



Claremont Fan Court School

Policy and Procedure: Behaviour

1.1 INTRODUCTION

The Heads of School at Claremont Fan Court believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is necessary. The Heads of School seek to create a caring and learning environment in the school.

1.11 Expectations with regard to pupils

Pupils will be expected to:

- conduct themselves around the site in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- report any incidents of disruption, bullying or any form of harassment
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules.

1.12 Expectations with regard to staff

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom.

1.13 Expectations with regard to parents/guardians

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

The Heads of Schools decide the standard of behaviour expected of pupils at Claremont Fan Court School. They also determine the School rules and any disciplinary penalties for breaking the rules. The Heads are responsible for the implementation and day-to-day management of this policy and procedure.

The Heads and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Teachers' powers to discipline include the power to discipline pupils even when they are not at School or in the charge of a member of staff. In accordance with ISSR regulations (School Standards and Framework Act 1998), the use of corporal punishment is not permitted at this School.

The Heads will publicise the School behaviour policy, in writing, to staff, parents and pupils at least once a year.

The standard of behaviour expected of all pupils is included in the School's Admissions Contract which parents sign following their child's admission to this School.

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of this policy.

The School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

2.1 REWARDS AND PRIZES

It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving merits for good work and recording such things as exceptional effort, improvement in behaviour, volunteering to help at functions, etc. on the school system.

A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

2.1.1 AIMS

To establish an atmosphere of learning and a culture of achievement.

To acknowledge and reward effort, progress and success.

To recognise and reinforce positive behaviour such as:

- Good work
- Improvement and effort
- Good behaviour
- Thoughtfulness and kindness
- Displaying behaviour in support of the Character Quality

2.1.2 PRE-PREP AND NURSERY

Rewards are received through Celebration Assembly, House Certificates, and Star of the Week Board. Children receive a certificate during Celebration Assembly which is displayed on the Star of the Week Board or the House Board.

Children in EYFS and Years 1 and 2 are awarded house points for good behaviour as well as achieving high standards. At Summer Meeting, Reception and Year 1 receive awards for endeavour and Year 2 receive awards for endeavour and curriculum subjects.

Year 2 house captains count house points each week and the cup is awarded to the winning house and displayed on the House Board.

Rewards and sanctions are recorded in a House Book by a designated member of staff and parents are advised accordingly.

2.1.3 PREPARATORY SCHOOL

In the Preparatory School, the following reward and sanction systems support the acquisition of moral standards and of developing awareness of our individual responsibility to each other and our world.

Class level reward system

Class recognition for good work and good behaviour are given by class teachers in the form of stickers, house points, academic or citizenship commendations, torch bearer awards. Class teachers may also establish with their classes a reward system, personalised within the class when discussing class rules, at the beginning of the academic year. In Years 3 and 4 this may take the form of golden time. Children throughout the School are elected to varying positions of responsibility, such as form captain, classroom monitor and school council. Year 6 children can apply for, and be chosen to serve as, House Captain.

School level reward system

House points are awarded to children for achieving high standards, making noticeable improvements or demonstrating good behaviour around the School. House points should be awarded generously to children for good work showing the development of such qualities as thoroughness, perseverance, concentration, application of thought and accuracy. They should also be given for consistent effort and improvement. House points are awarded for kind behaviour expressing qualities of unselfishness, awareness of others' needs, thoughtfulness and willingness.

These are judged relative to each individual child. Usually one or two house points will be awarded at any one time but more may be given for lengthy pieces of work or exceptional kindness for the whole community.

They can be awarded by any member of staff but are recorded in each class and collected regularly by house captains. The standard of work is judged in relation to the ability of the child. House Points need to be recorded in a secure manner. They are entered onto a secure house point total record sheet by the Deputy Head. Totals of house points are read out in assembly and recorded on House boards to show that good behaviour and work contributes towards the House Trophy and do not just mean individual achievement.

Commendations are awarded to individuals who merit special mention over and above house points by achieving high standards of work or regularly showing good behaviour. Pupils may be awarded a commendation by any member of staff. This is recorded by the class teacher on a special certificate. Once they have received three mentions in either category they gain a certificate for their portfolio.

Torch bearer awards are presented to two children from each class by each class teacher at the end of every period of character quality study. These are for pupils who have been seen to particularly represent the character quality of the month.

Excellent examples of children's work are displayed on the Celebration Boards in the main assembly hall.

When a pupil produces a piece of outstanding work or achieves well beyond expectation, he or she can be nominated for the Book of Excellence. At first the class teacher should show the work to the Deputy Head. If agreed, then contact is made with the Head of the Prep School to arrange a convenient time for the pupil to sign the Book of Excellence and receive a certificate in an assembly.

2.1.4 SENIOR SCHOOL

Green Slips

Green slips will be given for an excellent piece of work or for a significant improvement in progress or effort in any area of work, including behaviour. They may also be awarded for support for the School in sport, music or drama. These slips will contribute to a House Score.

House Points

Green slips contribute to House Point totals.

Commendations

At the end of each term, commendations will be given to those pupils producing a consistently high standard of work in academic and endeavour.

Platinum Awards

Achievement of excellent quality will be entered in the Book of Platinum Awards. Notification of this award will then be sent to the parents.

Display for Rewarding Achievement

In all areas of the School, excellence is recognised in classroom displays. All work on display will be mounted and indicate the name of the pupil. These displays must be constantly updated to encourage pride and anticipation.

Responsibility Positions

Prefects and Head Boy and Head Girl.

In the Summer Term members of the Lower Sixth are invited to apply for prefect positions. A short list of potential candidates is presented to staff and current Senior Prefects to comment on. Sixth Form Tutors will make recommendations directly to the Head of Sixth Form.

Following an interview with the Head of Sixth Form and the Head/Deputy Head of Senior School, a short list is compiled and the chosen candidates will have a second interview with the Head of Senior School. Prefects and the new Head Boy and Girl will be announced to the School at Summer Meeting

Prefect Committee

The Committee and Sixth Form Tutors meet regularly to discuss matters of concern and interest to the Sixth Form and to co-ordinate a variety of social functions, from school discos to carol singing and charity events, as well as the running of the Sixth Form Centre.

Sixth Form Students

All Sixth Form students are expected to perform duties during the school day. They therefore are able to develop their management skills and their relationships with younger pupils.

House Captains and Deputy House Captains

House captains are elected by the houses each year with Senior, Intermediate and Junior house captains for both boys and girls.

Mentors

Members of Year 11 are invited to apply to be mentors to Year 7 pupils. This is a prestigious position and greatly sought after. Only pupils meeting the criteria stated on the application form will be appointed following interview. Announcements of all of the above appointments will be made in the School Newsletter and announced in assembly where their badges will be presented from the Head of Senior School.

Tutor Group Representatives

These are appointed by the pupils of each tutor group following elections. Their role includes representing the tutor group at Head of Year meetings and on the School Council.

Summer Meeting Prizes

A number of individual prizes are presented to pupils annually at Summer Meeting.

3.1 SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the class teacher, Head of Year or Head of School and in most cases parental involvement is essential.

3.1.1 Mentoring Schemes

A pupil who is not achieving their potential or is perceived to be struggling with some aspect of school life may be assigned a mentor. This mentor may be an older pupil or a member of staff who will support and encourage them.

3.1.2 Placement on the IN (Individual Needs) Register

Pupils on the register are monitored by the Head of Individual Needs and appropriate interventions are put in place.

3.1.3 Report Card

In the Senior School a pupil may be placed on report for a temporary period to help them to focus on specific targets relating to academic work, organisation, effort or behaviour. The pupil will receive immediate feedback from their class teacher at the end of each lesson. The report card is monitored by the Head of Year and parents.

3.1.4 School Counsellor

The School employs the services of a registered School Counsellor for one day each week. A pupil may be referred to the Counsellor by a member of staff or pupils can self-refer using the Counsellor's School email address. The School Counsellor provides a confidential counselling service and under some circumstances parents may not necessarily be consulted prior to, or following, a pupil accessing this service (see the School website for more information).

3.1.5 Teacher in Charge of Mindfulness

The School has access to a qualified mindfulness practitioner. Pupils may be referred to him for individual or group sessions to learn strategies to help deal with emotional or behavioural issues.

3.1.6 External Agencies

The School works positively with external agencies (e.g. children's services, CAMHS, CBT therapists, etc.) to ensure that the needs of all pupils are met.

4.1 PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

All three Schools keep a central record of major disciplinary action. This School defines any major area of discipline to involve those children placed on the Discipline Code.

4.1.1 PRE-PREP AND NURSERY

Character Education is reinforced through visually enabling the children to associate actions with consequences. In Year 1 and Year 2, the amount of choosing time is linked to the children's behaviour. This enables them to reflect on their actions and standard of behaviour on a weekly basis.

In the Pre-Preparatory and Nursery School these reward and sanction systems support the acquisition of moral standards and of developing awareness of our individual responsibility to each other and our world.

Generally, all staff award children with stickers for good behaviour and children throughout the School are given varying positions of responsibility, such as classroom monitor and leader.

4.1.2 PREPARATORY SCHOOL

The over-riding principle to manage behaviour is to praise right action. However, the following procedures support staff in managing minor misdemeanours:

Behaviour Ladder

Ladders are placed in homework diaries to inform parents of misdemeanours including lack of homework, lack of uniform or equipment – they are to be seen as warnings and are used for low level misdemeanours. Parents are expected to initial that they are

aware of the incident but further contact is not required. At step 3, 6 and 9 on the ladder, there are consequences, meeting the Pastoral leader, meeting the head teacher and finally inviting parents in to discuss the issues, particularly if there are repeating problems. The ladder is replaced each term and children have a blank ladder.

Incident Report Form

If a child repeatedly fails to respond to teacher's instructions, the class teacher will fill in a blue Incident Report Form and pass it on to the form teacher. If deemed necessary, after discussion with the head of pastoral care, an individual programme with targets can be worked out for that pupil. The parents are informed of the action and all correspondence and communication is recorded and kept on file and on CPOMs.

Sanctions agreed with the pupil will be put into place.

All blue Incident Report Forms are then handed to the Deputy Head who shares them with the Head who initials the forms before placing them in the child's file.

Record cards

Each child will be seen as an individual, but if a number of blue slips are issued in a short time, then support may be given to help the child recover from the negative behaviour. They will be issued with report cards with specific, individual targets. They will report daily to the head of pastoral for a period of one to two weeks. If there is no improvement, then level 1 of the Discipline Code will follow (see Appendix 2).

4.1.3 SENIOR SCHOOL

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom and elsewhere on the site during the school day. A verbal warning is often sufficient.

Three Strikes

Pupils found wearing incorrect uniform or makeup (e.g. shirts untucked, skirts rolled up, etc.) will have a 'strike' recorded on the Three Strikes page in their prep book by the member of staff. If a pupil receives three strikes they will serve a detention and receive a referral (see below).

Consignment

If a pupil's behaviour is disrupting the learning of others in a lesson, and they have not responded to verbal warnings, the teacher will send the disruptive pupil to consignment in the Library. The teacher will send work with the pupil so that they can continue with their work under the supervision of the staff member on consignment duty in the Library. This staff member will record the arrival of the pupil in the consignment book stored in the Staff Room. The teacher who sent the pupil will also complete a referral indicating any additional sanction that the pupil will receive (see below).

Referrals

A member of staff will complete a referral when they have had to deal with a pupil's poor behaviour (see Appendix 1). The referral can be for academic (left side of the referral) or behavioural issues (right side of the referral). Subject teachers will follow departmental policy with regards to responding to academic issues and record how

they have sanctioned a pupil on the referral form. The completed referral is sent to the pupil's Form Tutor. The Form Tutor will monitor patterns of poor behaviour and challenge tutees about their actions. The Form Tutor will then forward referrals to the Head of Year who records the incident on the school system (CPOMS). The referral is ultimately filed in the pupil's main school file.

It is the responsibility of the Heads of Year to monitor pupils' behaviour across the curriculum. They will become involved if a pupil's behaviour is causing concern in a number of subject areas. They log all incidents and take appropriate action, such as putting a pupil on report for a fixed period. When a pupil has received three referrals in one academic year the Head of Year will notify the pupil's parents. After five referrals, the pupil will be given an after school detention. Pupils receiving seven referrals will be placed on level 1 of the Discipline Code (see below).

Heads of Year are also responsible for dealing with serious incidents which are likely to result in exclusion.

Privilege Code

The Senior School operates a privilege code which gives pupils certain privileges, usually based on seniority (see section 10.2 of the Parent Information Booklet for more details). These privileges can be temporarily or permanently removed from a pupil if their behaviour falls short of the school's expectations.

Discipline Code

Claremont Fan Court School pupils (in all three parts of the school) are expected to behave to high standards at all times and to be a force for good in all their School activities. If these standards are not met, the Discipline Code describes what sanctions and levels will be used at the discretion of the School.

The Discipline Code is a guide and protection to all at this School. The list of referral and level misdemeanours is not necessarily exhaustive. Judgement will be applied by members of staff when implementing the Discipline Code.

If a pupil at Claremont Fan Court School ignores rules and expectations, the School will consider placing that pupil on the Discipline Code. Being placed on a level is a most serious position in which to be. It is our expectation that pupils do not appear on a level of the Discipline Code.

Should a pupil be placed on a level, he/she will remain on a level for a minimum of half a term. If a pupil is placed on a level for a serious issue, the review time may be extended. Reduction of levels will be at the discretion of the School. Parents will be informed at each stage of the process. A record of the pupil's misdemeanour will be kept on file. Should the pupil be involved in further misdemeanours, their previous record may be taken into consideration when decisions are taken as to their future. Pupils will jeopardise their scholarships, positions of responsibility and involvement in School activities, such as trips, if they are placed on a level.

Whilst levels may be held over from year to year, the School operates a clean slate policy for referrals for the beginning of each academic year. This School expects children to learn from their mistakes and not to repeat them and to obey school rules. Ignoring or disobeying these rules undermines the ethos of this School and shows a

continuing disregard for the standards we embody at Claremont Fan Court School. This could lead to a reconsideration of a pupil's place.

All discipline cases are considered with great care on an individual basis using principled compassion for the child and for the School and school community. All at this School benefit from good behaviour and right actions which contribute to a collective well-being.

Full details of the Discipline Code and how it is implemented can be found in Appendix 2 and in section 11.3 of the Parent Information Booklet.

5.1 BEHAVIOUR ON SCHOOL BUSES

Pupils of Claremont Fan Court School who travel to or from School by bus (coach or minibus) agree to abide by the School Bus Code of Conduct. Pupils who are passengers on the buses commit to:

1. Acting responsibly at all times.
2. Responding promptly and positively to the driver's instructions at all times.
3. Wearing a seat belt at all times.
4. Being respectful to the driver at all times.
5. Being caring to fellow passengers at all times.
6. Taking care of placing bags so as not to impede others or impeding entry and exit from the bus.
7. Following the rules of the School and the Discipline Code.

Failure of a pupil to abide by this code will result in:

1. An oral warning will be issued and a file note taken.
2. If a second offence is committed, a written warning will be issued.
3. If a third offence is committed, that pupil will be removed from the bus for a period of time to be determined by the Head of Year.
4. If a fourth offence occurs, the privilege of riding on the bus will be permanently removed.

Further details of the School Bus Code of Conduct can be found in section 10.8 of the Parent Information Booklet.

6.1 OTHER RELEVANT POLICIES/DOCUMENTS

- Anti-Bullying Policy
- Drug Awareness and Education Policy
- Technology Usage for Parents and Pupils Policy
- Parent Information Booklet

APPENDIX 1: SENIOR SCHOOL REFERRAL

Claremont Fan Court Senior School Referral

FOR INFORMATION ONLY

REFERRAL

Name:		Tutor group:		Date:	
Subject:		Lesson:		Teacher:	

INCIDENT (tick the offence)

ACADEMIC		BEHAVIOURAL	
<input type="checkbox"/>	Late to class	<input type="checkbox"/>	PE bags not in locker
<input type="checkbox"/>	Late to registration	<input type="checkbox"/>	Unauthorised use of a device
<input type="checkbox"/>	Disruption in class	<input type="checkbox"/>	Chewing gum
<input type="checkbox"/>	Insufficient work or prep done	<input type="checkbox"/>	Dropping litter
<input type="checkbox"/>	Sent to consignment	<input type="checkbox"/>	Failure to respond to library reminders
<input type="checkbox"/>	Plagiarism	<input type="checkbox"/>	Talking in assembly
<input type="checkbox"/>	Failure to attend detention	<input type="checkbox"/>	Laptop left unattended
<input type="checkbox"/>	Lack of equipment	<input type="checkbox"/>	Misbehaviour on a School bus
<input type="checkbox"/>	Other offence	<input type="checkbox"/>	Rudeness to staff
		<input type="checkbox"/>	Verbal abuse to a pupil
		<input type="checkbox"/>	Incorrect uniform, inappropriate jewellery, make up
		<input type="checkbox"/>	Dishonesty
		<input type="checkbox"/>	Other offence

Give details (if necessary):

Details of action taken within Faculty (for ACADEMIC INCIDENTS) or by tutor and/or Head of Year (for BEHAVIOURAL INCIDENTS):

Please pass the completed referral to the pupil's tutor. Tutors please ensure that the referral is then passed to the Head of Year.

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APPENDIX 2: THE WHOLE SCHOOL DISCIPLINE CODE

LEVEL MISDEMEANOURS		CONSEQUENCES
<ul style="list-style-type: none"> ● Pupils receiving seven referrals ● Continual concerns of the same or varying nature ● Repeat poor behaviour in class will mean the pupil is sent to the consignment room ● Inappropriate showing of affection ● Copying or cheating in a class test ● Repeated dishonesty or the telling of lies ● Taking of uniform belonging to another pupil 	<p>LEVEL ONE</p>	<ul style="list-style-type: none"> ● The Year Head will inform parents and the pupil will be put onto level one of the Discipline Code and on report, initially for two weeks. Senior School Staff will be informed. ● Pupils who are sent to the consignment room for the second time will also be put on to level one of the Discipline Code ● Parents will be informed by telephone if a pupil receives three referrals ● Pupils receiving five referrals will be issued with a Head of Year after School detention ● Pastoral guidance will be offered
<ul style="list-style-type: none"> ● Pupils receiving ten referrals, or three more if on level one ● A further level misdemeanour ● Unauthorised absence from lessons ● Failure to respect withdrawal of flexitime ● Unacceptable behaviour ● Pupils who attempt to access or use inappropriate material or language at school or at home on their laptops ● Pupils who are disrespectful about or to a member of staff employed by this School ● Pupils who refuse to cooperate with reasonable requests ● Pupils involved in fights or bullying/cyberbullying ● Cheating in internal examinations ● Drawing of graffiti ● Damaging School or another person's property ● Possession of cigarettes or equipment for smoking/vaping during School hours or at a School related event 	<p>LEVEL TWO</p>	<ul style="list-style-type: none"> ● The Year Head may initiate a round robin to all staff who teach the pupil. Parents may be asked to come in to School for an interview where individual targets will be set. Parents will be informed of these targets by letter and that their child is now on level two of the Discipline Code. ● An external and/or internal suspension may be given. The Year Head will inform parents after consultation if the child is suspended. An interview may then be arranged with the Year Head and a senior leader. Parents will be informed by letter that their child is now on level two of the Discipline Code. ● Pastoral guidance will be offered including working with a mentor ● Community service may be expected

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LEVEL MISDEMEANOURS		CONSEQUENCES
<ul style="list-style-type: none"> ● Pupils receiving fourteen referrals, or four more if on level two ● Further level 1 or 2 misdemeanours ● Pupils who do not achieve the targets and objectives set at level two ● Off site without permission during School day ● Actions that show a continuing disregard of the School's ethos ● Smoking – use of cigarettes or smoking/vaping equipment during School hours or at a School related event ● Alcohol – use or possession of alcohol during School hours or at a School related event ● Bringing harmful substances into School ● Serious damage to school or staff property ● Stealing of money, personal property, school property ● Using abusive, threatening or sexualised language or behaviour to a pupil, a member of staff employed by the School or a member of the public ● Serious or persistent bullying/cyberbullying ● Interference with the School's network system ● Deliberate damage to another's laptop ● Using racist or homophobic language ● Sending explicit and/or offensive images or messages by mobile or internet (this may be escalated to Level 4 if there is a significant age difference between the parties involved) ● Plagiarism or cheating in controlled assessments or public examinations ● False accusations against a staff member including leaving of messages on websites ● Bringing the School into serious disrepute 	<p>LEVEL THREE</p>	<ul style="list-style-type: none"> ● The Year Head will inform parents of a level three misdemeanour. An interview will be arranged with the Year Head and the Deputy Head or Assistant Head, Senior School ● An internal or external suspension will be given of up to three days and parents will be informed by letter that unless there is an immediate improvement in attitude and behaviour, then they may be asked to consider finding another school for their child. A series of targets will be agreed and must be met ● The pupil concerned will be interviewed on their return to School by a Year Head and Deputy or Assistant Head. The School reserves the right to comment on future references to schools and colleges. ● The School reserves the right to deal with cases listed at level three if they occur out of School and are brought to the School's attention by parents, pupils, a community member or the police. ● Pastoral guidance will be offered including working with a mentor and, where appropriate, an outside agency. ● Pupils who receive fourteen or more referrals may receive a one-day internal suspension for each subsequent referral

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LEVEL MISDEMEANOURS		CONSEQUENCES
LEVEL MISDEMEANOURS		CONSEQUENCES
<ul style="list-style-type: none"> ● Further level 2 or 3 misdemeanours ● Pupils bringing illegal drugs or drugs equipment into School, illegal drug use, using illegal drugs and/or sharing illegal drugs whilst at School or representing the School, selling or supply of drugs. ● Pupils involved in serious sexual activity either in School or whilst representing the School. ● Extreme bullying. ● Bringing of offensive weapons into School ● Physical assault and/or harm against a pupil or member of staff ● Serious allegations against staff proven unfounded ● A criminal matter which has been referred to the police 	<p>LEVEL FOUR</p>	<ul style="list-style-type: none"> ● Following careful investigation, a pupil responsible for a level four offence will be suspended immediately for three days. ● The Chair of Governors will be fully informed. ● Following suspension, the pupil will be interviewed, in the presence of parents, by a panel formed from members of the School's Senior Leadership Team. The panel will receive a full report from the Head of Year. The panel will consider the case and will recommend to the Head of School action to be taken. ● The Head of School will hear all evidence from the panel, consider the case, consult with the key leadership team and seek final approval from the Chair of Governors prior to taking further action that may lead to permanent exclusion. ● Cases proven may result in permanent exclusion. The School will support the child in providing references and speaking with other Heads to assist the child to find an alternative school. Parents have the right of appeal to the School's Governors. ● The School reserves the right to deal with cases listed at level four if they occur out of School and are brought to the School's attention by parents, guardians or the police. ● Pastoral guidance will be offered including working with a mentor and, where appropriate, an outside agency.