



Mission Statement

Achievement, Challenge, Excellence

' A place where the best teachers ignite your child's passion to learn. Where your child will be challenged to attain academic excellence in a stimulating, caring and supportive environment, so that they will become independent, critical thinkers with knowledge and confidence to succeed in life'

Name of policy	School Behaviour Policy
Author of policy	Mrs Layland and Mrs Hier
Date adopted by St. Clare's	September 2013
Date of last review	July 2017
Date of next review	July 2018

1.0 Introduction

- 1.1 We are required to ensure the safety and well-being of all our children and staff, and take great pride in the behaviour and conduct of all our pupils.
- 1.2 In keeping with the Independent School Standards Regulations 2010 (as amended 2013), our policy outlines our code of conduct as well as the use of sanctions and rewards to ensure our high standards are maintained.
- 1.3 Every school must have a behaviour policy. Our governance arrangements, from Cognita, set the general principles which form our approach towards behaviour and discipline in our schools. This is in keeping with the spirit of the Education and Inspections Act 2006, with Cognita's governors acting on behalf of the proprietor.
- 1.4 Our policy and principles have been developed in wide consultation with staff, pupils and parents to ensure that we adopt a consistent approach to behaviour management.
- 1.5 The Headteacher is responsible for developing the behaviour policy within the framework set by the governors, and in keeping with best practice in schools outlined by DfE.

- 1.6 This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to regulate conduct, promote good behaviour, self-discipline and respect and ensure that pupils complete assigned work on time.
- 1.7 Our behaviour policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an anti-bullying policy document, which is available on our website and from the school office.
- 1.8 Our school policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our safeguarding policy, and in accordance with section 157 Education Act 2002, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs.
- 1.9 If any behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, serious or significant harm, then our safeguarding/child protection policy and procedures will be rigorously followed.
- 1.10 We publish our policy for parents, pupils and staff. It can be found on our website and accessed from the school office. We review this at least annually. This policy is referred to in our parent contracts accordingly.

2.0 Our Approach

- 2.1 Our school policy presents a fair, consistent and transparent approach towards behaviour management which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.
- 2.2 We work together with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.
- 2.3 To this end, we expect our parents and pupils to respect the rules of the school and the expectations laid out in our behaviour policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 2.4 It is important that our staff follow the behaviour policy at all times to ensure that we implement our policy consistently and effectively. We understand that this ensures that our pupils feel they have been treated fairly compared to others.
- 2.5 **St.Claré's School does not permit the use of corporal punishment during any activity whether on or off the school premises under any circumstances.**
- 2.6 Should any child display emotional, behavioural and social difficulties, it is our role to remedy, or at least positively manage, such difficulties to ensure that children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

3.0 Statement of Behaviour Principles

- 3.1 Our school's aims are as follows:

We have the highest expectations that our pupils will behave with courtesy and consideration for others in and out of school. We believe that in order to enable effective teaching and learning to take place it is essential that we promote and maintain the highest standards of behaviour. In order to achieve our aims it is important to establish and maintain good teacher/pupil relationships throughout the School. Much of this is achieved through sound and effective teaching in the classroom, as well as opportunities afforded in pastoral work in tutoring, PSE, assemblies and support from Senior/Form Prefects for both pupils and staff.

The School's rich and varied co-curricular programme helps to promote high standards of behaviour and positive working and social relationships within and outside the school community. We acknowledge and reward the good work and behaviour and seek to create a caring, safe and happy learning environment in school by:

- encouraging all members of the school community to show consideration for others
- encouraging pupils to be honest, acquire self-discipline, and take responsibility for their own actions and choices
- encouraging pupils to respect the customs and regulations of the School
- fostering a set of shared values among staff, pupils, parents and the wider community.

The School will endeavour to:

- make explicit the philosophy underlying the School's system of rewards, sanctions and pastoral provision
- encourage staff to recognise and praise good behaviour as well as dealing with bad behaviour, and to ensure that sanctions, when needed, are appropriate and applied in a fair and consistent manner
- ensure that staff, pupils and parents know, and understand the reasons for, the School rules and code of conduct
- make explicit the expectations, roles, responsibilities and privileges of the Sixth Form through the Sixth Form contract

3.2 The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.

3.3 The following principles underpin our approach towards behaviour and discipline:-

- school staff and pupils should all show respect for one another;
 - good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
 - Cyber - The use of electronic communications including email, mobile phones, text/multi-media messaging, photographs/video, online profiling, websites, social networks, and instant messaging; all with the intention to frighten, embarrass or harass;
 - Disability – because, or focussing on the issue of, disability;
 - Emotional – being unfriendly, excluding tormenting (eg hiding books, threatening gestures);
 - Homophobic - because, or focussing on the issues, of sexuality;
 - Physical – pushing, kicking, hitting, punching or any use of violence inflicted on another individual;
 - Racist/Cultural/Religious - racial, cultural or religious taunts, comments or gestures;
 - Sexual – sexually abusive taunts, comments or gestures;
 - Sexist – bullying based on a person's gender
 - Verbal – for example, name calling, sarcasm, spreading rumours, teasing.
- appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;

- pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- all pupils should be listened and responded to;
- all pupils are entitled to learn in a safe and secure environment;
- pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- all school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- all members of the school community should understand and accept the principles on which the behaviour policy is grounded.

4.0 Our Procedures

4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

4.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.

4.3 To be socially acceptable, we believe that children should be able to:-

- treat other children and adults with respect;
- speak politely to other people; and
- have self-confidence and high self-esteem.

4.4 To encourage this, the staff will:-

- treat all children and adults with respect;
- speak politely to other people;
- praise children's efforts and achievements as often as they can;
- explain to children what they should have done or said when they get it wrong;
- tell parents about their child's efforts and achievements; and
- avoid using critical or sarcastic language.

4.5 We will not accept the following behaviour from children or adults:-

- use of unkind or rude language;
- hitting, kicking, biting or other such physical responses; or
- racist or sexist remarks, or other discriminatory comments.

4.6 If such behaviour occurs the school's sanction system will be followed: (See Section 6)

- we will tell the child that it is wrong and explain what they should have done or said, or not said;
- if the behaviour is repeated, the child will be reprimanded once more as above;
- if the behaviour continues, we will remove the child from the activity and speak to the parent;
- we will try to find out why the child is behaving in this way and then treat the situation accordingly.

4.7 The role of the teacher

- Teachers are responsible for ensuring that the Code of Conduct in our school is enforced in their class, and that their classes behave in a responsible manner during lesson time.

- Any incidents of anti-social behaviour will be discussed by the teacher with the class, eg during circle or pastoral time.
- Every teacher enforces the classroom code consistently and treats each pupil fairly.
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the Head of Section including where relevant a conversation with the parent to seek improvements and the use of appropriate strategies.
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil.
- An incident form is used to record in detail any incident involving a child, or anyone employed in the school, which results in personal injury or damage to property. These include loss or theft, deliberate damage, any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept) and records maintained in the child's personal file and the incident log .
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter.
- Never make racist, sexist or other abusive or humiliating remarks.
- Never resort to physical violence.
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded.

4.8 Expectations of Pupils in our School

At St. Clare's School, pupils are expected to:

Senior School

- arrive on time to lessons/classes with all the equipment/kit needed for the lesson;
- wear minimal jewellery and make-up
- listen in silence when the teacher is giving instructions;
- follow instructions promptly and accurately;
- raise a hand to gain attention;
- follow the teacher's instructions about moving around the classroom;
- complete all homework and assignments on time as instructed by the teacher;
- treat others with respect and consideration at all times;
- dress cleanly and neatly in the specified uniform for the activity;
- keep hair natural in colour and avoid bright hair colours;
- switch mobile phones off during school time and ask permission to use them if necessary. Mobile phones must be switched off and in school bag. They must not be carried with the pupil in their pocket
- obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- move sensibly and calmly around the buildings and grounds;
- never make racist, sexist or other abusive or humiliating remarks;
- never resort to physical violence.

Prep School

CONCERN FOR OTHERS

- Co-operate with your teachers and be prepared to accept correction.
- Give teachers and elders the right of way at all times.
- Greet people politely as you move about the school and help visitors to find their way.
- Treat all other pupils in a friendly and considerate way. Unkind words or inappropriate physical behaviour are not permitted.

- Show consideration for other people when you are outside school premises.

A SENSE OF RESPONSIBILITY

- Be honest and truthful at all times. Do not allow anybody to be blamed for a wrong that they have not done.
- Always work to the best of your ability.
- Be polite at all times.
- Take an interest in your personal appearance. You must wear the correct school uniform from the time you leave your house until you return home each day. PE kit may be worn to school on the day that you have this lesson at 9.00am.
- Always line up quickly and quietly with your class when the bell rings and always move quietly around the school.
- You may not leave school premises during the school day without written permission.
- Any absence from school must be covered by a written note.
- No pupil should write on furniture, walls, books or damage the property of others in any way.
- You must accept responsibility for any money or personal possessions that you bring in to school. Electronic games are not permitted.
- You must NEVER accept a lift from anyone, to or from school, other than the authorised person.

TIDINESS

- Classrooms should be left in good order – papers collected, bins emptied, windows closed, chairs up on desks and whiteboards cleaned.
- Cloakrooms and toilets are to be left tidy. There should be no bags or shoes left on the floors.
- Chewing gum is not permitted in school.
- Litter must not be dropped inside or outside school.

5.0 Our Rewards

- 5.1 All staff praise, reward and sanction consistently.
- 5.2 Younger children are given stars and stickers for good work. They share their work with other teachers and the Headteacher.
- 5.3 Achievement assemblies take place to support our positive approach and reinforce good behaviour thereby celebrating all children's achievements, raising self-esteem and self-confidence.

The School Behaviour Policy is supported by The School House System (Please see separate policy).

Senior School

The School is keen to acknowledge effort and good behaviour and to praise and celebrate pupils in their curricular and extra-curricular achievements. The opportunities include

- ♦ Reports on sports, trips and other activities given by pupils in whole school assemblies.
- ♦ An annual prize giving ceremony.
- ♦ Commendation Cards for good work or significant improvement or achievement in any area of school. These are administered by the Headmaster and sent home.
- ♦ Notable academic and extra-curricular achievements are celebrated by announcements in assembly, certificates and trophies are awarded in the presence

of the whole school. Achievements are also recorded in Press releases, Headmaster's Newsletters, website content and display areas in school.

- ♦ Letters home from Subject Teachers/ Heads of Section/Heads of Faculty to recognise notable academic achievement or improvement, general good attitude, attendance and work ethic.
- ♦ Merit prizes, trips and rewards awarded at the end of each term.
- ♦ Green comment cards which will be used in homework diaries to report good work.

The green comments cards will be used separately from the merit system. Pupils who get merits will be rewarded on a regular basis through school trips and termly recognition.

Members of staff are able to nominate the top three performers in each form group to receive "special recommendations" to ensure that an improvement in work or behaviour is recognised.

Merits should only be awarded for good work, improvements in work or behaviour and excellence. It is important that merits are given out consistently in order for all pupils to have the same opportunity of receiving rewards.

6.0 Our Sanctions

Senior School

There is no corporal punishment.

Pupils are given clear guidance on personal conduct as explained in the School's Code of Conduct. However, from time to time incidents may occur, as in any community. In cases of misbehaviour, both in school or when off site, or for inadequate work, the School will use a range of sanctions. Crucial to our system of sanctions is the principle of proportionality. A member of staff who refers a matter to the Head of Section or Faculty Head will be given full support and an explanation of the action to be taken. Such action will depend on the severity of the incident, the pupil's previous record and any extenuating circumstances. A record of any reported incident will be kept electronically on the pupil's file.

All staff will be consistent and fair in their approach when dealing with any issues that may arise with pupils.

Electronic referral system is not to be used any more. The new system is to be monitored by Head of Section and subject teachers. A green card is to be used alongside the current merit system, but to be used for passing positive comments home to parents.

If a pupil misbehaves persistently according to the behaviour policy, they are to be added to a yellow card list by the subject teacher. The type of misbehaviour monitored is:

- Persistent poor appearance/uniform
- Failure to do homework
- Forgetting their homework diary
- Poor Attitude
- General but persistent poor behaviour/attitude
- Persistent lack/production of full/part PE kit/equipment without required cover
- Lateness – Issued by form teachers in the morning or afternoon, and subject teachers if pupils are regularly late to lessons. Three lates in a week result in being placed on the yellow card list.

In the case of failure to complete homework on one occasion, the pupils will be given the opportunity to catch up during a lunch or break.

All "straight" Red Cards should be accompanied by a written (electronic) account from the reporting teacher.

Pupils may receive a "straight" red card for behaviour which includes:

- Fighting
- Repeated inappropriate behaviour
- Bullying
- Deliberate damage to school property

If a Pupil's behaviour is of particular concern, one or more of the following may be put in place by the school:

- Behaviour Plan
- Reactive Plan
- Risk Assessment

Pupils who receive several Red Cards or who are involved in more serious misbehaviour will be referred to the Deputy Head or Headmaster. They may then be requested to attend a Deputy Head Detention/Headmasters Detention or face internal suspension or fixed term/permanent exclusion.

These systems will be monitored weekly by the head of sections during form periods. The head of section will request pupils on a regular basis in order to monitor both the poor behaviour but also praise pupils who have comments on their green cards. They will collate the pupils' good and bad behaviour and act on it as required.

The "straight" red cards will be used as little as possible and only when necessary.

Exceptional circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' offence	serious actual or threatened violence against another pupil or a member of staff sexual abuse or assault involvement with illegal or unauthorised drugs carrying an offensive weapon
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Suspension

Parents are informed in writing of a fixed-term suspension and copies of the letter are sent to Cognita. An internal suspension from lessons means that the pupil has to work in the Administration Block or other designated area from 8.40am until 3.40pm.

- ♦ The school reserves the right to override the aforementioned system of sanctions if the nature of the offence so warrants.
- ♦ At any stage a number of other strategies are available to the school's management. These include daily report, counselling and temporary removal from a class.

Confiscation

Staff have the right to confiscate inappropriate items. This may include when:

- ♦ an item is a danger to others, e.g. laser pen
- ♦ an item disrupts teaching and learning, e.g. an MP3 player/mobile phone
- ♦ an item is against school uniform rules/dress code, e.g. jewellery and non-uniform items
- ♦ an item poses a health and safety threat, e.g. neck chain worn during P.E.
- ♦ an item which is illegal for a child to have, e.g. pornographic material

When an item is confiscated a record of the incident will be made by the member of staff involved and a copy kept on the pupil's file and in the file in the staff room. Items of obvious value will be labelled and stored in the School's safe until they are returned to the pupil. In most cases confiscation is a sufficient sanction, and return of the item at the end of the lesson or school day is adequate time to reinforce the school rule.

If the school chooses not to return an item at the end of the school day then parents will be informed in writing. In some cases a responsible family adult may be asked to retrieve the item from the Secretary's Office. Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the School to an external agency for disposal or further action as necessary. This will be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

Physical Violence

In any incident of physical violence a record must be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents must be informed of the steps taken to deal with the matter. Similarly, where both parties are held to be culpable, a note of the incident and the action taken should be recorded in both files. Normally all parties involved in a fight will receive a sanction.

6.1 The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

6.2 Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private not public reprimands so that when a sanction is applied, the child can make a fresh start.

6.3 Parents will be involved at the earliest stage and contact will be made by the form teacher in the first instance and then by the Head of Section if problems are persisting or recurring.

6.4 The following outline a range of strategies in use in school to reinforce desirable behaviour. These include the following:

- changes in classroom organization, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behavior;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation;
- restorative justice approach.

6.5 In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class:

- a red card issued
- verbal warning by the SLT. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- detention;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behavior whereby parents also take responsibility for helping their child to improve;
- parents to be advised that the next stage is a fixed term exclusion;
- permanent exclusion with the agreement of the Chair of Governors and Director of Education will only take place if the above measures have not been successful over time, and that parents have been notified in advance of the possible outcome should re-offending occur of a serious and persistent nature. The Local Authority will be informed.

Prep School Rewards and Sanctions

The current Prep School rules will continue to be followed in conjunction with the new system:-

- Pupils throughout the school will continue to receive routine rewards for good behaviour and work such as stickers, certificates and positive comments in their exercise books.
- The green card will be used for passing comments home to parents when a pupil's work or behaviour is exceptional and deserves more than the standard rewards stated above. The pupil who receives the most green cards in each class during a term will be rewarded with a special treat at the end of that term.
- The yellow and red cards will indicate to parents any cause for concern.
- If a pupil misbehaves persistently according to the school rules, it will be added to the yellow card. The type of misbehaviour that will be monitored will include:-
- Persistent poor appearance/uniform.
- Unkind behaviour
- Failure to do homework
- Forgetting homework diary
- Poor attitude/manners

- Use of inappropriate language
- General but persistent poor behaviour eg talking in line or when moving up and down the stairs
- Persistent lack of full PE kit
- If a pupil has two entries on the red card, they will be referred to Mrs Layland or Mr Antwis (depending on the severity of the incident). Meetings with parents will follow if necessary.
- A pupil may receive a 'straight red card' entry for behaviour which includes: -
- Fighting
- Bullying
- Deliberate damage to school property
- Any other behaviour sufficiently serious to warrant a 'straight red card'
- Pupils who receive more than one 'straight red card' will be referred to Mrs Layland or Mr Antwis and parents will be contacted.
- Should a pupil not respond positively to the new system, parents will be consulted and a suitable individual behaviour plan will be implemented.

Senior School sanction list:

Stage	Behaviour	Procedure
1	<ul style="list-style-type: none"> • Lateness to class • Inappropriate talking • Forgotten books • One piece of homework forgotten • Poor attitude • Inappropriate language • Low level disruption • Running in the corridor • Eating and drinking in the school building (including chewing gum) • Uniform issues • Bags in wrong location • Forgotten /books/homework/equipment/ PE kit etc. 	<p>Use intervention strategies.</p> <p>Explain to the student what they have done wrong.</p> <p>After a warning has been given if there is no improvement then a subject teacher/form tutor detention will be issued at break/lunch</p>
2	<p>Any repeat of Stage 1.</p> <ul style="list-style-type: none"> • Missed work. • Rudeness. • Silly behaviour • Late 3 times in a week to morning or afternoon registration • Abusive language towards others. • Graffiti/damaging school property • Persistent lateness to lessons • . • Repeated uniform infringements. • Repeated failure to follow staff instructions. • 	<p>Yellow Card</p> <p>3 yellow cards- Head of Section Detention</p> <p>12 Yellow Cards- Deputy Head's Detention</p> <p>15 Yellow Cards -Head Teacher's Detention</p> <p>A pupils receiving in excess of 15 yellow cards and/or red cards could lead to a meeting with the Head Teacher which could result in an internal or external exclusion</p>
3	<ul style="list-style-type: none"> • Truancy. • Fighting • Bullying- of any type- physical, verbal, cyber etc... • Very rude behaviour (letter of apology must be written). • Smoking. • fighting • Swearing at a teacher (letter of apology must be written). 	<p>Red card</p> <p>Parents informed.</p> <p>Removal of privileges i.e school trips / rewards (at staff's discretion)</p> <p>Internal exclusion</p>
5	<p>No improvement.</p> <p>Repeated smoking.</p> <p>Persistent bullying.</p> <p>Physical assault.</p> <p>Possession or use of drugs.</p>	<p>Fixed Term Exclusion.</p> <p>Police intervention.</p> <p>Meeting with parents.</p>
6	<ul style="list-style-type: none"> • Repeated FTE from school. • Drug dealing. • Inappropriate physical or verbal behaviour towards any member of the school community 	<p>Permanent Exclusion.</p> <p>LA intervention.</p> <p>Inform Police.</p> <p>Child and Family Guidance.</p>

7.0 Allegations of Abuse against Teachers & Other Staff

- 7.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made.
- 7.2 Every effort will be made to ensure confidentiality is maintained while an investigation is underway.
- 7.3 This will be treated as a serious incident and consideration of our school sanctions will be used in the event of any malicious accusations against school staff. This will include exceptionally exclusion from school but only where appropriate and it is proportionate to the event, in keeping with the individual circumstances of the incident. We will always seek to first understand why this allegation has been made, and any sanction applied will be commensurate with the serious nature of the allegations, and procedures would be adhered to.

8.0 Complaints Procedure

- 8.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern with the Headteacher. You may find it helpful to refer to our formal complaints procedure for guidance. This procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

7.0 Other Associated Policies & Procedures

- Special Educational Needs;
- Safeguarding including Child Protection Procedures
- Allegations of Abuse against Teachers & Other Staff
- Compliments & Complaints Procedure
- Learning outside the Classroom
- Accidents & Incidents Recording & Reporting
- Health & Safety
- Equality & Diversity
- Data Protection
- School Uniform
- Exclusion
- Supervision
- Social, Moral, Spiritual & Cultural Education

Appendix

1. Behaviour Plans
2. Reactive Plan
3. Risk assessment

Student Behaviour Plan / Target Setting

Student	
Year	
Date	

I have been set the following targets / objectives in order to support me in fulfilling my potential at St. Clare's School:

Academic

Pastoral

Timescale & Review

These targets will be reviewed on

I have read and understood the content of this target setting sheet and agree to do my utmost to reach these targets / objectives by signing in the box below:

	Student	<u>Parent</u>	Form Tutor	Headmaster
Print Name				
Signed				
Date				

My signing will be witnessed by my teachers as an indication of their support.

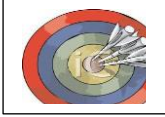


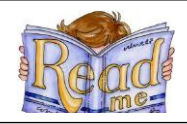


My Individual Behaviour Plan

Name: _____ **IBP No:** _____ **Targets Agreed By:** _____

Date of Birth: _____ **Date:** _____

Things I want to get better at:

Things I am good at:

My Targets 	What do I need to do?   	Who's going to help me and when? 	How did I get on? 
Week 1:			
Week 2:			
Week 3:			
Week 4:			
Week 5:			
Week 6:			

Signatures

- Parents
- Staff
- Pupil

Review Date:

REACTIVE PLAN

Name: _____ D.O.B.: _____ St. Clare's School

This plan aims to keep _____ and others safe.

Target Behaviours	Cues	Triggers
What makes things worse		
What makes things better		
When _____ is calmer:	If behaviour escalates:	

If becomes increasingly verbally or physically aggressive:

Next Review -

St. Clare's School
RISK ASSESSMENT FORM

PART A. ASSESSMENT DETAILS:

Area/task/activity: (by staff or pupils)

Location of activity: Workplace or school

Name of Person(s) undertaking Assessment:		Signature(s):	
Line manager/Head Teacher (Name & Title):		Date of Assessment:	
Signature:		Planned Review Date:	
How communicated to staff:		Date communicated to staff:	

Name of injured party requiring use of crutches:

PART B1. HAZARD IDENTIFICATION AND CONTROL MEASURES:

Step 1 Identify significant hazards	Step 2 Identify who might be harmed and how	Step 3 identify precautionary measures already in place
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SCHOOL BEHAVIOUR POLICY

List of significant hazards (something with the potential to cause harm)	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)

This general risk assessment will apply to this area/task/activity in most teams/schools providing the control measures described are in operation and there are no further local significant hazards. If it does not fully apply, please go to Part B2 on the next page. If it fully applies please sign below.

I certify that the risk assessment above fully applies to the area/task/activity under assessment in
(Name of team/school)

Signed:

Name:

Risk Assessor.

SCHOOL BEHAVIOUR POLICY

If the control measures described are not in operation and further action is required or there are further local significant hazards please record these here, transfer any actions required to the Action Plan at Part C below and sign off below. Do not sign off above if further actions are required.

PART B2. HAZARD IDENTIFICATION AND CONTROL MEASURES:			
Further significant hazards	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)

I certify that the assessment for the task/activity above covers all the significant hazards applicable(St. Clare's School).

Signed:

Name:

(Line Manager/Headteacher).