



BEHAVIOUR AND REWARDS POLICY

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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

- All members of the Brian Clarke community treat everyone with **respect at all times**.
- If students have any concerns about the wellbeing of others, they should report it immediately to a member of staff.
- Students must **always follow instructions and requests from members of staff** first time every time.
- Students must **move around the school in a sensible, calm and quiet way**.
- 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.
- Students must be **proactive in keeping the school environment clean and tidy**. They must be respectful of the school site and never drop litter.
- Students must not leave the school site during the day.
- Students **must be organised** in bringing books, necessary stationery, and equipment to school each day.
- 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.
- 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.
- 'STARing' – **Sitting up straight, Tracking the speaker, Answering in full sentences and listening with Respect** is expected in lessons.
- Students will **line up quietly outside the classroom** until their teacher greets them into the classroom.
- 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 aim to ensure students feel valued in the following ways:

- Sensitive and genuine verbal praise from teachers.
- Written praise and feedback in exercise books.
- Half termly department subject stars nominations.
- 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 Subject Stars

Each half term subjects nominate 2 students per year group for either their progress, contributions, or attitudes to learning in a chosen subject. The students receive a certificate, and their parent/carer receives an electronic message to notify them of their child's achievement.

5. Celebrating Excellence

Each fortnight each year group will have a Celebration Assembly where their Head of Year and Senior Pastoral Officer for the year group will select students for special recognition, based on positive entries from staff members.

Additionally, there will be termly Celebration Assemblies for each Year Group in recognition of students' achievement and progress across several different categories, including excellent progress, standards and attendance and showcasing achievements in co-curricular and extra-curricular activities.

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 use and disseminate this information as appropriate so all students can make the best possible start to Brian Clarke.
- The Form Tutor monitors and tracks 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 work with a range of staff in school to provide bespoke pastoral support from learning mentors, 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 strive to remove barriers to learning and put effective provision in place to ensure good progress and outcomes
- Restorative Practice when appropriate is used across the school to resolve conflict and to enable students to reflect on their behaviour and set targets to 'make things better.'

*List of potential agencies/interventions

- CAMHS – Child and Adolescent Mental Health Service
- ED Psych – Educational Psychologist
- SEND ref – Special Educational Needs and Disabilities referral
- QEST – Quality and Education Support Team
- AP ref – Alternative Provision referral

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 imposes reasonable disciplinary penalties in response to poor behaviour.

7.1 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).

7.2 Detention

The school will issue a 30 minute or 60-minute same day detention for a breach of the rules. If students have a scheduled co-curricular the detention will be held following this. Where possible parent/carers will be notified in advance through an MCAS notification. If a student is accumulating several detentions or there is a serious breach of the rules a 90-minute Senior Leadership Team (SLT) detention might apply on the same day.

After school detentions start at 2.40 on Monday to Thursday and at 1.55 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 work 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.

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
- Parent/carers meeting to discuss student conduct and support as appropriate.

In circumstances where a student's behaviour is persistently falling below school expectations and threatening the good order of the school the below represent appropriate proportionate actions that will be considered as part of the school's graduated response:

- A Pastoral Support Plan (PSP)
- Internal exclusion supervised via pastoral staff or a member of SLT
- Behaviour placement to an alternative educational setting
- Placement in the school's internal alternative provision The Bridge.
- Stage 1 Student Disciplinary Panels with a member of SLT progressing to Stage 2 Student Disciplinary Panel with the Headteacher and a school Governor

The primary aim of all of the above sanctions are to maintain the good order of the school and to support the student's reintegration back into the school community and prevent suspensions/ permanent exclusions.

In a small number of cases, a student's poor behaviour or failure to respond to support or sanctions 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) can be confiscated.

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.](#)

10. Harmful Sexual Behaviour

We have a zero-tolerance approach to abuse whether physical, psychological, emotional, sexual or online abuse. It is never passed off as 'banter,' 'children being children' or just 'having a laugh,' which can lead to a culture of unacceptable behaviours and create an unsafe environment for our young people. Through all elements of pastoral and the core curriculum children are taught in an age-appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; tolerance, boundaries and consent as well as how to manage conflict and recognise unhealthy relationships.

Appendix 1 – The Brian Clarke Way

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.’

The school gates open at 7.45 am. The expectations around behaviour extend to co-curricular and extra-curricular activities.

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
Breakfast club 7.45 – 8.10 Arrival time 8.10	<p>Arrival on the school site:</p> <ul style="list-style-type: none"> • wearing full correct uniform • having the correct equipment • 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. • All students on the bell will line up in register order for morning line up. The Head of Year will raise their arm to Signal for Silence and will walk the line to greet and do initial morning checks. 	<ul style="list-style-type: none"> • To look smart and represent the school well • To have all the necessary learning equipment • To ensure the school is a calm environment and everyone feels safe • To complete morning checks and identify any early issues with students.
Form Time Pastoral Curriculum (PM reg)	<ul style="list-style-type: none"> • When dismissed by the Head of Year calmly make your way in single file to the school building following your Form Tutor • 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 	<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

	<ul style="list-style-type: none"> At the end of tutor time stand behind your chair until dismissed by your tutor 	
Lesson change over	<ul style="list-style-type: none"> Move quickly and quietly at all times Use the atrium stairs to move up the building and the side stairs to move down the building. Keep to the left at all times. Walk in single files Respect the school property in all areas of the school Line up sensible and quietly outside the classroom 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 bring 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' Follow all instructions 'STAR' when asked 	<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
Break Time	<ul style="list-style-type: none"> Use only the designated entry and exit points for the restaurant Hot 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 <p>When the bell goes move immediately to line up in forms. HOY/SPO will issue the Signal for Silence. When instructed to do so follow the relevant class teacher to the lesson</p> <ul style="list-style-type: none"> Remove coats before entering the building Line up sensible and quietly outside the classroom until the teacher invites you to enter 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 keep the environment tidy To create a positive and friendly school community Ensuring readiness for learning To prevent congestion and accidents happening on corridors
Lunch time	<ul style="list-style-type: none"> Use only the designated entry and exit points for the restaurant Line up sensibly in single file All hot food to be eaten in the restaurant 	<ul style="list-style-type: none"> To allow for queue management inside the restaurant To keep the environment tidy

	<ul style="list-style-type: none"> • Leave immediately once you have finished your food • Clear and return all trays when finished and any mess supporting the restaurant staff with the end of lunch tidy up. 	<ul style="list-style-type: none"> • 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
End of Break and end of lunch	<ul style="list-style-type: none"> • On the warning bell pick up all belongings and move swiftly to line up. • All students must be in the line by the second bell. 	<ul style="list-style-type: none"> • To allow for prompt movement time. • Respecting all in the school community by being ready.
End of the school day	<ul style="list-style-type: none"> • Exit the school promptly unless staying for a co-curricular/extra-curricular organised activity with staff. • All students must be in their relevant locations on the second bell. • 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