

# THE BANOVALLUM SCHOOL

Excellence Through Endeavour  
Creativity through Collaboration

## WHOLE SCHOOL POLICY

ON

## BEHAVIOUR

This document must be read in conjunction with the Safeguarding Policy since being safe and ready to learn is the first priority for students

Reviewed by: Behaviour & Welfare Committee

Review Date: September 2020

Next Review: Annual



## **Behaviour Policy**

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## **1. Introduction**

The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated.

It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating positive learning attitudes and success, so that all students feel valued. Alongside parents and Carers we will teach students to take responsibility for their own actions and to accept the consequences of their choices.

We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

## **2. The aims of this policy are to:**

- Encourage good behaviour and respect for others within and outside of the school
- Promote self-discipline and proper regard for authority among students;
- State what is expected of students;
- State what is expected from parents and carers;
- Provide guidance on possible rewards, support and sanctions; Ensure that staff adopt a fair and consistent approach.

All students at Banovallum School have a right to be educated to the best of their potential. All students, staff, parents and governors should work in partnership to try and ensure this.

## **3. Who was consulted?**

Staff and students have been consulted about what constitutes good behaviour.

A governors' committee approves the behaviour policy.

All students are informed at the beginning of each academic year on the rules, rewards and sanctions. Expectations are reiterated in student bulletin, student planner, termly assemblies and displayed prominently in all classrooms.

## **4. Relationship to other policies**

This policy is linked to the following policies:

Safeguarding

Exclusions

Child Protection

Anti-Bullying

Autism and Behaviour

Drugs and Alcohol

Acceptable Use and E-Safety Policy

Uniform

Equal Opportunities

The Home-School Agreement

## **5. Publication**

This policy is publicised to all parents, students and staff at least once a year and is available on the website.

The policy is also provided to all staff on the school network.

The policy is available on the school website and is available on request. This policy can be made available in large print or other accessible format if required.



## 6. Scope

This policy applies to all students at The Banovallum School when they are in school and travelling to and from school and also in some circumstances, when they are out of school and during half term and holidays.

This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute.

## 7. Conduct

Banovallum School operates through committed teamwork – “collaboration and endeavour” are drivers in all we do. Students are expected to be polite and show consideration towards each other, school staff and others. Students are required to assist the school with tackling bullying and to follow the school’s Anti-Bullying Policy. Students, whether in or out of school, are expected to have;

- Respect for others: their feeling, opinions, cultures, limitations including any differences;
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work and attitude at all times;
- Respect for the environment: their own, the school’s and other people’s property and the community in which we live;
- Respect for the future: the belief that we can all make a difference by our contribution to the school, local, national and global community.

Banovallum student are expected to adhere to the following principles:

- **B**ehaving responsibly
- **A**ttendance is key
- **N**egativity free zone
- **O**pportunities and chances
- **V**aluing differences
- **A**ttitude is everything
- **L**ove of learning
- **L**ead by example
- **U**niform presentation
- **M**otivation to excel

Attitude to Learning is fundamental to the tracking and monitoring of progress and is integral to our reporting process. The benchmark for our students is AtL 3.

**4.** A motivated student who is hard working and consistently completes their work to a very good standard and has a good appetite for learning. Behaviour is exemplary showing respect for the learning of others, the learning environment and community. They can seek out and respond well to advice and guidance to further their learning and meet their full potential. Homework and extended study is completed at a standard, which is expected of you.

**3.** A student who is generally hard working and often completes work to the best of their ability, including homework and extended study which is completed and submitted on time. Consistently demonstrates a high standard of behaviour and engagement within school life and often show enthusiasm for their learning. They are able to respond well to advice and guidance to further their learning and meet their full potential.



2. A student whose commitment to their work varies. Behaviour can, on occasion, negatively affect the learning of others. They are able to act on advice given to further their learning and meet their full potential but this is inconsistent. Homework is often incomplete, late or substandard.

1. A student whose commitment to their learning is unsatisfactory. Behaviour is unacceptable and negatively affect their peers and their own learning. They are presently unwilling to respond to advice and guidance offered to them to improve.

Homework is rarely completed to a high enough standard or is frequently submitted late.

This information is also accessible via the school website and is in the Student Planner and displayed around the school. It is used in conjunction with reporting to parents and is key in the monitoring and tracking of behaviour and behaviour modification.

## 1. Rewards

We believe that rewards can be more effective than punishment in motivating students. It is the school policy to recognise, acknowledge and reward individual achievements by students. All students receive published AtL scores per subject throughout the academic year. Emphasis is placed on the use of AtL scores to grant rewards. The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and students.

The following are examples of areas considered to be worthy of individual recognition,

- Consistently improved standards of work;
- Good or outstanding pieces of work;
- Effort in class or for homework;
- Outstanding effort or achievement in extra-curricular activities;
- Service to the school or local community;
- Attendance

### We may reward students in the following ways:

- Praise by staff;
- Personalised post cards, letters, emails or telephone calls to parents;
- E-praise points (online rewards system)
- Celebration assemblies;
- Star of the week/term subject awards
- Recognition via achievers board and ATL board in school foyers
- Special privileges; Rewards Day activities; Certificates.
- Leadership Opportunities

Rewards will be recorded via the school SIMs system and can be reviewed “live” at any time by parental request. Parents, students and tutors can also see E-praise profiles to track achievements.

## 2. Support Structures

Banovallum School recognises that support is sometimes necessary to enable students to become self-managing and resilient. We consider this to be a great strength of the school. Student Support Assistants are focused on student welfare, behaviour and achievement. The introduction of Progress Managers also provides specific monitoring and intervention to improve attainment outcomes. Both Student Support and Progress Managers will coordinate access to additional support mechanisms if required.



### **The following support mechanisms are available:**

Form Tutor Mentoring (An entitlement for all students)  
Peer Mentoring  
Progress Managers  
Anti-Bullying Ambassadors  
Peers Programme  
Restorative Practice  
Study Support Groups  
Need Bright Solutions Counselling  
The Hive  
Early Help Assessment  
Team around the child  
Healthy Minds

### **3. Sanctions**

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, and Special Educational Needs or disability and any religious or social requirements affecting the students.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. The School has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system as Appendix B of this policy.

In all cases of misconduct, the Head teacher will consider whether the police or any other external organisation should be notified of the disciplinary action taken.

The police will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the public.

Where behavioural issues gives cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection policy will be followed.

### **Exclusions**

The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Parents have the right to make representations to the Governing Body about exclusions and the Governing Body must review the exclusion decision in certain circumstances, which includes all permanent exclusions.

Where a Governing Body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.

Please refer to the school's Exclusion Policy for further details on exclusions, including the school's approach, procedures and reviews.



#### **4. Searching students**

School staff can search students with their consent for any item which is banned by the School Rules.

The Head teacher and staff authorised by the Head teacher have the power to search students or their possessions, without consent, where they suspect the student has a prohibited item. The police may be requested to attend school to support searches.

Prohibited items are:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Legal highs
- Stolen items;
- Tobacco and cigarette papers;
- Matches or lighters
- Fireworks;
- Pornographic images (including those stored electronically);
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out by a staff member of the same sex as the student, unless there is potential harm to others. The search of possessions will be in the presence of the student. If possible another member of staff of the same sex will attend. A record of the search will be completed and signed by the members of staff and the student, these will then be stored in the students file.

#### **5. Use of reasonable force**

All school staff have the power to use reasonable force to prevent students:

- Committing an offence;
- Injuring themselves or others;
- Damaging property; and
- To maintain good order and discipline in the school

#### **6. Malicious allegations against staff**

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head teacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided for the member of staff(s) affected.

#### **7. Partnership with parents/carers**

Partnership with parents and carers is a key principle of the school and whilst we are nonselective, we are keen that parents accept the school's ethos and expectations in enrolling their children here.

Parents/carers are expected to sign the Home-School Agreement are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/ carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively. Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

See Appendix A: The Home School Agreement.



**Parents do not have the legal right to withhold permission for detentions** and are expected to co-operate with the school to ensure that students can return home safely at a later time.

### **8. Arrangements for monitoring, evaluation and review**

The Deputy Headteacher will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- Sanctions including fixed-term and permanent exclusions- number of , and analysis of behaviour;
- Number of detentions and analysis of behaviour;
- Instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, students, staff and parents on the effectiveness of the policy. This policy will be reviewed at least once a year by the Governing Body.

### **9. Systems and Processes of Behaviour Management**

#### **Inappropriate behaviour**

Staff have identified a range of inappropriate behaviours and categorised them according to severity as outlined below. Repeated incidents at any one level may escalate with severity.

There are 4 tiers:

Low level - everyday classroom management

1. Significant – need to be recorded as 1 conduct point
2. Serious – need to be recorded as 2 conduct points
3. Very serious/ Isolation -Potentially warranting exclusion – 3 conduct points

Low level – examples which would be expected to be dealt with by the classroom teacher and should not involve external intervention.

Examples of low level disruption would include:

Chatting off task

Failure to complete (appropriate) work on time

Failure to engage/participate in lesson

Inappropriate calling out

Out of seat without permission

Off task

Talking out of turn

Making staff aware of mobile phone

Swinging on chair

Entering classroom without permission

Fiddling or fidgeting with equipment

Inappropriate noises

Low level incidents are dealt with as part of our classroom management strategies. On the whole good preparation and planning make these incidents less likely. It needs to be remembered that students may not be able to sit silently all day. Use of body language, humour, tone of voice, moving seats and being mobile are better ways of dealing with these incidents.



The more incidents we can keep at this level the calmer and better the learning environment.

### 1. Significant

These will generate an action which must be logged by the Student Support Team onto the student's profile. In academic terms, these incidents would be isolated to specific subject areas or may be deemed, one off incidents. These types of behaviour would be given a points value of 1 and include:

- Missed Detention
- Inappropriate Mobile phone use in lesson
- Other (Minor)
- Persistent Homework Failure escalated to HoD
- Persistent Lateness to Lessons
- Persistent disregard for Uniform/Jewellery policy
- Inappropriate/malicious verbal comment towards another student
- Social Media malice
- Other form of cyber malice
- Misuse of school ICT

Actions may include one or more of the following, please note parents may be contacted at this level, Form Tutors will also be informed:

- Dealt with by a HoD, which could include period of time spent in another classroom
- A subject report.
- Break or lunchtime detention – these must be noted in planner/ letter home or phone call;
- Confined to a certain area of the school during unstructured time
- Reprimand by a member of staff
- Mediation Contract
- Removal from a lesson

### 2. Serious

These incidents may have a repetitive or "persistent" pattern to them or warrant being classed as greater than significant. They will be given a points value of 2. In academic terms they may represent concerns in more than one subject area.

They include:

- Repeat Inappropriate/malicious verbal comment towards another student
- Repeat Social Media malice
- Repeat other form of cyber malice
- Repeat Disruptive Behaviour
- Fighting
- Persistent Lateness to School
- Smoking
- Truancy
- Complete House negatives
- Persistent Homework Failure escalated to SLT



### Other (Severe)

To be actioned by the Form Tutor:

In terms of monitoring behaviour in lessons: Form Tutor Report:

Mentoring:- Progress and Mentoring Card (although this is by mutual consent)

To track punctuality and attendance:- Form Tutor Report card- target area: Punctuality.

Actions may include one or more of the following, please note parents must be contacted at this level:

- Student sent to isolation OR removal of a student from a classroom;
- Internal exclusion
- Internal exclusion (QEGS)
- A period of Isolation (determined by Deputy Headteacher and/or SLT member);
- Removal of student from lessons for a period of time (determined by HOD/HOH).  
Formal meeting with parents (HOD/HOH)
- School detention (determined by HOD/ Deputy Headteacher)
- Report Card (Tutor/HOH or SLT)
- Behavioural Contracts

3. Very Serious/ Internal Exclusion (including formal reintegration with parents)

/Isolation and/or Potentially Warranting Exclusion or Permanent Exclusion (based on a National Standard List) These would include:

Threatening behaviour staff/adult  
Threatening behaviour student  
Assault - Staff/Adult  
Assault – Pupil  
Persistent Inappropriate/malicious verbal comment towards another student  
Persistent social media malice  
Persistent other form of cyber malice  
Deliberate Damage – Property  
Persistent challenging authority of school  
Illicit Substances  
Offensive weapon  
Homophobic Incident  
Racist Incident  
Theft  
Persistent Disruptive Behaviour  
Verbal Abuse – Teacher

Persistent behaviour warranting exclusion could lead to permanent exclusion.

Each of the above or a combination of these behaviours would be classed as very serious and could result in exclusion at The Banovallum School. A permanent exclusion is possible for a first offence.

This list is not exhaustive and behaviour not on this list will be dealt with at an appropriate level.



#### Actions

- Involvement of Senior Staff and specifically the Deputy Headteacher in charge of behaviour and safety
- Involvement of parents;
- Involvement of the Head teacher;
- Access to external agency support;
- Formal warning from the Head teacher;
- Isolation;
- Isolation at partner school (QEGs)
- Fixed term exclusion;
- Permanent exclusion;

Please note; a one off very serious incident could result in a permanent exclusion.

#### Contact us

We are happy to help and guide you through the Behaviour Policy if you have any questions or concerns please do get in touch;

Deputy Headteacher: Mr S Curtis

Telephone 01507 522232

Email [admin@banovallumschool.co.uk](mailto:admin@banovallumschool.co.uk)

Website [www.banovallumschool.co.uk](http://www.banovallumschool.co.uk)

This policy was last reviewed on the date shown. Please refer to the school website/ reception if you wish to check that this is the current policy.

This policy has been reviewed with due regard to The Equality Act.

This document can be made available in large print or other accessible format if required.



## APPENDIX A

### HOME-SCHOOL AGREEMENT

Student name ..... Tutor Group .....

- Communicate and consult with parents in line with the Home-School Agreement Policy.
- Regularly celebrate children’s achievements.
- Encourage children to do their best at all times, to think of themselves and to achieve their full potential.
- Encourage children to take care of their surroundings and others around them.
- Care for the children’s safety and general well-being.
- Provide a balanced curriculum and meet each child’s individual needs.
- Be open, friendly and welcoming at all times and offer parents the chance to become involved in the life of the school.
- Encourage children to make healthy choices.
- Operate and enforce a balanced Behaviour Policy and Code of Conduct.
- Provide structures to support parents/carers and involve them socially as well as educationally in the life of the school.
- Provide homework in a structured manner/ on a regular basis.
- Report to parents on a minimum of three times per year.
- Provide a variety of extra-curricular activities.

Signature: ..... Mr G Edgar  
(Headteacher)

The student will:

- Abide by classroom and school rules.
- Attend school on-time with the correct books, equipment and uniform.
- Work towards targets through hard work in lessons and completing homework to the best of their ability.
- Show respect to others within the school and wider community, by being polite, helpful and reporting concerns to a member of staff.
- Show respect for the school and school property; by behaving well both in and out school.
- Help school and home keep in touch by using the planner effectively, taking home letters/ information given by the school and ensuring that notes are provided for absence.
- Contribute to the wider life of the school; by taking an active part in extra- curricular activities, duties, charity work, events etc.

Signature: ..... Name: .....

Date: .....



## The Parents/Carers

- I understand that the official end of the school day is 3.35 pm. There may be pre- notified early closures.
- I /We will:
- Ensure that my child attends school regularly and on time.
- Ensure that the school has my up to date contact telephone numbers (home and mobile) home address and email addresses.
- Ensure that my child is dressed appropriately for school in line with the school's School Uniform Policy.
- Ensure my child has the appropriate equipment for school where possible.
- Support the school's guidelines on good behaviour and disciplinary action in line with the school's Behaviour Policy.
- Provide a written note or a telephone call to explain an absence.
- Attend open evenings or review meetings to discuss my child's progress.
- Tell the school about any problems at home that might affect my child's behaviour.
- Encourage and support my child with homework and ensure it is completed on time.
- Encourage and support my child to eat well and make healthy choices.
- Support my child in responding positively to the general expectations and regulations of the school.
- Ensure that my child does not take holiday leave during term time.
- Wherever possible, arrange medical appointments outside school hours.

I am aware that the bringing of certain items such as cigarettes on the school premises by pupils is not permitted. Dangerous items of equipment such as knives, BB guns, catapults (or other such imitation weapons), fireworks, laser pens, matches and lighters are strictly forbidden and could lead to serious sanctions being placed on your child. Possession of knives/bladed instruments and/or controlled substances would, in most cases lead to permanent exclusion.

Documents for parents/carers to read in conjunction with this agreement are available in school.

The school's policies including:

- Attendance
- Behaviour
- Equal Opportunities
- Special Educational Needs and Disabilities
- Use of the Internet
- Uniform

### Showing of Educational Film

Whilst we recognise the age classification of film by the BFCB, there are some cases where it might be considered appropriate to show a film or section of a film of a 15 certificate on an educational context where it is properly discussed and presented. We will always ensure that any children watching are not likely to suffer any ill effects as a result of seeing the film. I give permission for the use of the film of a 15 certificate as appropriate.

Signature: .....



## APPENDIX B Responsibility of Stakeholders

### Banovallum School Staff

- All staff
- Classroom teachers
- Tutors
- Heads of Department (HOD)
- Head of House / Assistant Head Teachers (HOH – for purposes of this policy)
- SENCO
- Deputy Heads (DHT)
- The Head Teacher
- The Governing Body
- Students
- Parents/ carers

## **BANOVALLUM SCHOOL STAFF**

### **What is the responsibility of all staff at Banovallum?**

- The quality of behaviour in the school is the responsibility of all staff.
- To model outstanding behaviour by our actions.
- Respect has to be given in order for it to be received.
- To challenge poor behaviour and uniform infringements around the school in an appropriate way.
- To report poor behaviour to the appropriate member of staff especially if there is a danger to persons or property.
- To be aware of and apply the school Behaviour Policy.
- To apply sanctions in a fair and consistent manner.

### **WHAT IS THE RESPONSIBILITY OF THE CLASSROOM TEACHER?**

- To be responsible for classroom management and to deal with low level or significant behavioural issues.
- To plan lessons which diminish the possibility of poor behaviour. This also means using strategies appropriate to the ability of the students.
- Use commonly agreed classroom management and behavioural strategies:  
For example:
- Greet the students on entry and check uniform.
- Challenge lateness and missing equipment at an appropriate time.
- Ensure the students sit where they have been asked to sit.
- Take the register in silence.
- Explain the learning aims of the lesson.
- Finish the lesson with a plenary to check on progress.
- Poor behaviour can also be prevented if:
- Assessment for learning techniques are used to increase students' understanding and involvement in their learning;
- There is a range of learning and teaching styles and strategies;
- The lesson is engaging;
- Expectations regarding working conditions, deadlines and work quality are fairly enforced;
- There is a seating plan;
- Work is assessed/ marked in a reasonable time scale.



- To be aware of the additional needs of identified students as this may manifest behavioural issues.
- To inform appropriate colleagues of behaviour incidents via email. This would include: Progress Manager for that year group. Head of Department, the relevant Student Support Assistant and a Form tutor. Depending on the nature of the incident a member of the SLT may be informed as well or exclusively.
- To sanction low level and significant behavioural issues. This means classroom teachers need to contact parents.
- To follow up behavioural issues when a colleague has covered their lesson.
- To rebuild relationships with students after a behaviour incident by showing a caring and professional approach.

### **WHAT ARE THE ADDITIONAL RESPONSIBILITIES OF THE TUTOR?**

- The tutor period sets the tone for the remainder of the day. It is essential that the session is orderly, structured and that standards of behaviour and engagement are aligned with those of lessons.
- To take the attendance register in silence.
- To check uniform and appropriate equipment.
- To ensure tutor time is meaningful and planned .
- To be aware of any issues affecting students and pass on appropriate concerns to the SSA.
- To be the first point of reference for parents regarding pastoral issues.
- To mentor students with low level and significant behaviour issues.

### **WHAT IS THE RESPONSIBILITY OF THE HEAD OF DEPARTMENT? (HOD)**

- To deal with subject based behavioural issues liaising with HOH where appropriate.
- To ensure the curriculum takes into account the behavioural needs of the students.
- To monitor the quality of learning, teaching and assessment.
- To assist and support the classroom teacher.
- To contact parents concerning serious issues in the subject.
- To ensure that the Behaviour Policy is followed in the subject area and subject staff are responsible for low level and significant issues in their lessons.
- To monitor patterns of behaviour within the subject area and act where necessary.
- To address behaviour in the School Development Plan (SDP) and department meetings.
- To model high standards of behaviour management to the department.
- To recommend or provide appropriate training for subject teachers.
- To ensure that student groupings avoid potential for poor behaviour.

### **WHAT IS THE RESPONSIBILITY OF THE STUDENT SUPPORT ASSISTANTS**

- To monitor the behaviour of all students.
- To liaise with attendance officer.
- To mentor students with identified needs.
- To ensure tutors are kept informed
- To involve parents via telephone, e-mail or face to face meetings.
- As part of the behaviour improvement strategy the Student Support Team should be aware of internal and external agencies to support the child.
- To inform the PM/HOH/SS if a student needs intervention for behaviour at a higher or lower level.



## **WHAT IS THE RESPONSIBILITY OF THE HOUSE LEADER?**

- To deal with issues at a serious level and support Heads of Department.
- To monitor patterns of behaviour within their houses.
- To address behavioural issues in SDP and house meetings.
- To recommend or provide appropriate training for tutors and Student Support Assistants
- Can impose a sanction up to the level of isolation.
- To implement, monitor and ensure appropriate delivery of intervention system.
- To report directly to the Deputy Head/ SLT members.

## **WHAT IS THE RESPONSIBILITY OF THE SENCO?**

- The SENCO ensures that appropriate provision is in place for students on the Additional Needs register who have issues with behaviour.

## **WHAT IS THE RESPONSIBILITIES OF THE DEPUTY HEAD (BEHAVIOUR AND SAFETY)**

- To deal with very serious behavioural issues which may result in a maximum of a 5 day fixed term exclusion (in consultation with the Head).
- To ensure that staff adhere to the Behaviour Policy.
- In conjunction with the PM/HOH where appropriate, deal with issues involving abuse of staff, racist incidents, homophobic incidents and acts of violence, theft and damage to property.
- To deal with behavioural issues and complaints that cannot be resolved by PM/Heads of Houses.
- To monitor the behaviour of students who are most at risk of permanent exclusion
- To identify patterns and trends

## **WHAT IS THE RESPONSIBILITY OF THE HEAD TEACHER?**

- To monitor and sanction all fixed term exclusion (can be delegated to DH).
- To deal with all issues potentially warranting permanent exclusion.
- To ensure that staff adhere to the Behaviour Policy.
- To deal with behavioural issues and complaints that cannot be resolved by the Deputy Head.
- Ensure that Local Authority and National procedure regarding exclusion are adhered to.
- To ensure that parents/ carers are properly informed about their child's exclusion and their rights.
- To report on the numbers and natures of exclusions to the governing body including incidents of a racist or homophobic and transgender nature.

## **WHAT IS THE RESPONSIBILITY OF THE GOVERNING BODY?**

- To approve the Behaviour Policy on an annual basis and monitor its implementation.
- To advise and support the Head teacher.
- To ensure the school adheres to statutory requirements.
- To deal with behavioural issues and complaints that cannot be resolved by the Head teacher.
- To ensure that procedures and guidelines regarding exclusion are correctly followed.



## **HOW CAN THE STUDENTS HELP TO IMPROVE BEHAVIOUR?**

- To follow classroom rules and procedures.
- To inform staff of poor behaviour so it can be dealt with effectively.
- Sit where the teachers tells them to sit.
- Be considerate to others.
- Call people by their preferred name.
- Move around the school in an orderly manner.
- Follow directions from staff/adults/prefects.
- Respect the space and opinions of others.
- Be aware that they are ambassadors for the school in the wider community.
- Be involved in the school council which may have a say in rewards and sanctions.

## **WHAT IS THE ROLE OF PARENTS?**

- To support the school in enforcing rules and policies.
- To inform the school of circumstances that may affect behaviour.
- To read and respond to comments in the planner or text or other form of communication.
- To contact the classroom teacher or tutor in the first instance.
- To attend meetings about their child's behaviour if necessary.
- To model good behaviour at home and outside school.
- To sign the Home-School Agreement,



## APPENDIX C - SCHOOL VISITS

Behaviour on school visits, both positive and negative, will be dealt with in line with the Behaviour Policy. Consistent poor behaviour may lead to non- participation in any school trip subject to discussion between the appropriate members of staff (e.g. Head of Department, Student Support Team, Head of House, Parent and ultimately Assistant Headteacher in charge of trips and visits).

However trip leaders should endeavour to be as inclusive as possible so as not to deprive challenging students of valuable out-of-school experiences.

### **Code of Conduct/ Expectations that Protect Rights on School Buses**

- There is no supervision on the school buses except by the driver. Poor behaviour not only inconveniences fellow students and members of the travelling public, it also gives a bad impression of the school and could lead to accidents. Parents are asked to emphasise to the children that good behaviour is vital.
- Drivers have the authority to confiscate bus passes and report misbehaviour to the school.
- Repeated instances of misbehaviour may result in the bus pass being removed for a fixed period of time or permanently.
- In such cases it becomes the responsibility of the parents/ carers to transport the student to and from school.
- The school will keep parents informed if there is a problem regarding the behaviour of their child on the buses.
- The school may use an appropriate sanction to deal with misbehaviour on buses. In appropriate circumstances, this may take the form of exclusion.

# Banovallum School Search Record



Student Name \_\_\_\_\_ Year \_\_\_\_\_

Reason for Search \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Staff \_\_\_\_\_ Witness \_\_\_\_\_

Uniform	Searched √/X/n/a	Items Found
<b>Blazer</b>		
Pockets (Internal & External)		
Lining		
Under the collar		
<b>Shirt</b>		
Pockets		
Under the collar		
Tie		
Trousers/Skirt		
Pockets turned out		
Hem		
Shoes		
Socks		
Gloves		
<b>Sports Kit</b>		
Sports Tops		
Shorts & pockets		
Socks		
Tracksuit & pockets		
Shin Pads		
Gloves		
Gum Shield & box		
Sports Bag		

Equipment	Searched √/X/n/a	Items Found
Locker		
Bag		
Pockets (Internal & External)		
Pencil Case(s)		
Maths Set		
Exercise Books		
Text Books		
Other	Searched √/X/n/a	Items Found

I confirm that the search was carried out in a fair and respectful manner.  
I accept responsibility for the above items found in my possession.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Appendix E- Report Card

**Report Cards** come under the following categories: Form tutor, House Leader, SLT and Mentoring. They all follow this format.

<b>Monday</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Lesson</b>					
Followed instructions					
Worked quietly					
Worked cooperatively					
Raised hand to answer/ask					
Participated in lesson					
Stayed focused					
Asked for help					
Respectful to teacher					
Respectful to others					
Demonstrated self-control					
Didn't disturb others					
Finished tasks on time					
Presentation good					
Worked independently					
Good quality homework					
Well organised					
Remembered PE/D & T kit					
<b>AtL</b>					
<b>Improvement Area</b>					
Self-control					
Contributions to class					
Following instructions					
Completion of tasks					
Working in line with ability					
Independence					
Homework completion					
<b>Pupil initials</b>					
<b>Parental signature</b>					
<b>Tutor/HoH / SLT signature</b>					

## My Report Card Evaluation

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the question and then gauge yourself:	Not good										Great
	1	2	3	4	5	6	7	8	9	10	
Do I always listen to the teacher and others?											
Do I complete my homework on time?											
Do my teachers have to speak with me personally to get me to be quiet or do my work?											
Do I work hard during lessons and make an effort with the work I produce?											
Do the levels and praise I get reflect what I am truly capable of?											
Does my tutor have to talk to me frequently to keep me on track while I am on report?											
When I go in to a lesson is the teacher impressed with my motivation to learn?											
Do I feel pleased with my attitude towards school and my education?											
Do the teachers see me as someone who can be trusted to undertake key tasks for them?											
Am I generally organised? i.e. have the right equipment, hand in things on time etc											
Would I like to teach me?											

Use the boxes below to RAG rate how well you think you achieved in all the school subject areas this week. (please tick or cross)

	R	A	G
English			
Maths			
Science			
Art			
Core Intervention			
Child Development			
D & T - Food/RMT/Tex			
Drama			
French			
Geography			
History			
Imedia			
Music			
PE			
Photography			
RE			
Science			

If you were talking to yourself at the beginning of this school year, what would you say to yourself?

A large, empty speech bubble with a pointed tail pointing towards the text above it, intended for the student to write their reflection.