

# Behaviour Management Policy



**BRIGHTON**  
**COLLEGE**

This policy applies to:

1. BCAA Whole College

Policy owner:	Victoria Shillingford and Melanie Rackham.
Frequency of review:	At least annually
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<b>Date of current review:</b>	August 2022
Date of next formal review:	August 2023
Linked policies/documents:	Safeguarding Policy, Inclusion Policy, E-Safety Policy, Anti-bullying Policy
Comments:	

## Introduction

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Brighton College seeks to encourage and reward good behaviour by creating a respectful, well-ordered, tolerant and compassionate environment in which pupils take responsibility for their actions as well as those of others, so as to develop their self-knowledge, self-esteem and self-confidence. The behaviour policy is instrumental to this ethos. Good behaviour is actively modelled by a caring and supportive professional body of staff, whose actions set the tone for discipline in the College and who strive to encourage and reward pupils regularly and openly through praise and positive recognition.

The celebration of achievements as a community forms an essential part of the policy. Poor behaviour is dealt with constructively according to a clear range of hierarchical sanctions and discussed in a reasonable way between pupil, parents and teachers wherever possible. The College seeks to explore the reasons that cause poor behaviour and, by reasonable discussion in which pupils take an active part and are encouraged to confront their actions, be reflective and find strategies to encourage all pupils to behave well. It goes without saying that we expect pupils, parents and teachers to take an equally active role in the encouragement and enforcement of good behaviour.

Behaviour management is the responsibility of all staff and every member of staff acts as an equal point of authority at BCAA. Caring and mutually respectful relationships between pupils and their peers, and pupils and their teachers are essential in creating a positive learning culture. Our Behaviour Policy is predicated on our College values and our Code of Conduct, presented below:

## Code of Conduct



## College Values

- Curiosity
- Confidence
- Kindness

## Relationships are core at Brighton College Al Ain

Establishing positive, empathetic, nurturing and supportive relationships is essential to promoting positive pupil behaviour. This will be the bedrock for children to grow and become emotionally resilient independent learners, unafraid of mistakes and full of confidence and self-belief.

- Taking time to actively listen.
- Encouraging reciprocal conversation.
- Ensuring concerns are recorded appropriately, shared promptly and regularly.
- Understanding pupil context and concerns the child may be facing.
- Creating strong links with parents to understand more fully a child's situation.
- Recognising when a child does not seem themselves and acting upon it.

BCCA staff focus on positive behaviour management, underpinned by the Code of Conduct and our school values. Staff seek out and always celebrate positive behaviour, both in lessons, around the campus or when on a school trip. Teachers plan and deliver exciting, multi-sensory learning activities, which support high levels of pupil engagement, pupil ownership of learning and therefore support *behaviour for learning*. Teachers provide high 'Quality First Teaching' with excellent Wave 1 provision to meet the needs of all learners. Different types of rewards are used to reinforce and celebrate positive behaviour.

## Communication with parents

At Brighton College Al Ain keeping parents informed of positive and poor behaviour is essential in creating a positive climate for learning and maintaining good relationships. College staff focus on positive behaviour management, underpinned by the Code of Conduct and our school values.

## *Positive behaviours*

At BCAA we believe strongly in positive recognition, visible consistency and visible kindness. Positive recognition encourages positive behaviour in children; adults must provide specific, meaningful, and timely recognition for the children's efforts and achievements, both individually and as a group. This requires intentional use of positive

language and praise to reinforce positive behaviour, and consistent celebration of successes. Visible consistency is essential in promoting positive behaviour in children, as they are more likely to exhibit positive behaviour when adults consistently model and reinforce positive expectations. Through visible kindness children are more likely to demonstrate positive behaviour when they feel valued, respected, and cared for by adults.

Teachers and House Tutors will inform parents if a pupil has demonstrated excellent behaviour, achievement or attitudes. Communication may be via telephone call, email or, where possible, face to face. Communication of positive behaviour may occur at any point during term time. Any rewards and nominations will be communicated to parents in the same way.

### *Behaviour concerns*

The College will endeavour to inform parents of behaviour concerns on the same day as they occur. Where this is not possible, the College will inform parents by the next working day, at the very latest. The College aims to contact parents via telephone in the first instance. The College will offer 'in-person' meetings to parents, which will be attended by the most relevant staff, depending on the nature of the incident. Staff in attendance may include, but may not be limited to:

- Class teacher
- House Master/Mistress
- House Tutor
- Head of Year
- Subject teacher
- A member/members of the Senior School Leadership Team
- Deputy Head - Pastoral
- Head of Senior School
- Head Master

With a positive behaviour for learning approach, we believe the Golden Triangle is at the forefront of how we support and manage behaviour in the College.

### SEND and EAL Pupils

Teachers are expected to be familiar with general teaching strategies that are appropriate for pupils with SEND and/or EAL in order to engage them in the classroom and minimise poor behaviour. In addition, teachers should always refer to the IEP of such pupils in order to apply specific strategies pertinent to their needs. With this in mind, teachers should then use the rewards and sanctions system outlined below. Guidance can also be sought from the Head of Inclusion.

The school takes particular care to ensure that the operation of this policy does not discriminate against pupils with a disability. The school will:

- Implement its behaviour strategies proportionately so as to achieve the legitimate aims of maintaining academic and behaviour standards and protecting the needs, well-being and interests of other pupils and staff; and
- Make reasonable adjustments for disabled pupils both to the operation of this policy and to the disciplinary sanctions imposed to avoid putting a disabled pupil at a substantial disadvantage in relation to non-disabled pupils. This might mean applying different sanctions, or applying them in a different way.

The emphasis is on 'reasonable' adjustments: the school is not required to undertake all possible adjustments irrespective of cost or practicalities.

### ADEK Guidelines

## Senior School

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Within lessons, each teacher is responsible for ensuring appropriate behaviour management, in line with our Code of Conduct, values and this policy. House Mistresses/Masters will lead tutors in the effective management of wider pastoral matters in the Senior School, particularly behaviour for pupils in their House.

Heads of Departments and class teachers will assume initial responsibility for any inappropriate behaviour in lessons. They will follow the Senior School Behaviour Protocols in order to strive to solve the issue and rebuild positive behaviours.

As much as possible, House Master/Mistresses should train and empower tutors to feel comfortable in dealing with the majority of issues that occur for their tutees. The Assistant Head of Achievement and Standards will assume overall leadership of operational behaviour management in the Senior School, led and managed by the Head of Senior School and ultimately the Head Master.

## Positive approach

### *House points*

House Points are awarded by teachers and tutors for anything that they feel worthy of particular praise. A House Point should not be awarded for pupils simply meeting our basic expectations, such as bringing the correct equipment or completing prep. House Points are awarded in the Senior School for pupils displaying any of the BCAA values of Curiosity, Confidence and Kindness. Please see [HERE](#) for the full rewards overview.

House Points must be logged by teachers and tutors on iSAMS so that they can be tracked for each individual. House Masters/Mistresses should monitor the number of House Points each pupil in their House is receiving by running reports on iSAMS and sharing this report with pupils and tutors, on a weekly basis.

House Masters/Mistresses should encourage their House Tutors to discuss with pupils if and where they are receiving House Points. Tutors should encourage pupils to be proactive in prompting teachers to award House Points. House Mistresses/Masters should communicate with SSLT regarding excellent or troubling practice in terms of issuing House Points.

### *Brighton Excellence Award JS and SS*

Each half term, House teams will nominate pupils to SSLT to receive the Brighton Excellence Award. The nominations will be based on the pupil's demonstration of the College Values. :

There will be no limit to the number of nominations a House team can make and all nominations will be shared with the College community.

SSLT will meet to discuss all nominations and to make a final decision as to who will receive the Brighton Award.

The awards will be given to pupils in a dedicated assembly at the end of each half term.

The Head of Senior School and SSLT will then contact the parents of each recipient by telephone to offer congratulations and praise.

## Poor behaviour and consequences

### *Poor behaviour in lessons*

It is the College's intention for all teachers to foster positive relationships with all pupils. This is achieved through consistent, caring interactions, which encourage self-control and self-awareness in both pupils and teachers and that reflect the College's Code of Conduct. Within lessons, we aim to be clear and consistent in administering the following procedure when pupils display poor and/or disruptive behaviour:

- Warning 1 - A clear explanation of what the pupil has done to receive the warning, with a clear and, where practical, visible display of the pupil's name in the classroom. Explanation will be given of what will happen if the behaviour persists.
- Warning 2 - A clear explanation of what the pupil has done to receive the warning, with a clear and, where practical, visible display of the pupil's name in the classroom. A clear explanation that the next incident of poor behaviour will result in a BP. The pupil will be separated for a brief one-to-one discussion, perhaps outside the classroom, outlining the issues arising and potential further consequences should changes not be made.
- Warning 3 - Issue a BP. Explain to the pupil exactly why they have been given a BP. A convenient time will be set for the detention, but certainly no later than the following day's lunch time. The incident will be logged on iSAMS, written clearly and with sufficient detail as to the nature of the poor behaviour displayed by the pupil. An email will be sent to the parents of the pupil, detailing the behaviour displayed and the detention issued. Pupils will not be allowed to 'work off' the BP. Pupils should not be left outside a classroom for long periods of time, but may be asked to calm down and/or reflect outside the room, but within sight of the teacher, for a brief period.

NB: A very serious incident, such as fighting, vandalism, racism, swearing at a teacher, or other 'ADEK Stage 2/3' (see 'Pertinent ADEK Guidelines for Behaviour Management') incidents will result in an automatic BP, and possibly more, in consultation with SSLT. The SSLT on-call member should be contacted immediately.

House Mistress/Masters will receive email notifications of every Behaviour Point that is issued to members of their House. House Mistresses/Masters should encourage House Tutors to have restorative, detailed discussions with their tutees about these incidents as soon as is convenient and timely. House Masters/Mistresses may also wish to speak with the pupil, but will allow the tutor to be the first point of call. For the full overview of the Behaviour Protocols please refer to the [Behaviour Protocols Document](#)

### *On-Call*

A member of SSLT will be 'on-call' each lesson of every day. If a pupil presents a significant disturbance to learning and/or demonstrates extreme defiance or violence, the class teacher must telephone the SSLT member 'on-call' at that time so that the pupil may be removed from the lesson. Pupils should be asked to wait outside the classroom but within sight of the teacher until the SSLT member arrives.

Mobile numbers will be shared at the beginning of the year for all staff to save. Pupils removed from lessons through 'on-call' will automatically serve a Head of Senior School detention between 3.00pm and 4.00pm on a Thursday afternoon.

### *Outside of lessons*

Proper conduct around the College is vital in instilling in our pupils the values that we hope to foster. In particular, we monitor punctuality, conduct and uniform in our shared spaces. House Mistresses/Master track pupil standards using iSAMS. Subject teachers should adhere to the following guidelines:

- If a pupil is acting inappropriately inside the College buildings at free/transition times, such as wrestling, pushing, shouting, etc., a warning should be issued by the teacher witnessing it.
- If this becomes repeated behaviour for an identified pupil, a log will be created on iSAMS and the relevant House Master/Mistress made aware.
- Failure to correct inappropriate behaviour immediately will result in the witnessing teacher issuing a Behaviour Point and the pupil sitting a detention with the reporting teacher, at their convenience.

- If a teacher deems a pupil's behaviour in the corridors to be extremely disruptive and/or anti-social, a teacher may immediately issue a Behaviour Point, or request On-call from SSLT.
- In the event of an ADEK Stage 2 or 3 incident, the College will follow ADEK guidelines, as set out in the Private Schools Policy Manual 2014-15, referenced below.
- Where necessary, for example if a pupil expresses physical pain or discomfort, where there has been a potential head injury, or where the teacher/s notice signs of injury and pain, pupils will be evaluated by the College nursing team.

House Teams will use their monitoring to gauge if a pupil's behaviour is limited to a subject area, or if there are wider and/or more general concerns. Pastoral interventions will be catered to the individual, based on their circumstances.

### **Tracking and Monitoring: Using Isams/CPoms**

It will be the collective responsibility of House Teams to track and monitor the various points given to members of each House. House Masters/Mistresses will lead on using iSAMS to generate weekly reports for the following data sets:

- House Points totals, by pupil and the entire House
- Behaviour Points total, by pupil
- Average attendance for the year, by pupil and tutor group
- Negative logs issued on iSAMS, by pupil and House

All data sets should be shared with the tutor team each week, with agreed actions and interventions for each pupil discussed. There is no preferred method of data storage; however, excel is useful due to the number of functions it can perform.

As part of House Master/Mistress Line Management meetings with SSLT, they will be expected to discuss the data in detail, describing how they are managing individual cases in the House. It is the House Mistress/Master's responsibility to fully engage with the House Tutor team in this process in order to distribute pastoral leadership, thus providing the very best care and experience for our pupils.

#### [Weekly Tracking Document](#)

#### ***Interventions based on report data***

After each data set is published and shared following pupil reports, House Tutors and House Masters/Mistresses should identify those pupils in their Houses who have concerning levels of effort. Investigation of which subjects are of particular concern and why:

- Discussions with subject teachers regarding specific poor behaviours exhibited
- Lesson drop-ins to observe pupil behaviour
- Parental contact via telephone or email
- House Tutor/House Mistress/Master meeting with parents
- Effort report for a set period of time with effort and/or attitude to learning being a key focus
- On-going discussions with the pupil
- Mentoring

Based on other information that House teams have regarding individual pupils, a decision may be taken to enact any of the interventions listed above. Conversations should take place between the relevant pastoral and academic staff in order to make this judgement.

#### [Pastoral interventions guidelines](#)

### *BCAA: Escalated response for Severe or repeated poor behaviour.*

Pupils committing any behaviours categorised as Stage 2 or 3 within the ADEK guidelines will be dealt with on a case by case basis. The course of action for each pupil will be decided upon in liaison between all necessary parties, including: parents, House Tutor, House Master/Mistress, College Counsellor, SSLT, HoSS and Head Master. In most cases, action will be taken immediately by SSLT in response to Stage 2 or 3 behaviour. Where there are mitigating circumstances, action may be postponed until the next day.

Some of our responses include, but are not limited to, the following:

- Case conferences for challenging pupils
- Mentoring
- Counselling
- Referral to outside bodies for specialist help/care e.g. Maudsley
- HoSS/DHoSS restorative discussion for one hour on Thursday afternoon
- Internal suspension for one day
- Suspension/s

## **Junior School**

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### *Positive rewards*

The school has an ethos of encouraging positive behaviour. The school's 'Code of Conduct' clearly supports this ethos. Pupils are encouraged to **be kind, be polite, be helpful, take care of our school and try our best.** We aim to create a culture of kindness within the school.

Within lessons, each teacher is responsible for ensuring appropriate behaviour management, in line with our Code of Conduct, values and this policy. Heads of Year and Heads of House will lead teachers in the effective management of wider pastoral matters in the Junior School, particularly behaviour for pupils in their year group or House. It is not the sole responsibility of the Heads of Year to celebrate and deal with all of the behaviour issues, both positive and negative, that present themselves, but rather a team effort. Class and specialist teachers will respond to any inappropriate behaviour in lessons immediately and will hold restorative discussions and provide sanctions if required. They will follow the Junior School Behaviour Protocols in order to strive to solve the issue and rebuild positive behaviours. As much as possible, Heads of Year should train and empower teachers and specialist teachers to feel comfortable in dealing with the majority of issues that occur for their pupil's and should inform specialist teachers of behaviour support plans or target cards set up for individuals in their year groups. The Deputy Head of Pastoral will assume overall leadership of operational behaviour management in the Junior School, led and managed by the Head of Junior School and ultimately the Head Master.

Verbal praise and encouragement are at the heart of lessons. Pupils can also be 'Caught Being Kind' and awarded the Kindness Ambassador role which will be recognised in the assembly and celebrated.

### Pelican Pathway

The Pelican Pathway is a rewards system from FS1 to Year 5 and inspires and encourages pupils to reach their full potential, wherever their strengths lie. It celebrates pupils who uphold our college and pelican values by rewarding them across each of the three pillars of Progress, Participation and Partnership. Pelican points are encouraged to foster rounded, confident children and are awarded regularly across the College for achieving the pelican values under the three pillars.

**PROGRESS:** Reward for positive learning within the classroom resulting in strong academic progress.

**PARTICIPATION:** Reward for ECA contribution encompassing sporting achievement and performance in the arts.

**PARTNERSHIP:** Reward for working in partnership with peers, staff and our wider community, recognising all aspects of pastoral contribution.

Pelican points are the child's personal reward journey. Awards are given for the following pelican points: Bronze award – 30 points, silver award – 70 points, gold award – 120 points, pelican pin – 180 points, pelican plaque– 250 points.

A pelican point is added to the child's pelican reward mat in their pelican pages. The staff member rewarding the sticker or stamp will award one of the following values **P**erseverance, **E**nthusiasm, **L**eadership, **I**mprovement, **C**reativity, **A**chievement and **N**urture.

Pelican points are awarded by all teachers for anything that they feel worthy of particular praise. It should not be awarded for pupils simply meeting our basic expectations, such as sitting on the carpet, lining up nicely or answering a question. They are awarded in the Junior School for pupils going 'above and beyond' in their positive efforts and achievements, displaying any of the code of conduct or our college and pelican values. [Please see HERE for the full rewards overview](#)

### ***Brighton Excellence Awards***

In recognition of the importance that we place on kindness to others, one pupil is highlighted from each year, to receive a kindness award at the end of each academic term. In addition, a child from each academic year has the chance to be awarded the curiosity or confidence award. The awards will be given to pupils in a dedicated assembly at the end of each term in which each Head of Year will deliver a speech about the recipient.

Each term, teachers, Heads of House and Heads of Year will nominate pupils to JSLT to receive the Brighton Excellence Awards. The following criteria must be considered and deemed appropriate for all pupils who are nominated:

<b>Criterion</b>
1 Curiosity award per year group - a book chosen specifically for the children
1 Confidence award per year group - a book chosen specifically for the children
1 Kindness award per year group - a book chosen specifically for the children

### **The House System**

The House system in the Junior School runs from FS1 to Year 5. Each house encourages the development of the school ethos. Through house assemblies, the heads of house seek to build unity and reinforce the school's code of conduct. Team spirit and connectivity will be built through the house system and responsibilities will be shared amongst the houses for community and volunteering, innovation and enterprise, sustainability and wellbeing.

Recognition of effort is very important and every child that receives one pelican point will be awarded one house point which will help support the house effort of securing the house trophy awarded through assemblies.

Positions of responsibility include house captains (Year 4 and 2) and vice captains (Year 3 and 1). At the end of each term, the winning house is announced and rewarded accordingly.

### ***Pelican point and house analysis***

Pelican points will be awarded on iSAMs. As every pelican point is equivalent to and generates a house point then they will also be tracked. There will be a weekly house point analysis document. Heads of Years and Heads of House can monitor and use it to encourage the children to achieve more house or pelican points. Heads of Year should ensure that this is a standing item on the weekly agenda item so pelican and house points are analysed to see the range of children achieving points.

Heads of House can track and monitor the house points to encourage children in their house to do their best and 'Be the Best You.'



## *Behaviour systems*

There is an expectation that each class has a class contract. The children need to discuss the Code of Conduct with the class teacher and decide together a behaviour success criterion (be polite by listening to others, using please and thank you, showing good table manners and opening doors for one another.) Display the Class Contract for all children to see, and have the children sign it or show agreement through a thumbs up in a photo.

We have a variety of methods in order to reward positive behaviours.

- 1) As the College aims for alignment, the award system will be too. The Pelican Pathway, involves stickers and stamps in the child's pelican pages, when the children demonstrate positive behaviours through the pelican values. This can be adapted to the specific needs of the children in the class, i.e. Mohammed achieves the **improvement** value for asking for help when he struggles in Maths so that he can progress.
- 2) Positive recognition may be encouraged through
  - Code of Conduct recognition boards - children are awarded in class for meeting the criterion which is explained so others can learn from this.
  - Positive feedback, recognition boards, praise and acknowledgement to pupils.
  - Parent communication - through the pelican pages, notes, email or class dojo, phone call or face to face.
  - Top Table, Star of the Week, silent cheer, secret student, raffle winners, class table points resulting in additional play time.

Pupils are encouraged to do well intrinsically because it is the right thing to do and not for physical rewards, such as food or toys. They need to take responsibility for their behaviour with the support of the Code of Conduct. Teachers should choose to use a collective reward as a motivational tool for the whole class to achieve a class goal, through a marble jar. This may result in additional playtime, Golden Time or an agreed upon class reward.

## *Sanctions*

All staff are accountable for dealing with incidents of poor behaviour or unkindness. The staff member identifying the issue or concern needs to respond to it. The response needs to be swift, proportionate, visible and clear, using a shared and consistent language. The response needs to be restorative, rather than simply punitive, in order for the relationship to be maintained between the staff member and child. Ensure that the loop is closed by reporting back to the 'victim' what actions were taken to look after them and address the issue. Then inform those who need to be made aware, including the parents of both victim and perpetrator. This may be through an incident report depending on the severity of the behaviour.

**Proportionality** means that consequences for pupil behaviour should be appropriate to the severity of the behaviour, considering the individual needs of the student and the context. Effective consequences should be fair, consistent, and appropriate to support a positive learning environment that promotes pupils' success and well-being.

Having a **shared language** for promoting positive behaviour in children is crucial at BCAA, as it allows for clear and consistent communication between adults and children, creating structure and predictability to reduce challenging behaviour. Part of that shared language needs to be naming emotions so the children can understand their feelings, name them and emotionally regulate. So if they start to feel that way they can ask for help. Zones of Regulation really supports this.

**Emotional regulation** is the ability to recognise and manage one's own emotions, as well as understand and

respond to the emotions of others in a positive way. It can help children respond to challenges and adversity in a more effective and constructive manner, build resilience and adaptability, and develop healthier relationships with others.

Sanctions are applied in instances where the Junior School Code of Conduct is broken. Sanctions are applied incrementally, based on the extent to which the rules haven't been followed. Whenever practicable, the pupil should:

- Have a clear understanding of the mistake made.
- Reduce the impact of their mistake (for instance, through an apology, cleaning up a messy area or completing work to a higher standard).
- Have an opportunity to reflect on their mistake and consider a better response in the future.

At no time should a child be belittled or treated with disrespect, even if they have made a significant mistake. There must be no physical contact. No child should be sent out of the classroom unsupervised.

[Link to JS stages of managing behaviour](#) [Junior Behaviour Protocols](#)

Usually, sanctions will start at Stage 1, then move to Stage 2 and, if the undesirable behaviour persists, move to Stage 3. In extreme cases of undesirable behaviour (for instance, aggression towards another pupil), then this process would be accelerated to Stage 4.

If this is the case, the member of staff witnessing the behaviour needs to complete an incident report form on iSAMs, as soon as possible. The Head of Year will gain any pupil or staff witness reports to further support context and outline details. They will follow the JS stages of managing behaviour and behaviour protocols documents, as a guidance, taking into consideration proportionality. Action points from Stage 4 are varied, according to each case. However the HOY must close the loop by reporting back to the 'victim' what actions were taken to look after them and inform those who need to be made aware, including the parents of both victim and perpetrator. A significant act of undesirable behaviour may lead to an internal suspension.

### ***Repeated undesirable behaviour***

It is most likely that children who are repeatedly breaking the Junior School Code of Conduct are being adversely affected by identifiable factors (e.g., home life, special educational needs). In this situation, the class teacher should be in regular contact with parents, to describe the child's behaviour and explain applied sanctions for Stages 1 and 2. As soon as the class teacher identifies a repeated pattern of undesirable behaviour, they should immediately add the child's name to the SEMH profile which records time frames, behaviour, sanctions and who was informed. The teacher needs to identify the category for concern linked to factors in the child's life.

### ***Behaviour points***

Behaviour Points are given as a follow up sanction, *after* a pupil has not responded to the usual range of classroom behaviour management strategies. The pupil needs to know that they have been given a behaviour point and the reason that they have been withdrawn from the classroom/playground. A behaviour point can be raised by a staff member to the child's HOY, whereby an agreement needs to be made on whether to issue the behaviour point. The member of staff awarding the behaviour point will log it on iSAMs. The child's parents must be informed by the class teacher if they have received a Behaviour Point and the reason why.

If a child receives 3 behaviour points, then parents are requested for a meeting with the Deputy Head of Pastoral or Head of Junior School. It is important that all teachers make it clear to their class what a behaviour point is and that it will be on their record. The Deputy Head of Pastoral analyses the behaviour points in conjunction with

incident reports and the SEMH Profile for patterns and to ensure follow up.

## **Tracking and Monitoring: Using iSAMS/CPOMs**

It will be the collective responsibility of the class teacher, HOY, Heads of House and Deputy Head of Pastoral to track and monitor the various points given to members of each class. HOYs will work alongside the DHT Pastoral and admin staff to generate weekly reports using iSAMS for the following data sets:

- House Points totals, by pupil and the entire class
- Behaviour Points total, by pupil
- Average attendance for the year, by pupil and class
- Incident reports issued on iSAMS, by pupil year group

All data sets should be shared with teachers each week, with agreed actions and interventions for each pupil discussed. There is no preferred method of data storage; however, excel is useful due to the number of functions it can perform.

As part of HOY line management meetings with JSLT, they will be expected to discuss the data in detail, describing how they are managing individual cases in the year group. It is the HOY responsibility to fully engage with the teaching team in this process in order to distribute pastoral leadership, thus providing the very best care and experience for our pupils.

### Pastoral interventions and guidelines

#### *SEMH Profile (Social, Emotional, Mental Health)*

The SEMH Profile is a log, for individuals that require it, that records patterns of social, emotional and mental health behaviours, categories of concern for behaviours, concerns about homelife and wellbeing, and any factors contributing to a child's social and emotional wellbeing.

As soon as a child has been identified with repeatedly concerning behaviour, their name, incidences and current provision is recorded. Children transitioning to the next class will have their information shared through the pastoral handover notes and teacher communication.

#### Case conferences

If a child displays significant behaviour concerns and has a pattern of concerning behaviour on the SEMH profile, incident reports and behaviour points, the class teacher should alert the Head of Year. A case conference may take place depending on the level of concern and escalation. It will be conducted and documented by the HOY and involve the team around the child to discuss concerns from different caregivers to identify the types of behaviour being presented, potential causes and propose action points for next steps and interventions. From conversation with staff, observations and monitoring, and fastidious record keeping a child may be placed on the Pupil Concerns tracker as a wave for behaviour – social (S) or emotional (E).

Next steps involve liaising with parents and/or the implementation of other behaviour strategies, such as the use of a weekly target card, individual behaviour support plan, pastoral intervention, assessment by an Educational Psychologist assessment or 1 to 1 support.

Action points as a result of a case conference will be varied, according to each case. In the most extreme cases, persistent poor behaviour may lead to suspension and/or exclusion.

#### Incident reports

An incident report is filed when a child or children have made an undesirable behaviour choice resulting in injury to another child, fighting, poor language or actions, or a defiant manner towards a staff member.

The incident form needs to be completed online immediately by the person(s) witnessing the behaviour, so it can be investigated fully by the Head of Year, and should be submitted on iSAMS by no later than 3pm that day. Forms must be completed so please seek cover to enable this.

If a child has been injured due to the incident, they must be sent to the nurse, and they will add their report to the incident form. The HOY will contact the parents of the child to inform them of the behaviour, if another child has been hurt as a consequence of the behaviour, then those parents must also be informed.

### *Target Cards*

Children that have been identified as reluctant learners or display significant behaviour concerns will be discussed with the class teacher and HOY . They will be placed on a Target card which will track and monitor the child's behaviour throughout the school week, for a course of 6 weeks. The class teacher will create an electronic version of the target card using their timetable, they must add a specific measurable target, to be shared with the child, parents and specialist teachers, in order for the child to have success in meeting it.

The aim of the target card is to champion and celebrate success through the child's timetabled week. The expectation is that every subject teacher will provide feedback on the child's progress and behaviour within the lesson and assign a colour (green - good, amber - okay, red - poor and requires improvement) to support this. At the end of the week, the target card is collated and a photo is emailed home by the class teacher. It will be monitored and tracked by the HOY to further support the progress of the pupils. When a child successfully completes their target card by achieving all green across 3 weeks, they will be given a certificate, acknowledging their progress.

### *Behaviour Flowchart in the Junior School*

The Flowchart outlines the steps needed to be taken to ensure consistency and continuity of progression for behaviour across the Junior School. All staff involved will be updated with the decisions pertaining to support and interventions, which will be shared amongst staff and parents.

[Link to detailed wave document.](#)

### *Anti-bullying*

The College aims to produce a safe and secure environment where all pupils can learn without anxiety, by making all of those connected with the school aware of our opposition to bullying and by having consistent and robust approaches to behavioural management, specifically bullying. If bullying has been identified then an incident report must be completed. An investigation will be conducted, and all incidents will be recorded on the anti-bullying log. Please see the [Anti-Bullying Policy](#) for further details.

### *Pastoral Handbook*

To further understand the behaviour system and how Pastoral and Wellbeing is supported please refer to the Junior School [Pastoral Handbook](#).