



BEHAVIOUR POLICY

Policy approved by Shadow Governing Committee
on 4th April 2022

Signed by the Chair:

A handwritten signature in black ink, appearing to read 'Sean Curley', written over a light grey rectangular background.

Dr Sean Curley

NEXT REVIEW SUMMER 2023

THE BRIAN CLARKE CHURCH OF ENGLAND ACADEMY
C/O THE BLUE COAT SCHOOL, EGERTON STREET,
OLDHAM. OL1 3SQ

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1. Policy Statement

We want all our students to be everything they can be and everything they are meant to be – to be able to live life in all its fullness (John 10.10)

At Brian Clarke, students will learn in a calm, well-ordered, safe and happy community; where teachers can teach without interruption, students can learn without interruption, people are listened to and the whole community can flourish. High standards of behaviour are expected, always modelled and promoted both during the school day and beyond the school gates.

As parents/carers we ask that you work with us in partnership to reinforce these expectations and behaviours to achieve the best possible outcomes for your child and the school community.

The Brian Clarke Way sets out consistent expectations detailing what is required of students. Through induction the 'Brian Clarke Way' will be explained, modelled and students will be able to practise the expected behaviours so there is absolute clarity around the high standards of behaviour and the reasons for those high standards (see Appendix 1).

2. The Brian Clarke Way

1. All members of the Brian Clarke community treat everyone with **respect at all times**.
2. If students have any concerns about the wellbeing of others, they should report it immediately to a member of staff.
3. Students must **always follow instructions and requests from members of staff** first time every time.
4. Students must **move around the school in a sensible, calm and quiet way**.
5. Students must travel to and from school in a calm and dignified way, remembering they are wearing the school uniform and are therefore our ambassadors.
6. Students must be **proactive in keeping the school environment clean and tidy**. They must be respectful of the school site and never drop litter.
7. Students must not leave the school site during the day.
8. Students **must be organised** in bringing books, necessary stationery, and equipment to school each day.
9. Students must only bring items to school that support their learning and not bring valuable items into school. Students are responsible for looking after their own property in school.
10. Students must **wear their school uniform with pride** and in line with the school uniform policy at all times. Coats must not be worn inside the school building.
11. 'STARing' – **Sitting up straight, Tracking the speaker, Answering in full sentences and listening with Respect** is expected in lessons.
12. Students will **line up quietly outside the classroom** until their teacher greets them into the classroom.
13. All students will **respectfully contribute to worship and reflection**.

3. Rewards

Recognising and rewarding students' good behaviour, self-discipline and learning is crucial to establishing and maintaining a culture of high expectations. We don't believe that students value impersonal acts of rewards or recognition. Students want to show the people in their lives that they are doing well. They want to feel pride. They want what everyone wants, the chance to feel important and valued for their efforts. We aim to ensure students feel valued in the following ways:

- Sensitive and genuine verbal praise from teachers.
- Written praise and feedback in exercise books.
- Departmental reward letters sent home.
- Letters of praise accompanying school reports.
- Rewards and special privileges given by Heads of Year.
- Recognition in assemblies, wall displays and newsletters.
- The termly Headteacher's Award.
- Celebration events with Heads of Year and other members of senior staff.
- End of year celebration events including school Speech Night.

4. Department Rewards

Departmental letters are sent home each half term to acknowledge a student's progress, achievements, and attitudes to learning in a chosen subject. The student's name will be displayed on the subject celebration board and an electronic message will be sent to the parent notifying them of their child's achievement.

5. Celebrating Excellence

Every half term, each Year Group (7 – 11) will have a Celebration Assembly where their Head of Year will select students for special recognition, based on positive entries from staff members.

Additionally, there will be an annual Celebration Assembly for each Year Group in recognition of students' achievement and progress across several different categories, including excellent progress, standards and attendance.

All rewards are logged on to the school's MIS. Parents can access their child's record remotely through the MyChildAtSchool app.

6. Supporting Young People

At Brian Clarke, we recognise that growing up can at times be challenging. We are committed to supporting and nurturing our young people to enable them to become good citizens with a strong moral compass. Where students make decisions which compromise their safety, their relationships or their progress, staff at Brian Clarke will use a range of strategies and interventions to ensure students learn from their mistakes and have 'a way back'. We do this in several ways and some examples are as follows:

- At transition, the Key Stage 2-3 transition process allows information sharing from primary school to Brian Clarke. We will use and disseminate this information as appropriate so all students can make the best possible start to Brian Clarke.
- The Form Tutor will monitor and track behaviour, progress and attendance. Where concerns arise, Form Tutors may conduct one to one coaching sessions and contact home.
- The Head of Year and Senior Pastoral Officer will work with a range of staff in school to provide bespoke pastoral support from learning mentors, the school nurse, the safeguarding team or members of Senior Leadership.
- External agencies may be called upon for additional support and guidance, when appropriate.
- Social stories are used with students with additional needs/communication difficulties.
- Where a young person is identified as having a Special Educational Need or a disability (SEND) we will strive to remove barriers to learning and put effective provision in place to ensure good progress and outcomes
- Restorative Practice is used across the school to resolve conflict and to enable students to reflect on their behaviour and set targets to 'make things better'.

7. Consequences

Teachers, teaching assistants and other paid staff with responsibility for students have the power to sanction students whose behaviour is unacceptable, who break the school rules or who fail to follow an instruction. Their power to sanction applies to students' behaviour in school and in certain circumstances outside school. The school will impose reasonable disciplinary penalties in response to poor behaviour.

7(i) Classroom consequence system

The classroom consequence system is designed to give students choices whilst in the classroom. Its main aim is to support the learning of all. The classroom consequences system is progressive.

		Consequence	Recorded behaviour points
B1	Student disrupts their own learning or that of others	Verbal Warning	1
B2	Despite verbal warning student continues to disrupt the learning of others	30 minute after school detention	2
B3	Should the student continue to disrupt the lesson and learning they will be exited from the lesson	Exit to internal exclusion and 60 minute detention after school	3

** Staff have the right to issue a student with an immediate B3 at any point during the lesson if the student's behaviour is inappropriate and may have an adverse effect on the learning and or safety of others or themselves*

All consequences are recorded by the school as behaviour points and are analysed by the pastoral teams.

Students' behaviour records are analysed weekly by the Head of Year and Senior Pastoral Officer and where there are concerns these are communicated to parents/carers and interventions are put in place for example through a Pastoral Support Plan (PSP).

7(ii) Detention

The school will issue a 30 minute or 60 minute same day detention for a breach of the rules. Where possible parent/carers will be notified in advance through a phone call/ text message. Detentions start at 2.30 on Monday to Thursday and at 1.50 on a Friday. Detentions are issued for the following reasons:

- B2 during a lesson (30 minute detention)
- B3 during a lesson (60 minute detention)
- Inappropriate behaviour during non-structured time
- Inappropriate behaviour during travel to and from school
- Being late to school (30 minute detention)
- Being late to lesson (30 minute detention)
- Failure to complete homework on time or to an acceptable standard
- Breach of the uniform policy

Note: The school will determine what is inappropriate and unacceptable at all times

Our system of sanctions are clearly and repeatedly communicated to students. Staff are consistent in their operation of the school rules and the learning behaviours they expect to see to benefit your child and also the whole school community.

Evidence from the UK and abroad talks about the necessity of immediacy with sanctions rather than deferred for days later. It also allows the issue to be dealt with and a fresh start for the next day.

Due to transport issues please explain to your child the importance of not getting a sanction in the first place as you might have to make arrangements to pick them up. Please work with us and explain how inconvenienced your child has made you and the school. This will develop better learning habits and behaviours for you and your family.

Other reasonable consequences include:

- Short detentions at break time
- Exclusion from social time, e.g. loss of break times and lunch times for a period of time
- Confiscation, retention or disposal of a student's property
- A Pastoral Support Plan (PSP) for students who persistently fall below behaviour expectations
- Parent Review Meeting to discuss student conduct and support as appropriate

- In a small number of cases, a student's poor behaviour or failure to respond to help, support and other consequences may result in them being suspended or excluded from school by the Headteacher in accordance with statutory guidelines. [Please see the DfE guidance on Exclusions](#)

8. Search Procedures

The school has the power to search and is not required to inform parents/carers before a search takes place or to seek their consent to search their child. "Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item." [Please see the DfE guidance on Searching, Screening and Confiscation.](#)

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). The school will confiscate any items which are deemed 'inappropriate'. Depending on the items these may be returned via parents; passed to the Police or disposed of.

Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, e-cigarettes.
- Fireworks.
- Pornographic images.

Electronic Devices: School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items the device and/or files may be returned via parents; passed to the police or erased depending on the circumstances.

All incidents of poor behaviour are logged on to the school's MIS. Parents can access their child's record remotely through the MyChildAtSchool app.

9. Use of Reasonable Force

In addition, all members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school follows current government guidelines about the use of reasonable force. [Please see DfE guidance on use of reasonable force.](#)

Appendix 1 – The Brian Clarke Way (temporary accommodation)

The Brian Clarke Way sets out what we expect from our students whilst at school. We explicitly teach these routines and behaviours to ensure there is absolute clarity around what is expected and ‘why’.

Time	Activity	Expectation	Reason why
	Pre-school check	<ul style="list-style-type: none"> • Full correct uniform • Equipment/book/homework check for the day ahead • Conduct yourselves impeccably around the school community on your journey to school being respectful to bus/tram drivers and other passengers/members of the community • Mobile phone switched off and in bag before entering school site 	<ul style="list-style-type: none"> • To look smart and represent the school well • To have all the necessary learning equipment • You are ambassadors for the school and model our values and behaviours at all times
07.45 – 8.15	Breakfast club	<p>Arrival on the school site:</p> <ul style="list-style-type: none"> • wearing full correct uniform • having the correct equipment 	<ul style="list-style-type: none"> • To look smart and represent the school well • To have all the necessary learning equipment
08.10	Arrival time	<ul style="list-style-type: none"> • If attending breakfast club go straight to the school restaurant • If attending support session go straight to allocated room • There should be no playing inside the school building. Those who wish to run around do so in the designated playground 	<ul style="list-style-type: none"> • To ensure the school is a calm environment and everyone feels safe
08.15 – 8.25	Form Time	<ul style="list-style-type: none"> • When the bell goes calmly make your way to the school building • Remove coats before entering the building • Go straight to your form rooms and line up sensibly and quietly outside until the form tutor invites you to enter • Stand behind your chairs once you have entered the classroom • When instructed to do so, sit down and take out your equipment and reading book for checking • Answer your name politely when the register is being taken saying ‘good morning’ • Relevant notifications will be given for the day • At the end of tutor time stand behind your chair until dismissed by your tutor 	<ul style="list-style-type: none"> • To establish a calm purposeful start to the day • Enabling an accurate register to be taken • Allowing a safe and orderly dismissal from the room
	Lesson change over	<ul style="list-style-type: none"> • Move quickly and quietly at all times • Keep to the left at all times • Respect the school property in all areas of the school • Line up sensible and quietly outside your form room until the form tutor invites you to enter 	<ul style="list-style-type: none"> • To ensure lessons begin promptly and learning time is not lost • To keep everyone safe and avoid corridors becoming congested • To keep the environment pleasant for all

	Start of each lesson*	<ul style="list-style-type: none"> • Arrive punctually • Stand behind your chairs once you have entered the classroom • When instructed to do, so sit down, take out the required equipment • Place your bags under your desk • Begin the 'do now' activity 	<ul style="list-style-type: none"> • To ensure lessons begin on time and learning is not lost • To ensure a positive learning atmosphere • To be ready to learn • To being retrieval practice from previous lesson(s)
	During each lesson*	<ul style="list-style-type: none"> • Answer your name politely when the register is taken saying 'good morning' or 'good afternoon' • Work hard throughout the lesson • Follow all instructions • 'STAR' at all times 	<ul style="list-style-type: none"> • Enabling an accurate register to be taken • To learn as much as possible
	End of each lesson*	<ul style="list-style-type: none"> • Pack away when instructed to do so • Stand behind chair in silence until dismissed by the teacher 	<ul style="list-style-type: none"> • To ensure a calm and prompt end to the lesson and readiness for learning for next lesson
10.25 – 10.40	Break Time	<ul style="list-style-type: none"> • Use only the designated entry and exit points for the restaurant • Food purchased in the restaurant should be eaten in the restaurant. Other snacks may be eaten outside • All litter must be put in the bin • Be kind and courteous to all staff and students • When the bell goes calmly make your way to the school building • Remove coats before entering the building • Go straight to your form rooms and line up sensibly and quietly outside until the form tutor invites you to enter • Stand behind your chairs once you have entered the classroom 	<ul style="list-style-type: none"> • To keep the environment tidy • To create a positive and friendly school community • Ensuring readiness for learning • To prevent congestion and accidents happening on corridors
12.30 – 1.10	Lunch time	<ul style="list-style-type: none"> • Use only the designated entry and exit points for the restaurant • Line up sensibly in a line of 3 until instructed to enter • All purchased food and packed lunches to be eaten in the restaurant • Leave immediately once you have finished your food • Clear and return all trays when finished 	<ul style="list-style-type: none"> • To allow for queue management inside the restaurant • To keep the environment tidy • To allow the rest of the student body to sit down and have their lunch • To keep the environment tidy and allow the wipe down of tables
1.10 – 1.30	Tutor Time	<ul style="list-style-type: none"> • When the bell goes, calmly make your way to your form room and line up sensibly and quietly outside your form room until the form tutor invites you to enter • Stand behind your chairs once you have entered the classroom • Answer your name politely when the register is being taken saying 'good afternoon' 	<ul style="list-style-type: none"> • To establish a calm purposeful start to the afternoon • Enabling an accurate register to be taken • Demonstrating core values and ethos of the school

		<ul style="list-style-type: none"> • When instructed to do so, sit down and engage as respectfully with the pastoral activity • At the end of tutor time stand behind your chair until dismissed by your tutor 	<ul style="list-style-type: none"> • Allowing a safe and orderly dismissal from the room.
2.30 3.30	End of the school day	<ul style="list-style-type: none"> • Exit the school promptly unless staying for an organised activity with staff • Walk directly home, to relevant bus or tram stop • Conduct yourselves impeccably around the school community on your journey home 	<ul style="list-style-type: none"> • Allowing cleaning staff to begin their work immediately • To stay safe in the community • You are ambassadors for the school and model our values and behaviours at all times

*** Includes co-curricular activities**