring.

Where the behaviour of a student with SEND is found to have breached the Campus Code, and where appropriate support has been in place, the investigation of the incident and sanction following it will take due notice of the needs of that student. Reasonable adjustments will be made to the usual processes and sanctions as determined by the needs of the individual student.

There may be occasions when pupils who receive in class support are required by their LSA/TA to temporarily leave the classroom. This may be for a range of different reasons and arise as a result of a professional judgement made by the class teacher or LSA/TA. It should be explained clearly to the pupil what the purpose of this request is and that it is not necessarily an indication of disruptive behaviour by the pupil concerned.

Examples of when such a situation may arise include:

A silent class assessment activity where a pupil requires additional verbal support from their LSA and where such conversation may cause embarrassment to the pupil or disruption to others.

A planned noisy classroom activity which may impact negatively on a pupil with sensory impairment.

## **Choices and Consequences**

### **Standards Detentions**

The Brookvale Groby Learning Campus promotes positive attitudes. Where behaviour and attitudes fall below the expected standards, as laid out in the Campus Code, students will be issued with a break time Standards (S) detention on the same or following day.

Where behaviour on the way to and from school, on school visits or activities, when a student is wearing school uniform or when the behaviour of students out of school is likely to bring disrepute to the school a Standards detention or other sanction may be issued.

If a student fails to attend a Standards detention, or if their conduct in detention is inappropriate, a 30 minute lunchtime SLT detention will be issued.

If this detention is missed, conduct within detention remains unsatisfactory or where there is repetition of the same shortcomings, a Friday after school detention will be issued. The campus retains the right to issue Saturday detentions in exceptional circumstances. Although schools are not required in law to request permission to keep a student for an after school detention, we will inform parents / carers 24 hours before the detention. It is the parent's / carers responsibility to ensure that their son or daughter can get home safely after any such detention.

Any teacher who sets a Standards detention must issue the student with a detention slip and then place the school copy in the designated collection point. The detention will be recorded on the system by admin staff.

Detention activities may include catching up missed work, sitting in silence, writing lines, written work related to the nature of the behaviour or community service, activities e.g. collecting books, tidying chairs, litter picking etc.

## **Protecting Learning – Behaviour in the Classroom**

Staff on the Brookvale Groby Learning Campus are encouraged through their induction programmes and CPD training to demonstrate high standards of behaviour management in classrooms. We expect all staff to adopt a positive and non-confrontational approach. Staff are trained in de-escalation techniques and are encouraged to use their own strategies to challenge poor behaviour, only using the C (Choices and Consequences) system when a student continues to demonstrate behaviour that distracts from our core purpose of learning.

We also uphold the fresh start principle. Consequences from previous lessons should not be brought to a new lesson (subject to appropriate sanctions having been satisfactorily served). Students start each lesson with a clean slate.

Students are encouraged to understand the seriousness and impact of disrupting their own and others' learning.

If a student continues to disrupt the learning environment, a member of staff can use the Protecting Learning System, (C Detentions). The C system is built on the premise that disruptive behaviour in the classroom has Consequences but that a student can make Choices for themselves to preserve their entitlement to remain in a classroom.

## **Warning**

Where a student's behaviour is having a negative impact on their own learning or that of others they will receive a warning that continuation of the behaviour will lead to a C1 detention. Where practicable, and particularly with students in key stage 3 or with SEND, a visual cue will be used e.g. name on a board.

## **C1**

Where the disruptive behaviour continues the student will be set a C1 detention. Again this information will be noted verbally, and visually where possible. A C1 detention will be served the same or following day with the class teacher. The length of time is determined by the class teacher and can be influenced by the amount of disruption caused, the amount of work that may need to be completed and the student's attitude. At lunchtime students must be given the opportunity to eat, and use the toilet. The right to use the school canteen facilities at break time is a privilege and not a right. There is an expectation that staff will use part of the detention to have a restorative discussion with the student in order to ensure the dignities of student and staff are preserved and a clean slate established before the next lesson.

Detention activities may include catching up missed work, sitting in silence, writing lines, written work related to the nature of the behaviour or community service activities e.g. collecting books, tidying chairs, litter picking etc.

Where a student fails to attend a C1 detention or their behaviour in detention is unacceptable, a second detention time will be set. If the matter remains unresolved the sanction will be escalated to a C2.

## **C2**

Where a student chooses to continue with their disruptive behaviour a C2 detention will be issued. This will be a longer detention conducted by the class teacher or department's Behaviour Lead. The Behaviour Lead is a senior member of the department with responsibility for behaviour. This may or not be the Subject Leader. Again a restorative discussion should take place before the student returns to class.

While the detention may be longer, the same principles apply as for a C1. Again parents/ carers will be informed by email.

At the discretion of the class teacher a student may be required to work in another class within the department for the remainder of the lesson and/or a member of the Pastoral Team may be asked to speak briefly to the student with the intention of returning them to their learning as soon as possible.

## **C3**

Where a student still chooses to continue with their disruptive behaviour a C3 will be issued. At this point a student will be removed from the classroom and department by an "on call" member of staff and taken to the Achievement Support Centre where they will spend the rest of the day and / or part or all of the following day. A restorative discussion will be arranged.

Parents / carers will be informed by email and/or telephone by the class teacher, behaviour lead or member of the pastoral staff as appropriate and will be required to attend a meeting in school to discuss their son / daughter's behaviour and any support that may be required.

Teachers are reminded that the implications of removing a student from lessons are significant and a C3 should only be issued as a last resort and when other efforts to encourage a student to change their behaviour have been unsuccessful.

## **Serious Incidents**

While C sanctions are designed to promote a graduated response to disruptive behaviour and empower students to make good choices and protect their own and others' learning there may be instances where it is inappropriate to work through from C1 to C3. These might include, but are not limited to, the use of foul, abusive or aggressive language or actions, bullying, racist, sexist or homophobic language, serious health and safety breaches in practical subjects, intentional damage of others or school property. In such situations teachers may immediately escalate to C2 or C3 sanctions.

## **Escalation Procedure**

In most cases a one off sanction will prove to be sufficient deterrent to repeated poor behaviour. However where students fail to respond to these usual routines an escalation process is in place. This consists of a series of notifications to parents, additional sanction for students and meetings in school with parents. Through this graduated response it is hoped that students will recognise the imperative to change their behaviour, parents will be kept informed and included and the school will be able to maintain a positive learning environment for all students.

## **Bullying**

The Brookvale Groby Learning Campus is firmly committed to ensuring that all students are able to attend school free from the fear of bullying. Each school has its own Anti Bullying Policy which clearly determines the sanctions that are applied where bullying is identified.

In summary these include, but are not limited to, detention, internal fixed term and permanent exclusion. A full copy of the policy is available via the campus website or by contacting the school directly.

## **Malicious Allegations against Staff**

Where an investigation proves that an allegation by a student against a member of staff is unfounded and/or malicious sanctions will be imposed taking into account the individual circumstances of the allegation. These may include, but are not limited to, detention, internal, fixed term or permanent exclusion.

## **Recording of Incidents**

All incidents that result in a C1, 2 or 3 sanction are the responsibility of the class teacher and must be recorded on the appropriate school's database (SIMS) system.

## **Class Teachers**

Class teachers are responsible for behaviour in their own classrooms. They should seek to create positive professional relationships with individual students and classes. Good lesson planning should, where necessary, include planning for behaviour management. The Brookvale Groby Learning Campus recognises that all teachers from time to time will benefit from advice and training regarding behaviour management, and class teachers are encouraged to make use of support from Behaviour Leads and the pastoral teams when necessary.

The certainty of a sanction is more effective in changing young people's behaviour than the severity. Class teachers must ensure that when a C detention has been issued, a sanction is instituted and a restorative conversation takes place.

Where disruptive behaviour, even at a low level, is repeated, teachers are encouraged to contact parents and where possible meet with them, supported where appropriate by the departmental Behaviour Lead

### **Behaviour Leads**

The Behaviour Lead must monitor the C levels issued in the department on a weekly basis and where necessary take appropriate action to support students and groups to improve their behaviour within the department. This may be done in conjunction with members of the department, an SLT link, (a member of the Campus Senior Leadership Team attached to the department), or Pastoral Team and/or SENCO.

They should also be able to offer advice and guidance to colleagues to enable them to manage behaviour effectively in their own department and where required support restorative interventions.

### **Form Tutors**

Form Tutors should encourage positive behaviour amongst their tutees. From day 1, Form Tutors should be aware via SIMS of those students within their form who are experiencing difficulty in managing their behaviour, and should take swift action to mentor, contact home, and if appropriate, sign post to further support. The Form Tutor will issue and monitor tutor reports as appropriate.

### **Campus Pastoral Team**

The Pastoral Team must monitor all behaviour incidents across the campus on a daily basis. They will identify individual students/groups whose behaviour requires support and intervention at a level above that provided by the Form Tutor, and will set up and lead programmes that enable students to improve their behaviour. This will involve liaison and coordination of outside agencies, links with departments, SENCOs and contact with parents. They will be responsible for conducting and administering Standards detentions. Students may be issued with reports by the Campus Pastoral Team.

### **Parents and Carers**

Effective partnership between school, parent/carers and student is essential in supporting good behaviour. Parents/carers are asked to support the school's promotion of the Campus Code and discuss matters reported to them at home with their son or daughter. Where necessary they will be asked to attend meetings to discuss behaviour and also to be pro-active in contacting school if they have concerns of their own.

### **Further Consequences, Internal, Fixed Term and Permanent Exclusions**

It is expected that the C and S systems will be sufficient for dealing with the majority of incidents of poor behaviour. Where this is deemed not to be the case the school reserves the right to issue more significant sanctions. These may include after school and Saturday detentions, internal exclusion (removal from lessons in school to work alone), fixed term exclusion (a period of time spent away from the school campus), or Permanent Exclusion (removal from the school roll). For all such sanctions parents will receive written

notification of the sanction. In all such cases a full investigation will be carried out using DfE guidance.

### **Hinckley and Bosworth Education Partnership (HBEP)**

In partnership with other local schools the Brookvale Groby Learning Campus is part of HBEP. This partnership aims to provide alternative solutions to Permanent Exclusion from school for children from within the catchment area. These alternatives may include a managed move to a partner school or a range of alternative academic provision.

### **Searching Students and Confiscation**

Under powers laid down in the Education Act 2006 and following advice in Screening, Searching and Confiscation, DfE 2014 staff may search a pupil if:

They have the pupil's consent, for any item.

Without consent if they have reason to suspect that a pupil may have in their possession,  
Knives or other weapons

Alcohol

Drugs

Stolen items

Tobacco or cigarette papers

Fireworks

Pornography

Any article that the 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 pupil.

In normal circumstances searches will be conducted in the presence of two staff, at least one of whom will be of the same gender as the pupil to be searched.

### **Use of Reasonable Force**

The Brookvale Groby Learning Campus places great value on developing positive relationships between students and with staff. As such our Campus Behaviour Policy is built on the principles of equality, justice and a de-escalating approach to behaviour management. All staff receive regular refresher training in aspects of Behaviour Management. However:

“All school 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.”

Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the



search is for an item banned by the school rules.” Ensuring Good Behaviour In Schools  
DfE Jan. 2014.

This policy is linked to and should be read in conjunction with the following policies:

Anti-Bullying  
Special Educational Needs  
Safeguarding  
E-safety  
Equality

It will be monitored by the Governing Body and Senior Leadership Team using campus  
and national data and key performance indicators.