



Robert Clack School of Science

Behaviour Policy 2015 – 2016

13/10/2015

Ratified on :

Signed by : *Ned J. Greach*

(Chair of Governors)



Robert Clack School of Science Policy

5. Behaviour Policy

The Governing Body, Head teacher and Staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

This policy will be monitored by Sir Paul Grant, Mr. R. Taylor, Mr. S. Richardson, Mr. P. Argent, Mrs. L. Josiah and Miss. E. Valentine (Social Inclusion Managers)

Rationale

Good behaviour is founded upon good relationships and clear expectations. Robert Clack will best achieve its educational aims if codes of conduct are accepted, understood, observed and adhered to. The overriding aim should be to encourage self-awareness, self-discipline and respect. This will be achieved by the following:

- a. A consistent approach to behaviour management
- b. Strong school leadership
- c. Classroom management
- d. Rewards and sanctions
- e. Behaviour strategies and the teaching of good behaviour
- f. Staff development and support
- g. Pupil support systems
- h. Liaisons with parents and other agencies
- i. Managing pupil transition
- j. Organisation and facilities

1. Our Aims

Robert Clack Schools aims to adhere to and uphold to the following principles. As a result we aim to:

- have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; School Discipline (pupil exclusion and reviews) 2012; The

Education Regulations 2007; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000)

- consistently apply the guidance set out in the Governors' Statement of Principles
- ensure that all staff are aware of the powers available to them, to sanction poor behaviour
- ensure that students and parents are introduced on entry to the school's expectations via the Home/School agreement and associated documents
- ensure that all students are clear about the school's expectations through their Student Planner, visible displays in school and assemblies;
- ensure that students review these expectations annually and sign this agreement in their Student Planner;
- ensure that students are familiar with the Robert Clack Referral System, which is used to both discipline and celebrate the success of our students
- student behaviour and issuing rewards; and that staff apply these consistently; and that these are regularly monitored
- ensure that Key Stage 3 students are aware of how to contribute to the Interform Competition
- ensure that students understand how their behaviour contributes to the overall learning climate of the school;
- ensure Equality of Opportunity for all students
- consider the impact of each individual's behaviour on the school community as a whole
- work as part of a multi-agency network to help student achieve more
- promote clear values and a clear moral code
- enforce fair, consistent and appropriate sanctions when necessary
- involve parents and governors wherever it is appropriate or required
- use counselling whenever appropriate
- use IEPs wherever relevant to support behaviour
- utilise parental support and involvement: when conducting reintegration meetings following a
- placement in the Internal Exclusion Unit/Learning Support Centre/Pupil Referral Unit or short term alternative provision placement; when conducting readmission
- meetings following fixed term exclusion; when issuing Parenting Contracts and/or Fixed Penalty Notices.

2. Practice of our Behaviour Principles

- The school recognises that every student and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated
- The school's expectation of behaviour is clearly documented on the Home School Agreement and they also appear in the Student Planner
- The School Rules gives students specific advice about learning and preparing for learning within a framework of orderly, well-mannered behaviour.
- Guidance for parents on the school's expectations on both behaviour and e-safety

appears in the Home School

- Admission Agreement, which is signed by the school, the parent and the student preadmission to the school. In the event of an external exclusion the school, parent and student are required to meet to sign a re-admission agreement, which stipulates the expectations placed on any student returning to school following a fixed term exclusion.
- In order to ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, the school may carry out a risk assessment incases when a student is considered a risk to the learning or health and safety of other students or staff. Where students are known to have been excluded, either permanently or for a fixed term, from their previous school, they will be risk assessed prior to admission to the school. The school reserves the right to risk assess any student on roll as a result of behaviour that causes concern.
- The school operates a system of an active Pastoral Team across both the Green Land and Gosfield Road sites. This system offers support to all colleagues from the Behaviour Team, when difficulties arise. Students removed from lessons are monitored centrally and parents are informed.
- The school operates a system of internal exclusion and students are placed in the IEU or the PRU when their behaviour falls below the parameters of being considered acceptable, as outlined in the behaviour policy. THE IEU/PRU is operational daily and supports planned internal exclusions, if deemed necessary parents / carers will be informed of their child's placement.
- All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Pastoral and Duty Teams further support by patrolling key areas of the school during every break and lunchtime.
- When reporting issues of poor behaviour staff must ensure that they complete referral forms. These initially should be acted by subject leaders and passed on to the Leaders of the Learning Community
- All staff are required to familiarise themselves with the Behaviour Policy to ensure that policies are adhered to and upheld

3. Students

- All students receive a Student Planner at the start of each term
- Students are aware that the school rules and expectations are clearly documented here
- All students are expected to prioritise their learning and understand the importance of mutual respect, courtesy and manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning and affects the climate for learning.

4. Exclusion

- The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State. This was most recently updated in 2012.

- The Head Teacher is legally responsible, following investigation and guidance from the Deputy Head, for the exclusion of particular students and for gathering and preparing all exclusion documentation.
- Following exclusion a meeting between the school, the student and the parent is arranged in which re admission is discussed.
- The Governing Body is involved in all exclusions.
- The Governing Body will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governing Body Panel, will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) express a wish to make representation.

5. The Referral System

- Schools are complex places and Robert Clack School will endeavour to see each student and incident individually.
- Staff are expected to uphold and adhere to the referral system at Robert Clack, which covers both negative and positive behaviours.
- The referral system will be used by Leaders of the Learning Community to follow up poor behaviour, sanction students where necessary and create a dialogue between themselves and the parents/carers.
- Leaders of the Learning Community will also use positive referrals to reward students and celebrate their success in their weekly assemblies.

6. Banned items

- The following items are not permitted on the school site: mobile phones, tablets, chewing gum, steel toe capped shoes and other non-uniform footwear and jewellery (except watches)
- The school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.
- Parents will be expected to collect banned items such as mobile phones from the school office.
- Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the school Police Officer.

7. Detentions

- Detentions are used as a sanction in response to poor punctuality, poor quality classwork, lack of, or poor quality homework and behaviour concerns.
- Staff may issue 'no notice' detentions of 15 minutes, but are advised to give parents a minimum of 24 hours, which should be documented in the students planner, if a student is to be detained for a significant period of time, e.g. longer than 15 minutes after the school day.

8. Behaviour outside of School

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September 2015