



Behaviour Policy

At Cleeve School, we all believe that everyone has the right to work hard in a positive and caring learning environment, in order to achieve their full potential.

EXPECTATIONS

Everyone is expected to play their part in ensuring that Cleeve School is well ordered, learning is effective and that all interactions are based upon mutual understanding and respect. Emphasis is placed upon praise and reward for achievement.

Very high standards are expected of pupils, who must exercise self discipline in behaving sensibly and showing courtesy and consideration to all other members of the school. *Those students who consistently demonstrate self-discipline and conform to our shared expectations of courtesy and consideration should have their behaviour reinforced by praise.* If a student is unsuccessful in exercising such self discipline, and is therefore displaying behaviour that is unacceptable, sanctions will be imposed in order to modify that behaviour.

Code of Conduct:

Pupil rights, expectations and consequences of unacceptable behaviour are set out in the Code of Conduct which is given to all students and their parents or guardians upon joining Cleeve School. The Code of Conduct aims to encourage self-discipline.

Home School Agreement

The Home-School agreement sets out the contract between parents or guardians, the pupil and the school. The agreement asks that parents recognise their influence and responsibility in helping Cleeve School to develop self-discipline, high attendance *and punctuality* in their children. It emphasises self discipline for pupils. All pupils and their parents/guardians receive a signed copy of the Home School agreement upon joining Cleeve School.

Behaviour For Learning

In addition to the Code of Conduct and the Home-School agreement, every classroom has a set of guidelines on how to behave in lessons.

These guidelines have been agreed by all staff and apply in every classroom in the school.

- At the beginning of the lesson, stand in silence behind desks.
- When a teacher is talking to the whole class be silent and attentive.
- During a lesson only talk about the work set.
- Raise your hand in order to ask a question.
- Respond to the teacher's request promptly.
- At the end of the lesson stand, replace chairs and wait to be dismissed.



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REWARDS

Cleeve School recognises that rewards are much more effective than punishment in motivating pupils.

Correct behaviour that meets high expectation is reinforced by praise, encouragement and the rewarding of achievement.

It has been recognised that praising students who are wearing uniform correctly in the vicinity of those who are not can raise the standard of dress, whilst avoiding confrontation.

The following are examples of rewards used at Cleeve School. This is not an exhaustive list:

- Verbal praise and positive comments
- A smile and a thank you
- Written praise and a constructive comment on a pupil's work
- Letter of praise to parents.
- **Positive** house points
- **Recognition in house assemblies**
- A positive referral
- Commendations
- Public recognition (e.g. Head teacher's assembly, website, local press)
- Departmental prizes
- **Mentoring** Profile high achievement assembly/ certificates/ prizes
- **Invited to Tea and Cake with the Headteacher**
- Achievement Evening Prizes
- Featured on departmental or whole school Wonderwall
- Featured on the 'Tutee of the Fortnight' board (or Year 7 Super Stars)
- Recognition on the attendance league board
- Certificates for 100% attendance
- Attendance prizes

SANCTIONS

Most pupils know what is expected and behave accordingly. The pupils who show self-discipline and meet expectations will not experience any sanctions. Pupils who fail to conform to expectation will be subject to sanctions to modify behaviour.

There should be a stepped approach to managing students who do not conform to expectations.



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Initially the **Teacher** should deal with the behaviour in their classroom.

They may choose to use a range of strategies (this is not an exhaustive list):

- Verbal reprimand
- Change of seat or working area within the room
- Repeat of unsatisfactory or incomplete work
- Detention for part of break or lunchtime
- After school detention*
- **Placed on a report card**
- Referral to Head of Department if pupil's behaviour is not modified within a reasonable timeframe
- **Teachers must follow the report card flow diagram, recording the behavior on the relevant green, amber or red report card see fig 1.**

Once referred the **Head of Department** should work with the teacher to modify the pupil's behaviour in that subject.

They may choose to use a range of strategies (this is not an exhaustive list):

- Department detention for part of break or lunchtime
- Department after school detention*
- Departmental report
- Exclusion from the lesson for a set agreed period of time
- Withdraw of privileges (e.g. Participation in non-curricular school trips or activities)
- In some circumstances, at the professional discretion of the Head of Department, they may chose to reconsider the suitability of the set for that pupil
- Referral to Head of Year if pupil's behaviour is not modified within a reasonable timeframe
- **Heads of Department continue to fill in the pupil's Behaviour Record to pass onto the Head of Year when the pupil is referred on.**

Once referred the **Head of Year** should work with the department to modify the pupil's behaviour in that subject. Once a referral has been made to a Head of Year that Head of Year in conjunction with the Head of Key Stage and tutor; helps the teacher and Head of Department to monitor the pupil in that subject.

They may choose to use a range of strategies (this is not an exhaustive list):

- Head of Year detention for part of break or lunchtime
- Head of Year after school detention*
- Report Card or Target Card



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- Exclusion from lessons for a set agreed period of time
- Withdraw of privileges (e.g. Participation in non-curricular school trips or activities)
- In some circumstances, at the professional discretion of the Head of Department and Head of Year, they may choose to reconsider the suitability of the set for that pupil.
- Interview with the parent.
- If a student receives three referrals they are placed on internal exclusion. Four referrals results in an external fixed term exclusion**
- **Heads of Year continue to fill in the pupil's Blue Behaviour Record and this will stay on record in the student's file.**

When giving sanctions these general guidelines should be observed:

- **Punishment of a whole group for the actions of individuals within that group should be avoided.**
- **Punishments or words which are humiliating or degrading must not be used.**
Comments should be confined to discussion of the behaviour, rather than the individual.

* After school detention= Cleeve School uses after school detentions in line with Section 5 of the 1997 Education Act. Cleeve School will give at least 24hrs written notice of the detention to parents/ guardians. The responsibility for making suitable travel arrangements to take the child home after a detention lies with the parent/guardian.

** See below for exclusion levels.

Emergency Incidents:

There is an 'On Call' rota of senior staff to allow staff to call for emergency assistance during lesson time, if an emergency occurs. Any follow up punishment with the pupil is the responsibility of the classroom teacher.

There may be instances where a serious incident occurs in the classroom that is to be dealt with by the Pastoral Support Team without referral through Head of Department (but with the knowledge of the Head of Department).

Incidents out of the classroom:

Serious incidents occurring during break/lunchtime should be reported to Heads of Year using the Staff Incident Reporting Form, available on the intranet.

A senior member of staff is on duty before school, at break time, lunchtime and bus duty each day.

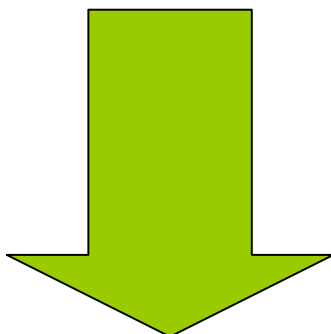


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Fig 1.

Students whose behaviour fails to meet our expectations will be placed on report card. There are 3 levels of report card.

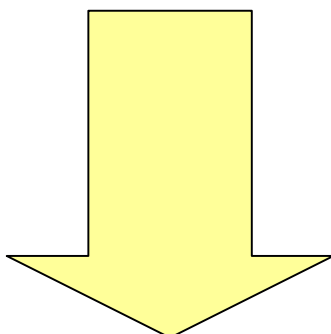
GREEN REPORT CARD



- Placed on report by classroom teacher.
- Recorded on conductor so HOD aware.
- 2 chances given to improve.

If behaviour has been modified student removed from report card.

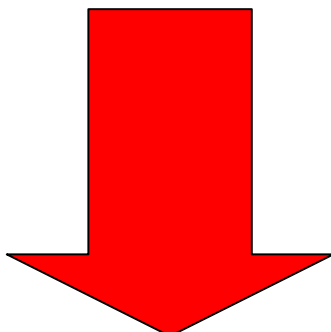
AMBER REPORT CARD



- HOD extracts student for one lesson.
- Places student on report.
- Records on conductor.
- Only one chance to improve.

If behaviour has been modified student back to a green report card with the teacher.

RED REPORT CARD



- HOD informs HOY that student is now on a red card.
- HOD extracts from one lesson.
- HOD sends letter home to parents.
- No chances given.

REFERRAL TO HEAD OF YEAR IF NO IMPROVEMENT

If behaviour has been modified student back to a green report card with the teacher.

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EXCLUSION LEVELS

Level One

First formal warning that behaviour is unacceptable.
Internal or external fixed term exclusion.

Level Two

Second formal warning that behaviour is unacceptable, normally accompanied by fixed term external exclusion.
If unacceptable behaviour continues or there are other serious acts of misconduct, permanent exclusion is considered.

Level Three

Final formal warning that behaviour is unacceptable, normally accompanied by fixed term external exclusion.
Further serious misconduct will lead to permanent exclusion.

Level Four

**Behaviour can no longer be tolerated.
Permanent exclusion from the school.**

Pupils are excluded by the Headteacher.

The level of warning is at the discretion of the Headteacher

Progression to higher levels is not automatic while, for particularly serious misbehaviour, an appropriate response might be to issue a high level warning or to permanently exclude immediately.