



SENIOR BEHAVIOUR POLICY

SCHOOL DIVISION:	SENIOR BOARDING
POLICY DIVISION:	SAFEGUARDING
POLICY OWNER:	Head of Senior School
DATE:	September 2018

1. Introduction

- 1.1. This is a Senior School only policy and refers to pupils in all senior school settings, including Sixth Form and Boarding.
- 1.2. This policy is informed by the 'Education and Inspections Act 2006', 'Equality Act 2010', 'Behaviour and Discipline in Schools: a Guide for Headteachers and School Staff 2011' and 'Preventing and Tackling Bullying 2011'. 'Working Together to Safeguard Children, March 2015', Keeping Children Safe in Education Sept 2016.
- 1.3. Every organisation depends upon people behaving in certain ways to achieve its ends and aims. The key aim of Claremont Senior 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 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 of mutual respect among all members of the school community.
- 1.4. With this in mind, this policy for behaviour is a set of agreed principles and processes which guide and facilitate decisions and actions taken by the staff at Claremont School with respect to the management, monitoring, rewarding and sanctioning of pupil behaviour. 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 the same.
- 1.5. In accordance with the Education and Inspections Act 2006 penalty must be proportionate in the circumstances and account must be taken of pupils age, any SEN or disability they may have and any religious requirement affecting them.
- 1.6. This policy acts as a flexible framework and a working document to facilitate awareness and understanding on the part of staff, parents and pupils with respect to

the aims, intentions, practices and policies which guide the management of pupil behaviour at Claremont. The policy is underpinned by five key principles, in that it is:

- 1) Policy - offers scope for acknowledgement, recognising and rewarding incidences and evidence of desirable and 'good' pupil behaviour (as well as sanctions and practices for addressing undesirable aspects of pupil behaviour).
- 2) Predictive - able to anticipate and avoid areas of potential difficulty and conflict with respect to the management and support of pupil behaviour.
- 3) Proactive - provides processes and practices which actively involve staff and pupils in discussing together the theme of 'behaviour' in an open and proactive manner.
- 4) Collectively designed, owned and implemented - allowing all staff opportunities to input and contribute to the policy and practices (thus broadening its collective ownership) throughout their design and implementation.
- 5) Clear and accessible to all - its aims, intentions and practices being clear to all staff, pupils and parents and available freely for discussion, consultation and modification.

2. The Claremont Senior School Code of Conduct

This has been formed following liaison with students and will be reviewed annually. The Code of Conduct is in the Parent Handbook available on the website. All parents have been made aware of this.

2.1. The Code of Conduct states that pupils should:

- Show respect for yourself and for the school community.
- Be courteous and polite to everyone, kind and helpful to one another.
- Respect one another's property, the school buildings and furniture.
- Arrive at school on time and fully prepared.
- Do your best in class and complete homework as well as possible and on time.
- Take pride in your uniform and dress correctly.
- Walk sensibly, safely and quietly around the school.
- Behave safely at all times, observing safety rules (e.g. fire procedures).
- Do not put others' safety at risk.
- Look after your own possessions and leave valuables at home.
- Do not indulge in public displays of affection (sexual relationships), act modestly in public.
- Be healthy – do not take or have in your possession tobacco, alcohol, or non-prescribed drugs in any form, at any time or in any place.
- Drink plenty of water.
- Stay within the published bounds of the school.
- Look after the environment; do not drop litter and conserve electricity and materials.
- Play ball games only in designated areas at approved times.
- Do not eat in public places and do not chew gum.

2.2. The Classroom Code of Conduct has been formed following liaison with students and will be reviewed annually.

- Stand up when a teacher enters the room.

- Show respect for yourself and for the school community.
- Do not talk when the teacher or another pupil is addressing the class.
- Be courteous and polite to everyone, kind and helpful to one another.
- Respect one another's property, the school buildings and furniture.
- Be punctual and fully prepared.
- Do your best in class and complete homework as well as possible and on time.
- Take pride in your uniform and dress correctly.
- Do not put others' safety at risk.
- Look after the learning environment.
- Do not eat or chew gum.
- Be supportive of each other and do not make fun of someone if they get an answer wrong.
- Always put your hand up if you want to answer a question or say something, unless told otherwise.
- Write homework tasks down so you don't forget what to do and always hand your homework in on time.
- Do not disrupt the lesson which prevents you and others from learning.
- Always try your best and take pride in your work.

Classroom Expectations for Pupils

- 2.3. Classrooms are the children's place of work and should therefore provide a safe, calm, stimulating environment where successful and enjoyable learning can take place.

Boarding House

- 2.4. We strive to make Pyke and Clyde Houses places where people can feel safe and where people are thoughtful and courteous towards others. Members of the boarding community will make sure that words, actions and behaviour show respect for the feelings and wellbeing of others.
- 2.5. Whilst living in the house, students must respect and abide by the house rules. The house rules have been devised by the boarders. If behaviour is deemed inappropriate, students will be grounded to their room and parents/guardians may be informed. Such behaviour, if repeated, will be dealt with by a temporary exclusion from the house. Examples of inappropriate behaviour include swearing/defying duty staff/bullying/abuse/damage to property, failure to complete prep, returning late without permission, going offsite without permission etc.
- 2.6. Students are allowed to be invited into another student's room within their corridor. Being found in the room or corridor of the opposite sex may result in immediate permanent exclusion. If students need to use another corridor for any reason, permission must be received from the duty staff.

Classroom Management

- 2.7. Students need consistency of approach from teachers. To assist with ensuring good classroom discipline, the following Code of Conduct should be implemented by **all teaching staff in every lesson**:
- **Invite the students to enter the room** when you are ready – they should wait outside the room for the lesson to start.
 - **Take a register at the start of each lesson, on ISAMS.**
 - Insist on student **punctuality** – late pupils should be detained by the teacher for a few moments at a convenient time.
 - Insist on students being **appropriately equipped**.
 - **Insist on silence** while explaining or giving instructions – detain students for a few minutes to reinforce this if needed.
 - **Establish clear and consistent expectations of the students** (e.g. acceptable talking, hands up) early on with a class.
 - Health and safety guidelines should be followed at all times. **Student safety is paramount.**
 - **Finish the lesson crisply** – check the classroom for litter and good order.
 - **Ensure students are in correct uniform before dismissing them – top buttons, shirts tucked in etc.**
 - Dismiss the students when **you** are ready.

3. Conflict Situations

- 3.1. With a positive and proactive approach to behaviour management and support it is the aim of the staff at Claremont to minimise conflict situations, diffusing and pacifying demonstrations of agitated or aggressive behaviour as and when appropriate.
- 3.2. Claremont believes that through providing a positive and encouraging atmosphere in which the children feel valued and have a sense of security, within clearly defined boundaries of good behaviour, children are less inclined to be disruptive or openly argumentative or combative.
- 3.3. Wherever and whenever possible, all staff should aim to avoid conflict situations through actively praising and rewarding the positive aspects of an individual student's behaviour. Where behaviour is clearly inappropriate and a pupil reacts negatively or aggressively to the intervention of staff, the key aim is to ensure that the pupil is dealt with in a fair, firm, calm and consistent way. To assist in the fair and consistent management and support of pupil behaviour (including conflict situations) all staff are thus encouraged to be collectively proactive in the use of rewards and sanctions provided by the Behaviour Report System at Claremont Senior School.

4. Fundamental Principles

Consistency across Staff, fairness and clarity of Application

- 4.1. It is very important that a high degree of consistency among staff is maintained in the monitoring, rewarding and sanctioning of pupil behaviour. This not only helps to avoid teacher – pupil conflict but lends coherence and weight to the behaviour policy and practices as a whole. Consistency among staff and cooperation to work towards the positive goal of effective behaviour management will help pupils to feel that they are being treated fairly. It is therefore vital that all teachers are aware of and actively

employ the agreed practices of this policy when giving pupils rewards for behaviour or when applying sanctions.

- 4.2. Punishments should make the distinction between minor and more serious misbehaviour clear to pupils 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 pupil).

Use of Praise

- 4.3. 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 pupils of all abilities for demonstrating good behaviour as well as academic achievement.
- 4.4. This praise can be furthered by children being awarded Merits, Commendations or, in the case of exceptional work (for the child concerned) a Head's Commendation.
- 4.5. Displaying students' work increases their self-esteem and confidence which tends to further success. It is therefore the job of all staff to ensure that classroom and corridor displays are regularly changed and updated reflecting the work of students across the entire age and ability range, as an active encouragement to pupils.

5. Behaviour Monitoring, Rewarding and Sanctioning

5.1. Table summary of Rewards and Sanctions:

	REWARDS		SANCTIONS	
	Merit (House Point)		Briefly detained (up to 20 mins)	
Level 1	<ul style="list-style-type: none"> • Good work • Good effort • Helpfulness 	<ul style="list-style-type: none"> • Note in Student Planner • Tutor enters merits weekly on ISAMS 	<ul style="list-style-type: none"> • Minor misdemeanour (unsatisfactory or anti-social behaviour in class or around the school; ignoring instructions; poor language; uniform infringement; lateness to class) 	<ul style="list-style-type: none"> • Teacher records misdemeanour on ISAMS • Short teacher detention (at teacher's discretion) • Clear-up duty
Level 2	COMMENDATIONS (5 House Points) Academic/Pastoral/Co-Cu		House Detention (30 minutes at lunchtime - 1:05pm - 1:35pm)	
	<ul style="list-style-type: none"> • Excellent work • Excellent / sustained effort • Outstanding Sportsmanship • Acts of random kindness 	<ul style="list-style-type: none"> • Mention in Assembly • Tutor emails home • Tutor enters on ISAMS 	<ul style="list-style-type: none"> • Repeats of level 1 behaviour • Rudeness / yobbishness • Persistent lateness • 3 or 4 on Short Report 	<ul style="list-style-type: none"> • Tutor enters on ISAMS • Head of House approves on ISAMS • Tutor emails/phones parents
Level 3	HM COMMENDATION (10 House Points)		SLT Detention (1½ hour, 5.30 until 7pm)	
	<ul style="list-style-type: none"> • Consistent academic excellence • Significant pastoral contribution • Outstanding achievement in co-curricular arena 	<ul style="list-style-type: none"> • Certificate in Assembly 	<ul style="list-style-type: none"> • Repeats of level 2 behaviour • Poor response to Short Report • Gross unkindness • Bullying • Serious misuse of technology • Missed class/games/activity • 	<ul style="list-style-type: none"> • Heads of House inform/consult SLT • 1½ hour detention after school • Formal letter from SLT • SLT Record on ISAMS

Level 4 Sanctions

Serious offences such as aggression/intimidation, theft, smoking, possession of alcohol/drugs, physical violence, persistent or exceptional act of bullying and repeats of Level 3 behaviour, will incur an internal or external fixed term exclusion from school and, in more serious cases, may lead to permanent exclusion. Please refer to the 'Exclusion Policy' for more information.

- 5.2. Sanctions in the Boarding House broadly follow either Prep or Senior School behaviour guidelines. In addition, Boarders may be gated or close gated during evening periods or, for more serious offences, be denied trip privileges.

6. Merits, Commendations and Head's Commendations

- 6.1. **Merits** (worth one House Point each) should be awarded for instances of good behaviour around the school or for work that displays high levels of effort or achievement.
- 6.2. An outstanding piece of work or instance of good behaviour triggers a **Commendation**. Pupils will get their Student Planner signed, be awarded a Commendation Certificate and be mentioned in assembly. A Commendation carries 5 House Points.
- 6.3. Outstanding examples of conduct or work will earn a **Head's Commendation**, resulting in a postcard being sent home, or given to the child by the Head when he sees the evidence of their success. A Head's Commendation carries 10 House points.
- 6.4. The rewards and sanctions above are reinforced as follows:
- All rewards and sanctions are recorded electronically in ISAMS, as well as recorded on the relevant page in the Student Planner.
 - Personal Tutors are alerted on iSAMS when pupils in their tutor group receive Commendations, Head's Commendations, Teacher's Detentions and Head's Detentions and so reinforce the reward/sanction appropriately.
 - The accumulation of Merits and Commendations contribute to the ongoing House Competition.
 - Students who are awarded Commendations are recognised in House Meetings, and the leading Merit scorers for each House receive certificates termly, and a cup on Speech Day.

7. Sanctions

Level 1

- 7.1. In the event of a child not adhering to the Code of Conduct the teacher will follow these steps.
- 7.2. Staff are at all times encouraged to apply the policy using professional judgement and discretion. They should also refer to the section on Classroom Climate in the Staff Handbook.
- 1) Verbal reprimand. If the target behaviour does not stop
 - 2) Write the child's name on the board and warn them that they will be detained if they persist. If the target behaviour does not stop:
 - 3) Inform the child they will be detained. Detain the pupil briefly after the class/activity. It is the responsibility of the class teacher/Activity Coordinator to detain the pupil for an appropriate amount of time proportionate to the misdemeanour (up to 20 minutes), as they see fit and when they are able. Staff must be aware that at Break or Lunch time they must allow the pupil sufficient time for a break i.e. they should not detain a pupil for the duration of break time. The teacher must also inform the Personal Tutor through iSAMS.

Level 2

Repeats of Level 1 behaviour may trigger a Head of House Detention. This is a 30 minute detention conducted by a Head of House. This takes place twice a week. Staff can request a HoH detention through iSAMS. The Head of House will discuss the request with the member of staff in question and decide on whether to place the student on detention.

7.3. Parents are normally informed at this stage by the tutor.

Level 3

7.4. Repeats of Level 2 behaviour trigger an SLT Detention. This is a 1.5 hr long detention after school between 5.30pm and 7:00pm. Students will be interviewed by the Deputy Headmaster with the Head of House present. The Deputy Headmaster writes to parents to inform them and this remains on their pupil file.

Level 4

7.5. Repeats of Level 3 behaviour will lead to a temporary exclusion from school. Please refer to the "Exclusion Policy" for more information.

8. Behaviour Support System

Report System

8.1. Pupils whose academic progress or poor behaviour in lessons has caused particular concern will be placed on **Report**:

A **Short Report** requires teachers to award an Attitude to Learning mark for the student for every lesson of the day. Teachers may wish to add a comment. Targets on the front of the form, linked to the particular behaviour that has caused concern and agreed with the pupil, will guide the teachers' mark and comments. A '3' on short report will automatically trigger a HoH Detention

A **Weekly Report** requires a comment about the week's lessons, to monitor progress, but on a less urgent basis.

8.2. The student takes the Short Report/Weekly Report card home to be signed by parents before presenting it to their Personal Tutor the following morning. They have a review with the Head of House at the end of the week.

A **SLT Report** also requires a signed comment about progress and the report will be taken personally by the student to the Assistant Head Academic. This will be given in cases of especially poor progress.

8.3. Pupils who manage to obtain positive comments for an agreed period on a **Short Report** will either exit the reporting system or downgrade to a **Weekly Report** to continue to monitor progress. Pupils who show little or no improvement in their behaviour will move to the higher level. This is rare, as pupils are generally well motivated to obtain immediate positive feedback on the form. See below for more details.

Sending out of Class

- 8.4. Although discouraged, it may be necessary to send a pupil out to 'cool off' for a few minutes or, in severe cases, for the rest of the lesson. A short 'cooling off' period may take place in the corridor. If a pupil is sent out for the rest of the lesson, it must be emphasised that it is impossible to continue the lesson with him/her in it, and he/she should go to the School Office to work. A senior colleague should be called to assist and supervise. Work must be set.
- 8.5. If a pupil has been sent out of class it is essential that the subject teacher/Activity Supervisor follows it up by informing their Personal Tutor, recording it on ISAMS, and involving the relevant Head of House, if appropriate.

9. Staff Guidance

- 9.1. Whilst there will naturally be some variation of the level at which staff reward pupils or issue sanctions, it is important that a degree of consistency is maintained. Both rewards and sanctions can be devalued in the eyes of the pupils if they are given too freely, or indeed not used enough.

Concerns

- 9.1. Should staff develop a concern regarding a student, either because of particular behaviours, or through conversation or for any other reason, this concern can be brought to the attention of the Personal Tutor by making an entry in ISAMS. Children with SEND may need to have additional support to ensure suitable behaviour. See the "Special Educational Needs and Disabilities (SEND) Policy". Boarding concerns will need to be communicated between the boarding house and school.
- 9.2. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering or may suffer significant harm. Where this is the case, school staff should follow the "Safeguarding and Child Protection Policy".

Monitoring

- 9.3. All rewards and sanctions are electronically logged on ISAMS. The Personal Tutor checks the Student Planner and checks Merits weekly.

9.4. The Head of House will monitor weekly the rewards and sanctions accumulated by students in their house.

Recording

9.5. All rewards and sanctions are stored electronically on ISAMS. Boarding House sanctions will be communicated to and discussed with the tutor and Head of House for the individual student.

9.6. Pupils' scores, referrals and concerns for previous term can be recalled and viewed for comparison or tracking purposes.

9.7. At no time will punishment be carried out by Staff in Boarding and in School. One sanction will be sufficient.

10. Transition

10.1. Transition programmes between Key Stages pay close attention to behaviour management including adding extra pupil support.

11. Parents

Liaison with Parents

11.1. Records of liaison with parents regarding poor behaviour should be made and a note kept in the pupil file. Electronic records should be sent to the Deputy Headmaster who will store these appropriately. Parents should be kept informed of any sanctions taken either at school or in the Boarding House.

Expectations of Parents

11.2. Parents play a crucial role in shaping the attitudes which produce good behaviour in school. It is their responsibility to provide their children with firm guidance and positive models through their own behaviour. They are their children's first educators, shaping their personalities and forming their moral, social and spiritual codes and values. They continue to have a powerful influence over them throughout their school years.

11.3. The way in which parents bring up their children is likely to have a significant effect upon their behaviour at school. It would thus not be reasonable for a school to be relied upon to be the sole means of instilling the values and components which make up a socially acceptable and well-behaved child.

11.4. We would thus expect parents to:

- Provide guidance in the home which will encourage attitudes on which good behaviour in school can be based.
- Ensure they set a good and consistent example to their children by their own behaviour.
- Avoid excessively permissive or punitive measures regarding anti-social behaviour.
- Support the school in the actions it takes to deal with anti-social behaviour.

11.5. The education of children necessarily involves a three way cooperative relationship between school, parent(s) and child. We need each other's support for the success of the children in our care.

11.6. It is especially important for Boarding House staff to contact parents for positive reasons outlining good work and behaviour. Where behaviour requires external intervention, counselling etc can be arranged.

12. Policy Owner

12.1. The policy owner is the Headmaster (Senior).

13. Issue Date

13.1. Issue date: September 2018.

14. Review Date

14.1. This policy will be reviewed annually. The next review is due in September 2019.

Ratified by WSLT:



Mr E Dickie
Head of Senior School

September 2018