



The Clere School

Behaviour Policy

Date of Policy Issue: November 2020	Date of Policy Review: November 2021
Approved by Whole Governing Body: 12th November 2020	

Rationale

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.

Our policy emphasises the importance of using encouragement and praise as often as possible, and certainly more often than disapproval or criticism. We seek to emphasise the good and to be positive wherever possible.

Teachers are the guardians of their students' right to learn, but the converse is also true: students must allow teachers to teach by behaving appropriately at school.

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 code of conduct.

The Code of Conduct is regularly reviewed. **Annex 2** We encourage students to become involved in this process so that they understand the importance of school rules and what is considered to be unacceptable behaviour.

We hope to achieve these aims by:

- clearly identifying the expectations that teachers and students have of each other, by having a strong emphasis on success through praise and reward in every lesson.
- adopting a non-confrontational approach when problems arise and by applying our rules firmly and fairly in a consistent manner across the whole school.
- a commitment to the pastoral structure enabling every student to engage with the process of teaching and learning.
- ensuring that every student is known in depth.
- identifying those students who experience learning, personal, social or behavioural problems.
- ensuring that in the spirit of the Home-School Agreement, parents and carers are active partners with the school in promoting the progress and welfare of their son / daughter.
- working with parents and carers in helping students to overcome their difficulties and involving the appropriate outside agencies when necessary.

Guidance:

For a community to work well all staff and students should understand that mutual respect is needed in order to achieve safety and harmony, which are essential for the efficient running of the school community.

The school community aims to improve behaviour through rewards, although there are occasions when consequences are implemented in order to reinforce the need for good behaviour.

In all situations the school staff will deal with incidents in a manner and style appropriate to the level of misbehaviour, involving more senior staff as appropriate.

The school takes a firm stand on offences affecting individuals, including name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse and disrupting the learning of others.

When a serious incident occurs, the investigation will be undertaken in line with the guidance on "Investigating Serious Incidents".

Implementation:

The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- Praise and positive feedback
- Merits, Commendations and awards both public and private
- Letters and postcards to pupil/parents/carers
- Positive pupil notes
- Profile of good work to show parent
- Good work shown to senior colleagues including the Head teacher
- Newsletter
- Good work on display
- Good attendance allows full access to school life. We celebrate exceptional attendance of 100% with a certificate, awarded at the end of the academic year.
- Participation in social occasions and the rich variety of sporting, club and after school activities, provides the opportunity for developing the sound relationships we are seeking within our school community.
- Prize Giving Evening, with an invited guest speaker to award those in Year 7-10 with certificates and cups.
- Presentation evenings, with an invited guest speaker to award certificates and cups for year 11

The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including

- Learner support
- Mentoring
- Individual education planning to include pastoral support
- External-agency support
- Teaching strategies
- Study support

The school will implement a range of strategies to deal with inappropriate behaviour of pupils, including:

- talking individually with the pupil
- verbal reprimand
- contact parent by letter or phone
- invite parent in
- use of 'on report' system

- change teaching or tutor group
- work in a different class
- regular phone call to parents
- case conference with professionals
- escort to lessons
- parent supporting in class
- appoint a mentor

Consequences

- These may be imposed for poor behaviour, where the sanction imposed is reasonable and proportionate to the circumstance of the case.
- Account will be taken of the range of individual pupil needs in determining the appropriate use of sanctions in accordance with the Equality Act 2010

On-Report:

A pupil may be put on report by a Head of Year or a Faculty Leader (for specific lessons.) A FL should inform the HOY and the tutor concerned for information. A HOY may put a pupil on report if there have been concerns in more than one subject area, or where there has been a sufficiently serious incident of bad behaviour, or to follow up exclusion or following truancy.

Internal Exclusion:

A HOY or a FL may place a pupil in internal exclusion after consultation with the Head Teacher or the Deputy Head. In this case the pupil is isolated from their peers and placed in lessons with senior members of staff. Work is set by the normal class teacher and is given to the appropriate HOY or FL.

Investigating cases:

The school and staff will investigate, as appropriate, reported incidents of pupil misbehaviour.

The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

The school will provide adequate non-contact time for the conduct of investigations.

The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

The school will complete investigations within a reasonable timescale and not normally exceeding 2 days.

The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

Roles and Responsibilities

Subject Teacher

Each subject teacher in the classroom is responsible for maintaining the high standards that are set throughout the school and using, but not limited to, the guidance documents provided to staff on behaviour management.

We have school procedures such as the Code of Conduct, School Rules, the Home School Agreement.

While these guidelines apply to us all, students must learn to accept the standards of the individual classroom teacher which should be applied consistently and maintained rigorously.

Curriculum and Subject Leaders

- Implement the school's discipline policy and procedures
- Support and promote and monitor the effectiveness of the Behaviour Management Policy and practices
- Encourage the development of good practice through regular, open discussion about managing students effectively through department meeting agendas
- Ensure the implementation of the Bullying Policy
- Support students' learning by monitoring progress towards targets in their department
- Liaise with SENDCO/FL's/HOY's in regard to matters that are impacting student progress in that Curriculum Area
- Ensure effective communication between the subject team, tutors, HOY's and SLT, by using SIMS to log serious incidents and actions taken as a result
- Ensure effective communication between subject departments
- Ensure effective communication with parents in regard to pupil progress and if necessary behaviours that are impeding progress

Tutor

Every tutor establishes and maintains high standards of conduct, attendance and punctuality. Tutors:

- Implement the school's discipline policy and procedures
- Monitor and support pupil academic progress
- Ensure that appropriate school uniform is worn at all times
- Manage the process of merits, certificates, and pupil notes keeping the HOY informed as necessary
- Accurately mark the attendance record
- Ensure the delivery of absence notes, contacting parents when these are not forthcoming.
- Report pupils who are absent for seven continuous half days, report more frequently when there are concerns re a specific pupil
- Ensure punctuality and apply consequences where necessary
- Discuss with HOY absence and late arrival as required

Head of year and Faculty Leaders should:

- Support, promote and monitor the effectiveness of the Behaviour Management Policy and practices
- Encourage the development of good practice through regular, open discussion about managing students effectively through meeting agendas
- Ensure the implementation of the Anti-Bullying Policy
- Support students' learning by monitoring progress towards targets
- Liaise with the Line Manager
- Liaise with curriculum and subject leaders and SENDCO in regard to matters of student progress and conduct
- Ensure effective communication between SLT, HOY's and tutors through monitoring SIMS and the effectiveness of actions in improving behaviour and progress
- Ensure effective communication between subject departments
- Ensure effective communication with parents in regard to pupil progress and if necessary behaviours that are impeding progress

Senior Leaders

Oversee the maintenance of good order and promote an ethos of learning They will:

- Support the Middle Leadership team in the management of a secure and well-ordered

learning environment

- Oversee activities and opportunities to promote students spiritual, moral social and cultural development
- Liaise with parents to ensure the maintenance of good order
- Monitor the conduct of pupils both inside and outside the school

Head Teacher

Determines measures to be taken with a view to promoting pupils self-discipline, encouraging good behaviour on the part of pupils at all times in the school. Leads and supports SLs and all other members of staff in the development and maintenance of good behaviour.

Annex 1

Use of exclusion

Under the law, the Head Teacher, Governing Body, LEA and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- ☐ Whether to exclude a pupil or (where applicable) to uphold an exclusion;
- ☐ the period of exclusion;
- ☐ (where applicable) whether to direct the head teacher to reinstate an excluded pupil

The Governing Body and Head Teacher of the school are responsible for promoting good behaviour and discipline on the part of the school's pupils and for securing an orderly and safe environment for pupils and staff.

The school's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interests of the whole school are considered within any action taken.

Deciding whether to exclude a pupil

Only the Head Teacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a pupil from school. A decision to exclude a pupil will be taken only:

- ☐ In response to serious breaches of the school's discipline policy; and
- ☐ If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil is a matter of judgement for the Head Teacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

Before reaching a decision to exclude either permanently or for a fixed period, the head teacher will:

- ☐ consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies;
- ☐ allow the pupil to give his or her version of events;
- ☐ check whether the incident may have been provoked, for example by racial or sexual harassment;
- ☐ (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

Permanent exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Head Teacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- ☐ Where there has been serious actual or threatened violence against another pupil or member of staff;
- ☐ Sexual misconduct;
- ☐ Supplying an illegal drug;
- ☐ Carrying an offensive weapon.

Fixed-term exclusion

In the case of fixed-term exclusions, the Head Teacher may exclude a pupil for up to 45 days in any one school year.

Reintegration

A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the school prior to a pupil returning from a period of exclusion and in the case of any pupil who has been excluded from another school. The meeting will establish a risk assessment of the pupil and identify the resources needed to provide the necessary support to the pupil.

Setting work

The Head Teacher will provide an individual education plan for all pupils on roll who are excluded for a period of 15 consecutive school days and which will set out:

- ☐ How the pupil's education will continue during the period of exclusion;
- ☐ How the time might be used to address the pupil's problems; and
- ☐ (together with the LA), what education arrangements will best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LA.

In the case of a permanently excluded pupil, the Head Teacher will plan for the pupil's reintegration into the school at the end of the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from the school roll.

Informing parents/carers

The headteacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the school may notify the Social Services Department and the police if, in the Head Teacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Other considerations

The school will implement its behaviour policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

Annex 2

Code of Conduct around the school

We all need to show courtesy and respect to each other at all times. Please behave at all times with consideration for others. Speak politely to everyone, shouting is always rude. Remember that the School's reputation depends upon you, on the way you speak and behave.

move quietly and sensibly about the School

This means never running or shouting, but being ready to open doors, standing back to let people pass, and helping to carry things. Keep to the left and take special care on the stairs.

play safely

At break and lunch time pupils play football and practice other sports. All games must be played carefully. Play fighting is potentially dangerous and therefore not allowed.

keep The Clere clean and tidy

This means use the litter bins. Please do not bring chewing gum or Tippex fluid to School, as they cause mess; nor glass bottles, which can be dangerous.

School Rules

- ❑ Observe the Code of Conduct around the school
- ❑ Registration time is: 8.45am and 1.30pm
- ❑ If you miss registration after 9.00am please report to Reception
- ❑ All pupils remain on the school premises at break and lunchtime
- ❑ If you need to leave the school at other times a note from you parents must be sent to your tutor.
- ❑ You must wear correct school uniform in school and on school activities. If you are temporarily without correct full school uniform you should bring a note from home explaining the reason to your tutor.
- ❑ You must not bring smoking equipment, alcohol or any illegal substances into school
- ❑ You must not bring to school aerosols, glass bottles and chewing gum
- ❑ We understand that in the light of increasing use of mobile technology mobile phones and ipods/MP3 players will be brought into school. Sometimes these could be used as a resource in lessons. However we wish to stress that school cannot take responsibility for these items should they be lost or broken. If required these items may be kept in the school safe whilst at school.
- ❑ You may cycle to school if you obtain a cycle pass. You must not cycle on the school site
- ❑ You must eat refreshments in specified eating areas at break and lunchtime. Eating or drinking at other times or in other places is not allowed.
- ❑ If you need to bring medicines into school they must be left at Reception, not carried around the school.
- ❑ You must not involve yourself in any form of bullying, verbally or physically.
- ❑ You should not run, block doorways, corridors or behave in any way that is a danger to others.

Be ready and willing to learn

- ❑ Be 'ready to learn'
- ❑ Bring completed homework to the lesson
- ❑ Find out about your own learning styles
- ❑ Take responsibility for your own learning
- ❑ Really LISTEN to your teacher
- ❑ Ask your teacher politely when you need help
- ❑ Concentrate on the tasks set. Don't distract others! Don't let yourself get distracted!
- ❑ Don't call out!
- ❑ Co-operate and have respect for the views of others
- ❑ Plan your work out of the classroom, research the topic
- ❑ Use SAM learning, and BBC Bitesize to practice and revise
- ❑ Share your learning experiences with others and Involve your parents in your learning