

# The Clere School

## Behaviour for Learning Policy



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## 1. Aims

The purpose of the behaviour policy is to support teachers, pupils and parents to create and sustain a well-ordered environment where effective teaching and learning are a priority for everyone. We expect this to happen when pupils demonstrate a high standard of behaviour at all times.

We encourage students to take responsibility for their behaviour, which we expect to be responsible, respectful, reliable and safe at all times and it is these principles that underpin our policy.

This policy aims, whilst being mindful of individual needs and circumstances as far as is reasonably possible, to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#) It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on: Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its students

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students’ property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Roles and responsibilities

### 3.1 The governing body

The school governors are responsible for reviewing and approving the written statement of behaviour principles.

The school governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 3.2 The headteacher

The headteacher, or his delegate, is responsible for reviewing this behaviour policy, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently, whilst being mindful of individual needs and circumstances as far as is reasonably possible.

### 3.3 All staff

Staff are, whilst being mindful of individual needs and circumstances as far as is reasonably possible, responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents.

The pastoral team, senior leadership team and other relevant members of staff will support staff in responding to behaviour incidents.

### 3.4 Parents

Parents are expected to:

- Support their child in adhering to the learning behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Tutor and class teacher promptly
- Work in partnership with the School in supporting the aims of this policy

**Any behaviour that is not respectful or responsible is liable to a consequence.**

## 4. Recognition and Consequences

### 4.1 Recognising positive behaviours and learning qualities - under review

Positive behaviours, particularly those where a student goes above and beyond the usual expectations, are recognised. Students should be encouraged to develop an intrinsic response to recognition rather than be motivated by material gain.

The ways in which students are recognised may include:

- House-points
- Positive phone calls and emails
- Letters/postcards home
- Certificates
- Lunch queue passes
- Attendance at prize giving evening

*The recognition system is currently under review.*

### 4.2 Consequences available to the school

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Changing a seating plan or child's place in class
- Sending the student out of the class
- Expecting work to be completed in their own time
- Detention at break or lunch (Loss of Social Time)

- Detention after school, including longer leadership detentions
- Referring the student to a senior member of staff
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal Exclusion
- Internal Exclusion with Twilight
- Fixed term suspension
- Permanent exclusion

#### 4.2.1 Loss of Social Time and Detentions

We have a stepped system of in-school actions and consequences for when poor behaviour cannot be managed purely by the teaching member of staff in their classroom. At each stage in this system, actions taken will be logged on Behaviour Watch and when after-school detentions are set, there will be communication with the child's parents / carers by the teacher or a middle / senior leader in advance of the consequence.

- **Loss of social time** – When behaviours continue in class despite warnings and opportunities for the pupil to correct these, the pupil may be required to spend some time with their teacher at either break time or lunch time. The teacher will always ensure that the pupil has enough time to collect food and use the toilet.
- **Removal to middle Leader / team member and 30 minute detention after school** – This can be a result of either continued poor behaviour or directly due to offensive behaviour, defiance, or persistent disruption.
- **Duty Lead and 60 minute detention** (note: this is different to the previous step) - Automatic Duty Lead is for extreme behaviour which cannot be addressed by removal within the department. Duty Lead can also be a result of a build-up of behaviours where pupils have failed with the department middle leader / additional team member. In such instances, pupils are removed to the SLT member responsible for that subject area or, in their absence, the SLT member responsible for the Year Group.

Non-attendance at a consequence at any point in this system will lead to escalation, including, potentially, to a Headteacher's 2 hour detention or Internal Exclusion.

#### 4.2.2 Internal Exclusion

Internal exclusion (sometimes known as isolation) may be used in response to serious or persistent breaches of policy. This may happen with immediate effect. Internal Exclusions tend to operate for a minimum of one school day. One school day is 5 periods, 1 tutor period and one break and lunch from the point of exclusion.

The school will consistently implement these consequences whilst being mindful of individual needs and circumstances, as far as is reasonably possible. A representative of the school will contact a parent or carer to inform them of the circumstances that resulted in an internal exclusion as soon as practicable.

#### 4.2.3 Duty Lead

A duty lead rota will be in operation to request support if it is required. This will be done through the duty lead form. Staff requiring support will communicate in this way and a member of admin staff will notify the duty lead person of the situation by radio. The Duty Lead member of staff will remove the pupil to a member of the senior team if required but may also assist with removal to a middle leader / team member (see above).

Any student who receives 2 or more duty leads (as opposed to removals to a middle leader / team member) in a day will receive an internal exclusion to prevent further escalation of behaviours and protect the learning of others.

#### 4.3 Consequences and informing parents

Consequences that happen in school may need to happen before parental contact is made. With more serious consequences, parents will be informed as soon as practicable. Parents will also be contacted informing them of after school detentions before they occur.

The school reserves the right to apply an appropriate consequence to students' behaviour and will endeavour to thoroughly investigate any major misdemeanours. The DfE states that parent consent is not needed to issue a detention. Parents may like to refer to the DfE document 'Behaviour and discipline in schools' for further information:

#### [Behaviour and Discipline in Schools guidance](#)

When staff contact parents, it is to inform parents of the consequence rather than ask for permission or parental support. Parental support of consequences is, however, essential to forming positive relationships that are in the best interests of the child.

Where contact cannot be established easily, voice messages will be left, and emails and texts sent as appropriate. These will be considered as giving parents notice about the consequence.

Where consequences are not completed by a student, the school reserves the right to issue an escalated sanction such as an Internal Exclusion or fixed-term suspension in lieu of a detention. A child's refusal to comply with a consequence will usually be considered as defiance (see section 4.4).

The school will only discuss a consequence applied to a student with that student's parents/carers. The school will not discuss with the other parties in an incident the consequences for other people's children.

If a child refuses a consequence, the refusal will result in an escalated consequence. The consequence for the original misdemeanour will still stand.

Please note that investigation conclusions for more serious incidents are grounded in the principles of civil rather than criminal proof. This means that our decisions are based on a balance of probability based on the evidence available.

#### 4.4 Defiance

Any student defying any member of staff will be given take up time and one more opportunity to comply with the instruction, otherwise they will be immediately relocated within the department and a detention will be set. This is to preserve the learning of others in the class. Communication will be made home to inform the parents of the incident and the detention. Defiance at break time or after school will result in the same consequence.

A student who refuses to be removed from a lesson will face more serious consequences as a result of the on-call member of staff being called out. If a student continues to refuse, they will be internally excluded or face fixed term suspension.

#### 4.5 Powers of confiscation, search and physical restraint and the power to discipline for matters off the school premises

The school may use these powers, as set out in the DfE document 'Behaviour and discipline in schools.' Links to the relevant documents can be found in section 2.

##### 4.5.1 Off-site behaviour

Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Additionally, consequences may be applied if a child behaves inappropriately on social media or messenger apps even if the messages or posts were carried out at home or another location even if not during school time.

#### 4.5.2 Confiscation

Prohibited items are defined as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Legal prescription drugs possessed illegally or without following the medicines protocol.
- Stolen items
- Tobacco and cigarette papers
- Vapes and e-cigarettes
- Fireworks
- Pornographic images
- Any article a 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 student themselves)

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Repeated confiscations of items not permitted in school will result in escalated consequences.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### 4.6 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our child protection policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### 5. Behaviour Management

#### 5.1 Classroom management

Within the classroom teachers will typically manage the behaviour of students in the following way:

- Warning
- Move seat in lesson
- Loss of social time (break or lunchtime)
- Removal to middle leader / team member and 30 minute detention
- Removal to Senior Team member and 60 minute detention

It should be noted that although this list is broadly a hierarchy of consequences, in practice, such as an incident of dangerous or extreme behaviour for example, the teacher will not move through the consequences in order.

The relocation from lesson is not a consequence in itself but serves to allow the learning to continue undisturbed. Relocation is likely to result in consequences, as outlined above.

Continued and repeated interruptions to learning are viewed as serious behaviour incidents as we believe in the fundamental right of all our students to learn.

Outside of lessons, students are expected to behave in a way that is respectful and responsible and there will be a consequence for any behaviour that falls short of this.

NB: The teacher will remain responsible for maintaining classroom discipline. If further consequences are required, procedures outlined in Section 4 will be followed.

## 5.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The view of the Headteacher of The Clere School is that the vast majority of staff would only use restraint to prevent a person coming to harm. Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

N.B. This will be a last resort and only when a child is a significant risk to themselves or others. The management of physical restraint procedures is unamended. Teachers should not need to restrain a child in the usual course of their business and we do not allow this except for emergencies where a child or member of staff would come to harm.

## 5.3 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging inappropriate behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

When appropriate the School may make reasonable adjustments to support its inclusive practice and particularly for those students with a protected characteristic.

These reasonable adjustments may include (although are not limited to) the following:

- Additional adult assistance;
- Adaptations/tools to support communication (such as visual aids);
- Use of exit cards;
- Adaptations to the timetable;
- Adaptations to student groupings;
- Additional mentoring;
- Contact with parents/carers during the day;
- Use of specialist spaces in School (such as the LSB or The Bridge);
- Variations in the application of uniform policy where it is significant in overcoming a barrier;

- Changes to seating plans in class or methods used to facilitate interaction and reduce anxiety;
- The use of report cards/communication books and other tools for home/school liaison;
- Additional meetings with parents and carers;
- Support from the Child and Family Support Worker or Student Support Team;
- Inviting parents/carers to support events in school;
- Support from external agencies where available;
- Use of risk assessments.

The school will take positive action to enhance the inclusion of groups of pupils who may otherwise be facing barriers to participation- such as through the use of Pupil Premium Funding.

The Clere School defines reasonable adjustments as those which are practically possible taking in to account the following:

- The resources of the School – including financial and access to external agencies (such as CAMHS);
- The financial, staffing and other costs of making the adjustment;
- The practicality of the adjustment;
- The interests of other and future students;
- The need to maintain academic; behaviour and other standards;
- The likely impact of such adjustment.

In every case, reasonable adjustments do not override the School's primary duty in safeguarding and ensuring Health and Safety ('Equality and Human Rights Commission: Technical Guidance 2014'). The application of a reasonable adjustment will be evaluated in terms of the likely impact and within the scope of the efficient and effective education of all children in our care.

## **6. Student Transition**

To ensure a smooth transition to the next year, students may have transition sessions with some of their new teachers and their tutor.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **7. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, for the appropriate staff, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **8. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governors every year. At each review, the policy will be approved by the Headteacher or his representative.

## **9. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Child Protection Policy
- Anti-Bullying policy
- Exclusion policy



## 10. Governor's Statement of Principles

1. The Governing Body have compiled this policy with regard to the appropriate sections of the 2006 Education and Inspection Act, which states that all schools are required to have a set of governing principles, which guide the Headteacher when determining measures to promote good behaviour and underpin the behaviour policy.
2. These principles have been formed following consultation with staff, parents and students.
3. The Governors acknowledge their duties under the 2010 Equalities Act, which seeks to eliminate all forms of discrimination, harassment and bullying and promotes the welfare of all members of the school community.
4. This policy takes account of the needs of vulnerable students and complies with all guidance and statutory requirements regarding equal treatment and unfair discrimination.
5. The Governing Body believes that in order for all students to achieve their full potential, excellent behaviour in all aspects of school life is necessary. It seeks to create an excellent and inclusive atmosphere by:
  - a. Promoting self-discipline and respect for self and others.
  - b. Ensuring all students are happy at school and fully able to participate in all opportunities.
  - c. Ensure that students complete assigned work and achieve their best.
  - d. Encourage students to take responsibility for their own actions, both in and out of school, and to consider how their behaviour impacts upon others.
  - e. Ensuring consistency in response to both positive and negative behaviours.
  - f. Promoting early intervention.
  - g. Working closely with parents and carers, so that we have a shared approach to implementing the school's policy and encouraging good behaviour.
6. The Governors consider that rewards encourage good behaviour and sanctions demonstrate that poor behaviour is unacceptable, expressing the disapproval of the school community. Both should be applied reasonably and proportionately.
7. The Governing Body recognise that the application of rewards and sanctions should take account of the individual situation and the student. The Headteacher is expected to use discretion in the application of rewards and sanctions. In situations where accounts of student behaviour differ, the Governing Body accept that the standard of proof used will be the balance of probabilities.
8. The statement of principles will be reviewed annually at a meeting of the Governing Body.
9. The Headteacher will communicate the behaviour policy to students, parents and staff at least once a year and place it in the home-school agreement.