



Claremont Behaviour Policy

School Division: Whole School
Policy Division: Pastoral and Safeguarding
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1. Aims

1. Aims and School Ethos

This policy aims to:

- Promote our values in all that we do. Our values are;
 - **Ambition:** Becoming your own best, regardless of starting point, in order to bring your greatest self to life.
 - **Open Mindedness:** Be receptive to other ideas and new experiences. Respect and celebrate the best in yourself, others, and society.
 - **Responsibility:** Become reliable, dependable and accountable for your actions and decisions, Develop the skills to challenge opinions and behaviours.
 - **Courage:** Learn from mistakes, develop ways to meet challenges and take calculated risks in the pursuit of personal growth and new possibilities.

- o **Integrity:** Be consistent, honest and authentic in your relationships, being true to yourself and others.
- Prevent behaviour incidents, by focusing on student relationships, kindness and restorative practices.
- **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 sanctions**
- Consider what extra support can be offered to groups of students who are at a higher risk of exclusion, or students who are particularly vulnerable to the impacts of exclusion

The key aim of Claremont School is to ensure that all children are given a wide range of opportunities to enhance their academic, social, moral and spiritual development. To this end, Claremont School believes in offering a stimulating, calm and purposeful atmosphere which fosters effective teaching and learning. Good behaviour makes effective teaching and learning possible and bad behaviour disrupts this process. Thus, in order to fulfil their learning potential children need an environment which embraces good behaviour, politeness, helpfulness and care for others and the surroundings. This we believe is achieved through positive relationships and modelling such behaviour among all members of the school community.

The policy aims for coherence and harmonisation, but not uniformity. Hence, to treat children fairly we do not, by definition, believe that this necessarily involves treating them all the same. We promote values which foster students to care about others and are quick to act if they see another student in need of help or companionship.

We understand that mistakes are made by all members of our community but expect individuals to take responsibility for the consequences of these mistakes and (when necessary, with support) be courageous and learn from mistakes. We treat all members of the community with kindness. Kindness is embedded in our approach to celebrating good behaviour, and preventing negative behaviours.

We expect all members of the community to be reflective to discuss issues in a considered way, listening and showing respect for the views of others.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [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 must publish their behaviour policy online

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

- **Misbehaviour** is defined as, but not exclusive to:
 - Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - Disrespecting the boarding environment
 - Non-completion of classwork or homework
 - Poor attitude
 - Incorrect uniform
- **Serious misbehaviour** is defined as, but not exclusive to:
 - Repeated breaches of the school rules
 - Any form of bullying
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-Cigarettes (Vapes)
 - 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Staff deal effectively with the rare occurrences of bullying by identifying why the bullying took place and then setting restorative interventions so students accept responsibility for their actions and the subsequent consequences.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Principal,

The Principal is responsible for reviewing this policy. Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Ensure that this behaviour policy works alongside the safeguarding policy to offer students both sanctions and support where necessary.
- Ensure that the data from the behaviour incidents on schools MIS is reviewed to make sure that no groups of students are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing and reinforcing the behaviour policy consistently both in and out of the classroom and boarding houses.

- Modelling positive behaviour; for example arriving on time to their lessons; meeting and greeting students at the start of each lesson; creating a swift and purposeful start to the lesson
- Building and maintaining positive relationships with students through high challenge and high support, using restorative justice approaches when appropriate
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on schools MIS (Isams) and Safeguarding systems (MyConcern).
- All staff are expected to deal with misbehaviour, Middle and Senior Leaders will deal with incidences of serious misbehaviour.
- The Senior Leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Work in partnership with the school to support their child in adhering to the School's Values, Keystones and Boarding code of conduct
- Inform the school / boarding of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form Tutor, Pastoral Leads or Boarding House Leads promptly
- Respond to concerns raised by members of staff
- Ensure students come to school correctly equipped and prepared to work

5.5 Student

- Students are expected to adhere to the School's Values, Keystones and Boarding code of conduct
- To participate in a restorative justice process

6. The School Keystones

Behaviour expectations are taught and reinforced to students at induction, during tutor time, assemblies, and the PSHE curriculum. Each classroom at Claremont school actively displays the Keystones. In Boarding, behaviour expectations are shared with families and students as part of their induction.

The Nursery and Pre-Prep Golden rules

In Pre-Prep the children help to devise our Golden rules. These are an age appropriate adaptation of the Claremont Keystones.

1. We work hard...we don't waste time.
2. We listen...we don't interrupt.
3. We look after property...we don't damage things.
4. We are gentle...we don't hurt others.
5. We are honest...we don't cover up the truth.
6. We are kind and helpful...we don't hurt anybody's feelings

The Claremont Keystones (not in hierarchical order) are:

1. Listen, and follow instructions given by members of staff the first time. Listen respectfully to each other. One Voice.
2. Be on time to lessons and ready to learn; bring the correct equipment and a 'can do attitude'
3. Be polite. Say please and thank you when someone has helped
4. Do not damage your own, or other people's or the school's property and equipment.
5. Wear the correct school uniform

The boarding handbook has more detail of routines specific to activities relevant to the boarding house.

The language of the school keystones, and Values will be used relentlessly in conversations with students to imbed the schools expectations, and help students understand how to behave.

Clear and consistent classroom routines are embedded with students and staff.

1. Enter the classroom- Positive greeting by the teacher + Uniform Check
2. Silent Starter
3. One Voice, be respectful, take your turn.
4. Exit- uniform check, exit row by row.

7. Responding to behaviour

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether participation in a restorative justice process, pastoral support, early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.2 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Staff should seek every opportunity to praise a student. Misbehaviour never cancels out good behaviour.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Awarding Merits,; Commendations; weekly awards in Boarding.
- Certificates, prize ceremonies or special assemblies for individual students, tutor groups, whole class or year group rewards
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

7.3 Responding to misbehaviour

We are building a culture of restorative justice to move away from a punitive approach; to build relationships between students and staff; to ensure people feel more honest and willing to accept responsibility and be more supported when things go wrong. The ultimate goal is to create a more respectful, calmer, quieter and more productive learning environment.

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards

Staff will use restorative language when challenging behaviour

- What happened?
- What part did you play?
- How were you affected by what others did?
- Who else was affected?
- What do you need to make it right?

Staff can act with common sense, addressing minor misbehaviour immediately by referring to keystones and values. A small misbehaviour, immediately addressed, prevents escalating behaviours.

Staff will respond with visible consistency (misbehaviour will always be addressed) and visible kindness, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

No student will be given a sanction that is not transparent. So they understand what went wrong, the impact of their behaviour.

If a sanction is carried out by a middle/senior leader, the staff member that issued the sanction must have some form of ownership of the sanction, explaining to the student how it occurred, and following restorative practises

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

7.4 Reasonable force

See Reasonable Force Policy.

7.5 Searching, screening and confiscation

See Searching and Confiscation Policy.

7.6 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, or when the behaviour outside of school, has an impact on the school community.

7.7 Online misbehaviour

Expectations of school behaviour are the same online as offline and will be dealt with under the terms of this Behaviour policy.

7.8 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. The School's investigations and outcomes are independent of police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Please refer to our child protection and safeguarding policy for more information. [Policy page of School Website](#)

8. Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school make reasonable adjustments as set out in the Equality Act 2010 or in a Education Health and Care (EHC) Plan.

Reasonable adjustments to support students regulate their behaviour include:

- The use of student Profiles, to highlight strengths, difficulties as well as teaching and learning strategies.
- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long (Exit cards)
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student
- Training for staff in understanding the needs of students with SEND
- Use of separation spaces, where students can regulate their emotions

8.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

All students that receive a sanction that involves an external suspension, will have a reintegration meeting, and where appropriate and possible, a restorative approach is taken.

Report cards are used, with positive behaviour targets, to support a student monitor their own behaviours. This is used in conjunction with daily meetings with either Tutor, HOH, Phase/Pastoral Lead or Deputy / Vice Principal, Head of Sixth Form and other Senior Leaders depending on the level of escalation.

A behaviour contract may be used to provide clear guidelines around behaviours that are not acceptable, and how the behaviour policy will be applied for such behaviours. The ethos of the contract is to provide clarity and support for the student, to improve behaviour.

Activities that promote positive self worth, belief and value within the school community are sought to help raise self esteem, connection to school values, and recognise their importance.

Where needed an additional support plan will be agreed with parents, and students.

10. Record Keeping

Accurate records of behaviour incidences are essential for ensuring:

- Fairness

- Transparency
- Identifying patterns of behaviour, and potential welfare, or safeguarding concerns
- Evidencing decision making in regard to disciplinary decisions

10.2 ISAMS

Staff are trained to enter all rewards and sanctions directly onto iSAMS. These records are automatically sent to relevant pastoral leaders and parents. They are also visible to all staff with access to iSAMS. The hierarchies of rewards and sanctions (outlined below) are mapped within iSAMS.

10.3 MyConcern

Behaviours that may indicate a wider pattern of concern, require reflection, action, and outcomes for example, peer on peer abuse, bullying, aggression, sudden changes in academic engagement, behaviours related to drugs, alcohol etc will also be recorded in Myconcern.

11. Rewards and sanctions

Whilst the fundamental principles of behaviour for learning are the same, the execution of rewards and sanctions are developed with an age appropriate lens. In addition, where appropriate the Boarding Houses have additional expectations and management thereof due to the residential setting. The Prep and Senior school have age appropriate behaviours, rewards and sanctions.

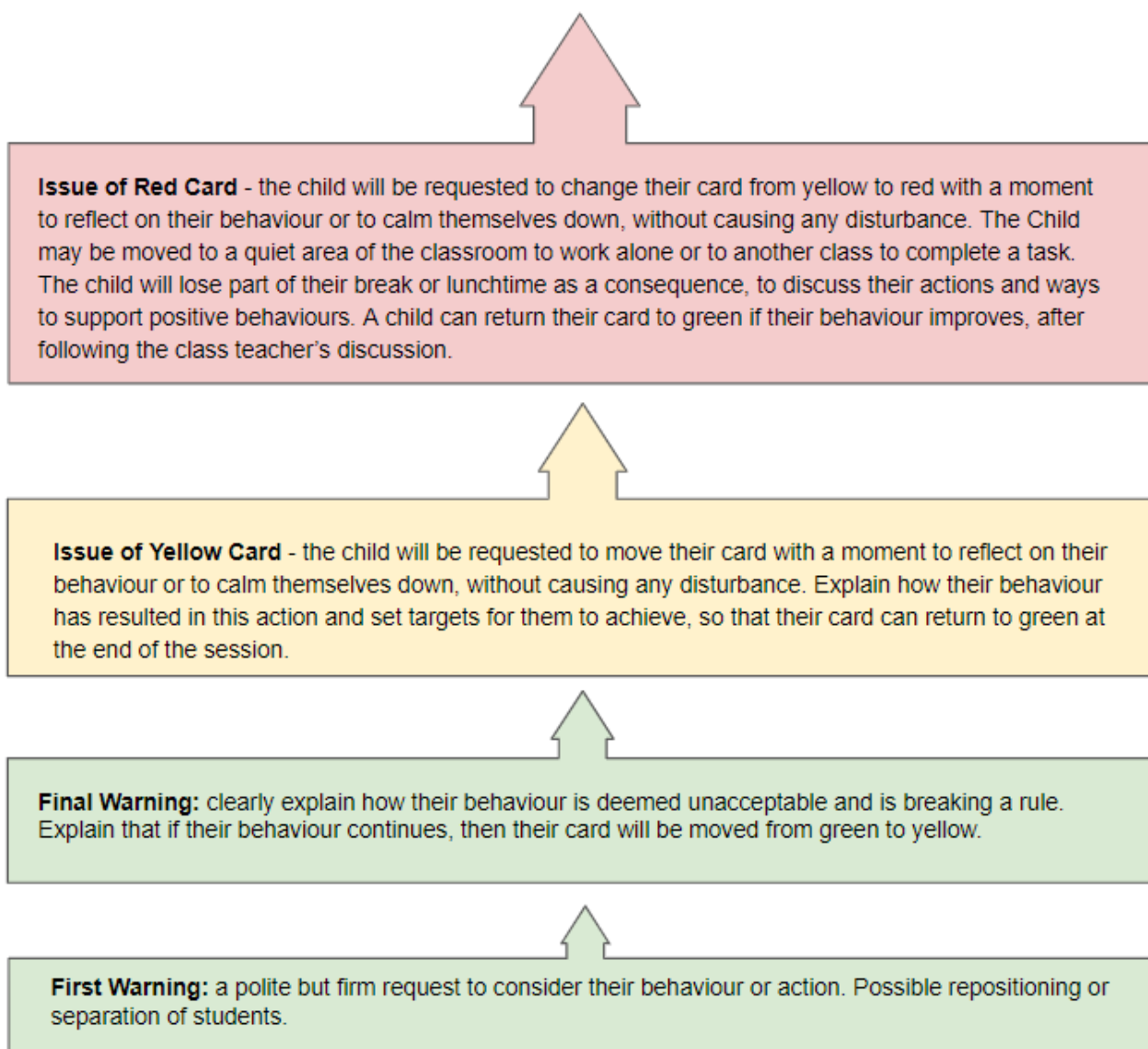
Pre-Prep

Students learn from experiences and expect fair and consistent approaches when sanctions are applied to differentiated actions between serious and minor misbehaviour. All sanctions are applied consistently by all staff members, with a provision for flexibility taken into account for individual circumstances and behaviour plans.

When sanctions are applied, children should be helped to understand that their actions are not acceptable. Children should also be aware that certain behaviours will be consistently sanctioned and that a sanction will always be followed through every time.

The below process (Figure 1) is followed to help support the students understand their actions.

Figure 1



Children will be rewarded with stickers to celebrate their work and behaviour. The sticker charts follow the same principles of the Prep school stars and stripes system

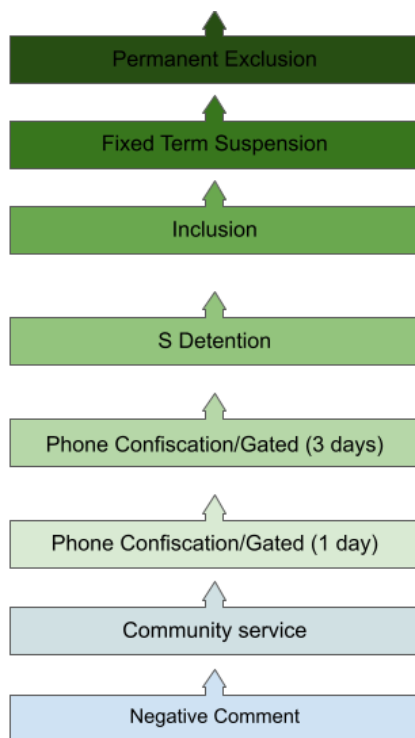
Boarding, Prep, and Senior School

Sanctions should make the distinction between minor and more serious misbehaviour clear to students and should be fairly and consistently applied. Reprimands should be sparingly and consistently applied. We should try to separate the behaviour from the child and criticise the behaviour and not the person (i.e. it is the behaviour that is silly or inappropriate, not the student). Where possible the school is looking to imbed restorative practices as a means to improve learning, understand behaviour, repair relationships and improve communication.

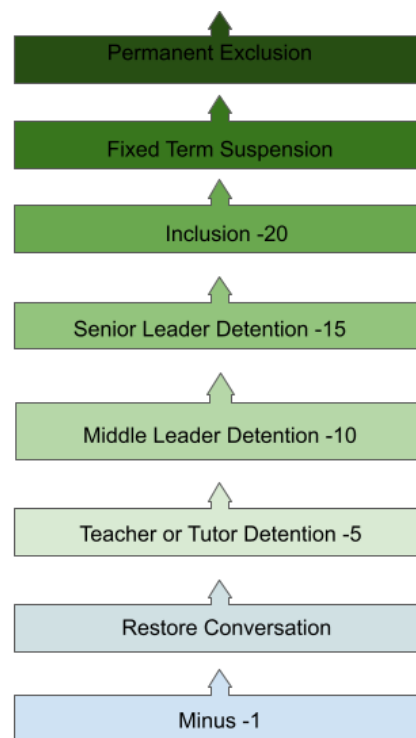
The Process of applying sanctions across the School, from Year 3, and above is demonstrated in Figure 2. For misbehaviour, students start at the beginning of the ladder, and may move upwards with repeat behaviours. For more serious misbehaviour a student may enter the ladder at a higher level depending on the seriousness of the misbehaviour, the impact on the community, and consideration of mitigating factors.

Figure 2

Boarding



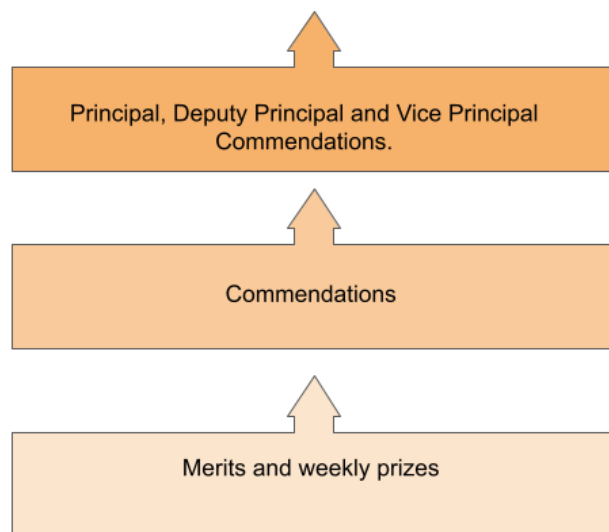
Prep/ Senior School



A hugely significant way to teach positive behaviour is through the use of rewards. A very important and effective reward is teacher praise and to be effective this must be seen to be handed out often, fairly and with justification. It is vital that the positive aspects of praise and reward should be emphasised and that there should be a range of rewards accessible to students of all abilities for demonstrating good behaviour as well as academic achievement.

This praise can be furthered by children being awarded Merits/Stars, Commendations or, in the case of exceptional work (for the child concerned) a Deputy/ Vice Principal Commendation. Figure 3 shows the process for the application of individual rewards.

Figure 3



Rewards are treated like a currency that builds up to multi layered rewards across the year. Rewards are embedded through collective leagues between individuals, tutor groups, and houses with weekly, termly and yearly awards. Awards feed into regular events such as celebration assemblies such as lunch fast passes, certificates, prize draws and reward trips. Claremont Day (Prep) and Speech Day (Senior) are celebration days, where the journeys, and successes of students are celebrated with the wider community.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management, effective tutoring and use of data to feed into support plans will also form part of continuing professional development programmes.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal, and Whole School Leadership Team, or more frequently if required.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti Bullying Strategy
- Searching and Confiscation Policy.

