



**Cleveland
School**

Behaviour Policy

Date approved by Cleveland School LGB: 11/03/2024

Signed:

A handwritten signature in black ink, appearing to read "S. Mealy", is written over a light grey rectangular background.

Review Date: March 2026

1.0 Philosophy

"Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students."

(DfE Jan 2016)

"I want us to look just as hard at low-level disruption, which stops students learning and which can make the job of classroom management miserable. That is why we expect heads to put in place strong policies that support their staff in tackling poor behaviour."

**Amanda Spielman, Ofsted Chief Inspector
Festival of Education, Jun 21st 2018**

Clevedon School wishes to promote a positive learning environment for all students where everyone feels valued and equal opportunities are encouraged.

The school behaviour policy is based on the philosophy that it is important to reward positive behaviour and demonstrate this to other students. A positive ethos will contribute towards greater achievement and allow all learners to achieve their potential. As a school we aim for all to "Be Kind, Be Brilliant" by encouraging "Positive Relationships and Mutual Respect" with every member of our community.

The key foundation of the policy is based on two strands: **Clarity and Consistency**

These strands allow all members of our community, including students, staff and Parent/Carers, to work together, understanding their roles and responsibilities in contributing to the success of all our students.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND).

This policy will be reviewed on an annual basis to ensure we maintain the most effective forms of praise support and intervention for all.

2.0 KEY POINTS

- The school behaviour policy is called 'Best Behaviour First' and consists of both sanctions and rewards.
- The school will actively reward students as a means to encourage and acknowledge a successful learning environment and reinforce positive ethos and values.
- The school have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- All staff have the right to use and will use 'Best Behaviour First'.
- We are aware at times that mental health can cause a change in behaviour. Each situation will be approached with the view to support the student(s) involved.

3.0 SUPPORT FROM PARENT/CARERS/CARERS

"A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, students and Parent/Carers should all be clear of the high standards of behaviour expected of all students at all times". (DfE Jan 2016)

By attending Clevedon School, families are agreeing to support the school and follow the expectations of 'Best Behaviour First'. * This is made clear in admission meetings, tours of the school, school literature and Open Day / Evening events.

*Whilst applied retrospectively to existing Parent/Carers, the new policy was formulated with Parent/Carer Voice and represents a mere clarification of previous policies.

4.0 REWARDS AND ACHIEVEMENTS

'Best Behaviour First' has a range of strategies to reward, reinforce and encourage good behaviour.

These rewards range from instantaneous e.g. ClassCharts Praise Point to longer term praise such as House Colours. The full range of rewards includes:

- Praise Points on Class Charts with certificates, phone calls, celebration events for key milestones.

- Subject Awards given for effort, attainment in progress in every subject.
- House Colours for exceptional contribution to the House.
- Student Voice awards for contribution to student voice activities in school.
- Student leadership Awards for those leading on projects around the school.
- Student of the Year Award that celebrates the sustained excellence of an individual.

5.0 BEHAVIOUR IN AND OUTSIDE SCHOOL

Clevedon School wants to promote a positive environment for all students, staff and members of its community to ensure all reach their full potential. The school will not accept the poor behaviour of students, which has a detrimental effect on both our own and wider community.

Government guidance ensures the schools' powers to discipline include the power to sanction students even when they are not at school or in charge of a member of staff.

Please be aware the school will challenge and sanction any poor behaviour that lies outside the remit of the police if it involves:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing school uniform.
- in some other way identifiable as a student at the school, or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school.
 - poses a threat to another student or member of the public.
 - could adversely affect the reputation of the school or bring the school into disrepute.

6.0 BEST BEHAVIOUR FIRST

Best Behaviour First demands five fundamentals known as 'The Clevedon Way' of every student in every lesson and around school. These are:

- Treat everyone with respect – we are all equal.
- Be on time and have the right equipment.
- Follow instructions at the first time of asking.
- Listen to those speaking and make contributions in response.
- Work hard and to the best of your ability.

If a student breaks one of these five fundamentals of the Clevedon Way, the staff use the following three stages:

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| Stage 1 | A clear verbal reminder (warning). |
| Stage 2 | End of session 5-minute detention (recorded on ClassCharts). |
| Stage 3 | Parked from the lesson and 30-minute after school detention (recorded on ClassCharts and staff member attends after school for a restorative discussion). |

Further information on sanctions are:

- 5-minute detention at the end of a session. For example, session 1 (p1/2) results in a break time detention; session 2 (p3/4) results in a lunchtime detention; session 3 (p5/6) results in an after-school detention. Notification is given via ClassCharts. Students are only able to attend one 5-minute detention in any one break, lunch or after school. If a student accrues two detentions for either a break, lunch or after school then they are to attend the original detention set, missing the second detention set within the time period. This upscales to a 30-minute after-school detention
- 30-minute after school detention is issued for the same day and follows the same expectations for students with a 5-minute detention. This type of detention is issued when a student is either parked in a lesson, fails to attend or complete a 5-minute detention, or is issued by a Head of House. Notification is given via ClassCharts. *Please note, under DfE regulations, parent/carer permission is not needed for such a sanction.*

- Evolve Isolation runs for a whole school day and 30 minutes after school – this is issued where possible the following day if students fail to attend their after-school detention, if a student refuses to be parked, or serious breaches of discipline occur during the school day. Break and lunchtimes are different to the normal school day and work is set and then completed in exam conditions.
- External Suspension – where a student refuses to follow staff instructions and attend Evolve isolation or fail their Evolve isolation, they are then externally suspended. This sanction would also be used for serious one-off breaches of discipline.

7.0 BEHAVIOUR STAGES

As a school we will review each student's behaviour every 10 weeks (this will happen 4 times in an academic year).

Students receiving certain sanctions in that 10-week cycle will be placed on a Behaviour Stage.

These Stages are communicated by letter to parents informing them of the factual data as to why their child is on a Stage. The letters are there to further communicate between home and school as to what support can be put in place by both parties to help the student improve their behaviour. The 5 stages are:

Stage 1 – Identification - Multiple Parkings / 30min detentions (4+) and/or Multiple Isolations (2+) and/or Internal Suspension (x1).

Stage 2 – Cause for concern - Successful review from Stage 3 or Multiple Parkings/30min detentions (10+) and/or Multiple Isolations (5+) and/or Multiple Internal Suspensions (2+) and/or 1 External Suspension.

Stage 3 – Growing concern - Successful review from Stage 4 or Multiple Internal Suspensions (4+) and/or Multiple External Suspensions (2+) and/or a 5-day External Suspension.

Stage 4 – Serious concern - Successful review from Stage 5 (x2) or 5-day External Suspension and a continual number of excludable incidents where student shows no improvement.

Stage 5 – Very serious concern - Continual number of External Suspensions where student still shows no improvement and/or failure to respond to Pastoral/SEN Support – Plan Do Assess Review.

During these reviews where a student's behaviour is identified as a concern, we will look at different strands of intervention and support, both within school and from outside agencies in aiming in helping the student learn from their choices and improve their behaviour in school.

8.0 INTERVENTIONS

As a guiding principle, 'Best Behaviour First' enables and encourages students to choose to do the right thing when making all decisions, in doing so avoiding the escalation of sanctions.

Interventions are strategies which may be taken by the school to avoid any further or escalated disruption, conflict or negativity caused by the student. These include:

Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring. Examples of this are Tutor Report (either being on Behaviour Stages 1 or 2, or 10 negative behaviours in a term) and Head of House Report (either being on Behaviour Stages 2, 3 or 4, or 20 negative behaviours in a term).

Out of Circulation - to maintain a positive learning environment the school may decide that a student may be taken out of circulation. This may happen for a variety of reasons where the school needs time to investigate and resolve an issue or incident, or the student is not deemed ready to return to lessons. For example:

- Uniform expectations not being met.
- Behavioural investigations, to allow for the completion of student statements following an incident.
- Extreme cases of emotional or physical anxiety.
- For student safety.

The school will decide whether parent/carers are informed of this decision.

Parking – Each subject area has a parking rota where students can be placed in another classroom when learning has broken down in the lesson. As a result of being 'parked' the student automatically receives a 30-minute after school detention in either the hall or Evolve isolation room. If a student is parked more than once in a day, it will result in them being placed in Evolve isolation the next day, after completing the detention after school on the original day.

If a student has either refused to be parked or failed their parking and is therefore continuing to refuse to follow staff instruction, a member of the Senior Leadership Team or Pastoral Leadership Team will respond and remove the student from the subject area and place in the Evolve isolation room, with immediate effect. The student will be placed there for the rest of the school day, including a 30-minute after-school detention. The student returns to the Evolve isolation room the next day until the student has completed a full 6 periods, break, lunchtime and after school within a 24-hour period.

Use of reasonable force – ‘Reasonable force’ refers to the physical contact to restrain and control children using no more force than is needed. The adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their students. It encourages headteachers, principals, governing bodies, and proprietors to adopt sensible policies, which support their staff to make appropriate physical contact. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered. The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019). There is robust recording of any incident where positive handling or restraint occurs. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family. Any concerns about a staff member’s handling of a child goes to the Headteacher.

At Clevedon School, our use of reasonable force is underpinned by the following principles:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

It is used only to prevent a student from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Immersion – Within the Futura Learning Partnership, schools may exercise the right to use an ‘Immersion’ placement. This involves a student being sent to the isolation room of one of our partner schools to complete a set sanction. This will be used where it is deemed that the sanctions imposed within Clevedon School are not bringing about the desired changes to behaviour. It is designed to give the student a short time away from Clevedon School to reevaluate their recent behavioural choices. A condition of the immersion is that the student attends and completes the sanction. Failure to complete, and non-attendance/refusal will result in the immersion being moved to the next working day. This will continue until the sanction is completed. Any refusal to attend will be recorded as unauthorised absence.

Off-site Direction – Offsite direction is when a school requires a student to attend another education setting to improve their behaviour. This is a time-limited intervention, and the maximum length of time will be agreed between the school and the other education setting prior to starting. During the offsite direction, the student will be dual registered. If the offsite direction is successful, planning may occur to make this intervention a permanent managed move to the new education setting. If the offsite direction is unsuccessful, the student will return to school following a meeting, and be subject to the previous behaviour stage they left on.

Managed Move - A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the student’s best interests.

9.0 OTHER SANCTIONS

"Staff can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student." (DfE Jan 2016)

The school has statutory authority to discipline students whose behaviour is unacceptable either in school, or elsewhere under the charge of a staff member, who breaks the school rules or fails to follow reasonable instruction. The school can also discipline students in certain circumstances when a student’s misbehaviour

occurs outside of school, or choices made by the student, results in bringing the school into disrepute.

When our school expectations are not met, and staff instructions are not adhered to a range of consequences can be implemented. All staff members of Clevedon School have the power to set the following sanctions:

A verbal reprimand

Set extra work - or ask students to repeat unsatisfactory work at home until it meets the required standard.

Loss of privileges – for instance the loss of a prized responsibility, withdrawal from school representation or training or not being able to participate in a non-uniform day. Best Behaviour First sanctions take precedent over any opportunity within the school.

The confiscation of students' property - The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. Please note that, in line with DfE guidance, we accept no liability for damage to, or loss of, any confiscated items.

If an item is confiscated in a lesson or free time such as break or lunch, the item is to be sent to the HOH office where it will be secured for the remainder of the week. It is the student's responsibility to remember to collect the confiscated item at the end of the school day on Friday. Parent/carers may arrange to collect the confiscated item in person before the end of the week. This is an appointment only arrangement and the item cannot be brought back into school until stated by the student's Head of House. If a student has repeatedly had the same or similar item confiscated, then the school can choose to apply other sanctions in addition with the confiscation or enforce a school ban on such items.

(For further details please refer to Searching, Screening and Confiscation Policy)

Mobile Phones - The school expectations are that mobile phones are not to be used within school. They are to be switched off and in bags at all times. If in extenuating circumstances, a student needs to use their mobile phone, this must be agreed and supported by a member of staff. If a student uses their mobile phone it will be confiscated. Any refusal will result in a sanction being set.

Detentions – Whilst the majority of these are set within the expectations of 'Best Behaviour First', the school reserves the right to extend a detention until 4.30pm, or impose on INSET days, Academic Mentoring Days, and weekends, other than those preceding or following the half term break.

Please note parent/carer consent is not required for detentions. As stated by the DfE, it does not matter if setting a detention or sanction is inconvenient for the parent/carer.

School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.

Online Safety is dealt with dependent on whether incidents occur in school or not. Incidents of an online nature that have occurred in school are dealt with via sanctions. Incidents outside of school are noted by the school and support put in place if necessary.

10.0 ESCALATED SANCTIONS

Where a student's poor choices and actions require a higher level of sanction Heads of House and/or Senior Leadership Team may impose the following:

- **Evolve Isolation** – At Clevedon School one of the consequences of inappropriate behaviour is to place a student into isolation. This involves a specially designated room supervised by staff. Throughout the day students will be set work and tasks to complete in exam conditions. As a means of reconciliation or reflection these tasks may be relevant to the initial reason they have been isolated for, so that the student can appreciate the inappropriateness of their actions. Students are required to attend tutor time at 8.50am and then report to the Evolve room at 9.10am. Students have the option to select and pay for their break and lunch meal at the beginning of the day. These meals will be eaten in the designated room. Students will not be allowed to leave the Evolve isolation area for the dining room. In the event of a student not conforming to expectations the school may choose to exclude the student. On the return of the student, they will repeat the original Evolve isolation sanction.

In circumstances where a students' choices and actions have left the school with no alternative, the decision may be taken to impose a period of formal Suspension. This may take one of two forms:

- **Internal Suspension** – Where the school considers the sanction to be appropriate, a student will be required to complete time in an Internal Suspension for a minimum of two days. The reason for this decision will be taken in the interest of the student and wider school community. As with Evolve isolation the sanction will be set in the designated room, supervised by staff. Throughout the day students will be set work and tasks to complete in exam conditions. As a means of reconciliation or reflection these tasks may be relevant to the initial reason they have been Internally Suspended, so that the student can appreciate the inappropriateness of their actions. The student will report to tutor time for 8.50am, then to the Evolve isolation room at 9.10am and the sanction will finish 30 minutes after school.

Students have the option to select and pay for their break and lunch meal at the beginning of the day. These meals will be eaten in the designated room. Students will not be allowed to leave the Internal Suspension area for the dining room.

Parent/carers will receive an initial communication from school informing them of the sanction. This will be followed by an official letter, stating the reasons for the decision.

- **Fixed Term Suspension** – In accordance with DfE guidance the school may take the decision to externally suspend a student for a fixed period. During this period the student will not be allowed to attend school or be present on the school site. Students should also not be within the vicinity of the school at the beginning or end of the school day (Please note you have a duty to ensure that your child is not present in a public place in school hours during a suspension, you may receive a penalty notice from the local authority if your child is seen in a public place). Work will be set for the duration of the Suspension. Parent/carers are required to bring their child into school for a 'return from Suspension' meeting when targets will be agreed for the future to try and prevent a repeat of the incident. Students returning from a fixed term suspension may spend up to one day in the Evolve Isolation room. Depending on the nature of the incident or behavioural record of the student, a Governors Disciplinary panel may be held if considered appropriate. At this stage other agencies may be contacted to offer more support to the student. This may include a Managed Move to another school or alternative provision.

11.0 PERMANENT EXCLUSION

This will be the result of a very serious one-off incident or the culmination of repeated failure to follow school rules. This decision will involve a Governor panel.

12.0 SEND CONSIDERATIONS

Throughout all of our behavioural work, both for rewards and sanctions, we will use our best endeavors to ensure the appropriate special educational provision is made for students with SEN, which will include any support in relation to behaviour management that they need because of their SEN. For disabled students we will make reasonable adjustments to our provision, criterion and practice which could put them at a substantial disadvantage, and the provision of auxiliary aids and services. We will engage proactively with parents in supporting the behaviours of students with additional needs. No sanction should ever discriminate against an individual or group of students.

When issuing a sanction, staff will be aware that they discriminate if:

- The sanction treats a student with a disability or a prospective student less favourably than another for a reason related to their disability and without justification.
- The sanctions fails, without justification, to take reasonable steps to avoid placing students with a disability at a substantial disadvantage. This is often known as the 'reasonable adjustments' duty.