



Cleeve Park Behaviour Charter

Rationale

Our ambition for all students at Cleeve Park is that they are part of a community that aspires to succeed. Regardless of starting point or barriers to learning, our students are encouraged to be proud of their learning journey and continue to be lifelong learners after their time at our school. We have a shared and common purpose within the TKAT family that all students have opportunities to achieve their ambitions.

Commitment to learning

Pride in ourselves and our community

Success both academically and personally

Regardless of subject or age, our intent is based upon the following attributes:

- Instilling in students a thirst for learning.
- Taking responsibility for our own learning journey
- Understanding the importance of care for ourselves and others.
- Challenging and inspiring every student to achieve their ambitions
- Developing learning and thinking skills to become creative, independent learners.
- Preparing students for the here and now, and for their future.
- Developing students to participate fully and positively in democratic, modern Britain. Respecting and listening to the view of others.
- A wide range of opportunities to develop Social, Moral, Spiritual and Cultural Awareness

We encourage students to be creative and enquiring thinkers whilst respecting the views of others.

Our behavioural expectations are designed to enable students to access our taught curriculum which is co-planned so there is a clear link throughout, and between subjects. Our curriculum is diverse and knowledge rich - supporting students to have a wide base of knowledge across a range of subjects and interests. We recognise that qualifications improve life chances and our broad, balanced curriculum supports that.

Our wider curriculum allows us to broaden the experiences and wider understanding of the world around us. The wider curriculum represents a substantial part of the educational experience, involving a full choice of activities that take place beyond the academic curriculum. We see it as an essential part of the learning experience, offering students the opportunity to learn about life in its broader context: its challenges and opportunities, how to respond to successes and occasional disappointments. All of which prepare the students for life beyond Cleeve Park School

SEN Ambition

At Cleeve Park, our aim is that all students, regardless of SEN or disability achieve their potential and are ambitious for success. Through quality first teaching, and where appropriate reasonable adjustments/EHCP additional support, we aim for ALL students to have the opportunity to access a broad curriculum at a pace that is appropriate to their ability and additional needs.

We expect all teachers to be teachers of SEN and to work with professionals, parents/carers to ensure that children with SEN are as ambitious and challenged as all Cleeve Park students.



UPBEAT

UPBEAT is the basis of the behaviour charter and we support all our students to be UPBEAT.

U

Uniform - Cleeve Park students take pride in their school by wearing their full uniform

P

Punctuality - Cleeve Park students are early to school, punctual to lessons and have 95% or above attendance

B

Behaviour - Cleeve Park students know what is expected of them and follow the schools behavioural expectations

E

Equipment - Cleeve park students are ready to learn at all times by having the correct equipment for all lessons

A

Attitude - Cleeve park students have an ambitious attitude to their studies, they want to do well and never give up

T

Tolerant - Cleeve park students are tolerant, caring and observe British Values in a compassionate and thoughtful way

1. UPBEAT will begin during form time at 8.35am to 8.40am with form tutors checking that all students are ready for their first lesson. Students will be checked for; Full uniform, Contact book and equipment.
2. Each afternoon tutor time form tutors will ensure compliance with UPBEAT and sanctions will be issued.
3. Once weekly Form tutors will monitor the ClassCharts homepage to look for persistent patterns in UPBEAT infringements.

Students should have the following equipment for the school day

- 3 pens blue or black
- 2 Pencils
- Ruler

- Rubber
- Sharpener
- Highlighter
- Contact book
- Reading book
- School bag suitable for A4 size books

Expectations for PM Tutor Time

1. All tutors are at their form rooms by 1pm or 1.30pm depending on the split lunch arrangements for that term.
2. Students put their contact book and pencil case containing pens, pencils, ruler etc on their desk as soon as they arrive.
3. Students to place their coats on the back of their chairs and their school bag on the floor
4. Students to listen to the teacher and engage in the lesson as directed
5. All form tutors to follow the tutor activities in the order directed by the RSL
6. Tutors to undertake the daily checks as detailed above and reinforce school expectations.
7. Tutor time will be part of the T&L programme, tutors are responsible for the pastoral care, wellbeing and raising student aspiration of their form. Students will have 3 sessions of literacy and 3 sessions of PSHE per fortnight.



Rewards

We promote a range of opportunities in which students can be rewarded for outstanding work and exemplary behaviour. We recognise that rewards alone should not be the primary motivator for students.

The table below provides a guide on the typical rewards that can be expected by students for their efforts. This list is not exhaustive and we encourage staff to find different and original ways in which to reward and therefore motivate students.

	BEHAVIOUR	REWARD
L5R	Exceptional occurrence of good behaviour	Head teacher award
L4R	Sustained good work/behaviour	Commendations/Certificate by subject teachers rewarded through Assemblies

L3R	Outstanding work/behaviour in or outside the classroom	Postcard home (Sent via admin support)
L2R	Work that exceeds expectation/behaviour in or outside the classroom / most improved work	Credits awarded using ClassCharts
L1R	Good work/behaviour in or outside the classroom	Verbal praise

Year group Specific Rewards

Each Raising standard lead (RSL) has their own rewards via badges for Outstanding Achievement

Each term students who have displayed outstanding characteristics will be given a recognition award in celebration assembly.

Students who receive the most credits will take part in the "wheel of celebration" termly assembly, winning special prizes and rewards.

Attendance Rewards

- Certificates and shout out for students with 100% attendance in a term
- Certificates and shout out for students with Most Improved Attendance
- Termly and yearly prize draws for students and form groups with best attendance
- Attendance Badge for their lapel - for 100% attendance over the year.
 - All the above are celebrated through assemblies.
- students that are able to combine good attendance with good progress are also sent a positive letter home

Celebration Evening - annually

A celebration event for nominated students hosted by Middle and Senior Leaders at Cleeve Park School .

Rewards are presented for:

- Progress at KS3&4
- Excellence at KS3&4
- Post 16 achievement
- Subject awards
- Personal achievement
- Head teacher award



Sanctions

Behaviour management is the responsibility of all staff.

We endeavour to create a climate of positivity, rewarding students for their efforts beyond that expected. However, on occasions students' behaviours can fall short of the high standards we expect and therefore a sanction is warranted. The Cleeve Park School Rewards & Sanctions chart, (which is displayed in all rooms) puts different behaviours into categories so that an appropriate sanction can be applied. This poster should be a point of reference for staff to show how sanctions will increase in severity unless a change in behaviour occurs. At any point a behaviour and the sanctions can escalate and skip levels. There are behaviours that may be witnessed that are not on this list. Professional judgement will be used to apply the most appropriate sanction. If in this situation, the teacher should seek advice from their line manager and/or the Pastoral Support leader for that year group.

L4S

A daily meeting is held with the Head of Behaviour and pastoral leads. During this meeting student behaviour is discussed and any formal sanctions (suspensions or IER) will be taken to the Headteacher for final decision. Only the Headteacher can issue a Suspension / IER, staff should not be making recommendations for L4S.

	Behaviour	Staff Responsible	Possible Sanctions
L3S	Persistent L2S infringement (minimum 2) And / or Failing to attend MLD Failure to go to exit room	Pastoral / Leadership	SLT detention for 60 minutes on Friday Placed on Level 3 Report. Logged on ClassCharts Phone Call home

<p>L2S</p>	<p>Persistent L1S infringement</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Inappropriate language directly at staff • Persistent Defiance • Failure to attend class detention • Refusal to attend lesson • Exited to HOD from class teacher • Swearing at another student • Dishonesty • Online derogatory comments • In out of bounds area • Continued disruptive behaviour preventing learning • Truancy from lesson - including walking out without permission. • Anti social behaviour outside the classroom 	<p>Department</p> <p>Middle Leader</p>	<p>30 Minute after school middle leader detention (MLD) Logged on SIMS Letter home to parents Head of department report</p>
<p>L1S</p>	<ul style="list-style-type: none"> • Uniform Infringement * • Poor punctuality • Homework not completed • Inadequate work • Low level disruption to learning eg, talking • Incorrect equipment • Littering • Chewing gum • <i>Mobile phones / electronic devices / earphones out in class *</i> • Graffiti • Drinking (excluding water) • Defiance (e.g. refusal to move seat) • Inappropriate language 	<p>Class Teacher</p>	<ol style="list-style-type: none"> 1. Minimise 2. Warning - Discussed and resolved. Three warnings need to be given 3. Subject detention with class teacher – up to 15 minutes. Logged on SIMS.
<p>U</p>	<p>UPBEAT</p> <ul style="list-style-type: none"> • Uniform Infringement * • Poor behaviour in the school community • Incorrect equipment • Littering • Chewing gum • Drinking (excluding water) • Inappropriate language between students 	<p>All staff</p>	<ol style="list-style-type: none"> 1.Student rectifies concern Confiscate and hand to admin 2.Logged on SIMS 3.School detention 4.Persistent letter home

THE FOLLOWING BEHAVIOURS AND SANCTIONS WILL NOT BE DISPLAYED TO STUDENTS BUT ARE INDICATORS OF THE TYPE OF LEVEL 4 BEHAVIOURS THAT MAY BE CONSIDERED.

L4 BEHAVIOURS

- Repeated L3 behaviours
- Alcohol
- Smoking/vaping
- Drugs
- Dangerous behaviour
- Bullying - verbal abuse (swearing)
- Damage to property
- Physical assault
- Theft
- Swearing at member of staff
- Racism or gender Intolerance
- Sexual misconduct
- Weapons / knives

POSSIBLE SANCTIONS

- IER
- Fixed term exclusion
- Parental meeting
- Managed Move
- Outside intervention
- Permanent exclusion
- Pastoral Support Plan following exclusion



DETENTIONS

Please note the primary purpose of detentions is conflict resolution to ensure future learning is not impeded.

Class teacher detention - Break, Lunch or After school

- Students should be set a break time / lunchtime / after school detention for any LS1 behaviour.
- These detentions should be for no longer than 15 minutes.
- The time, location and reason for the detention must be made clear to the student
- The detention should be written in the contact book.
- These detentions must be logged on Class Charts.
- Following the detention the teacher needs to either 'resolve' or 'escalate' on Class Charts. A middle leader detention will then need to be set using 'Failed to attend the 15 minute detention button.
- If the student does not attend this detention then the classroom teacher must call home and discuss the escalation with the parent and inform them of the MLD.
- If a student already has a detention at that particular time then an alternative slot must be found.
- The teacher setting the detention is responsible for being present and monitoring the student. If you are on duty, the students should remain with you in order to have a purposeful discussion about the behaviours and reaffirm the classroom expectations.
- Once this detention has been served, the student must be allowed a fresh start, even if that means several over the course of the year.

Middle leaders detention - (MLD)

- These are 30 minutes in length and will run from 3.00pm until 3.30pm in room B1. Heads of Department / middle leaders and PSLs will run the MLDs on a rota system.
- Parents will be alerted to a Middle leader detention via the Class Charts app, this will also generate an email to parents.
- MLD detentions run Tuesday and Thursday
- Failure to attend escalates to a 60 minute SLT detention on Friday 3.00pm to 4.00pm in B1,
- If parents do not agree to the sanction - Please refer this directly to the SLT line manager with supporting information about the events that led to the original detention and the subsequent action/s
- All detentions should be logged on ClassCharts.
- It may be appropriate that the Head of Department places the student on a subject report for a set period/number of lessons. (*See Subject Report). This will allow them to monitor subsequent behaviours.

SLT - Senior leadership detention

- These are 60 minutes in length and will run from 3.00pm until 4.00pm every Friday.
- SLT will run these detentions on a rota system.
- 24 hours notice will be given via Class Charts and email.
- Failure to attend escalates to 1 day in the internal exclusion room.

DFE guidance on detentions

Detentions are issued at Cleeve Park School following the DFE guidance 'Behaviour in schools' this can be found on page 21 - section 63 to 68.



3 Warnings during lesson

- During a lesson students who disrupt the learning of themselves or others will be issued a warning.
- Students need to understand why they have the warning and be given the opportunity to rectify their behaviour.
- Teachers should take remedial action to mitigate further poor behaviour.
- Should the disruption continue a second warning is to be issued, again teachers should take remedial action to mitigate further poor behaviour, students should be given the reset sheet in order to rectify their behaviour.
- On a 3rd warning teachers need to press the '3rd warning given' button on ClassCharts which will log the incident and alert a member of staff on patrol to come and assist.
- The patrol member of staff will ascertain whether the student needs to be removed from the lesson.

Exiting Students from lessons

A student may be exited from a lesson if they either receive 3 warnings from the classroom teacher or for a serious incident eg, fight.

- If a student leaves a classroom without permission this is a L1S behaviour and will result in a 15 minute teacher detention.
- If a student leaves without permission, a notification must be sent via ClassCharts to alert the ON CALL member of staff. This will trigger the PSL and/or SLT on duty to locate the student and return to the classroom.
- In the event of emergency assistance the staff member should call 103 on the phone.

- Should a student be exited from 3 lessons in a week, they will be sanctioned with **1 day in the IER (Internal exclusion room)**.

Exit Rooms

Pastoral support leaders and the senior leadership team operate a patrol system. Students found in corridors will be escorted back to their lesson for the class teacher to sanction.

- Students must not be “parked” in pastoral offices.
- If a student is exited they must be provided with work from their own lesson.
- A member of patrol will collect the student
- The student will be placed in the nearest available room that will not create a disturbance
- The teacher will need to record on Class Charts the incident and set a sanction where restorative action can take place

Students permitted to leave the classroom

- If they have a Time Out Card which stipulates that 5 minutes outside a lesson may be required. This is for a student to wait directly outside the classroom.
- A specific reason if they have a medical card.
- ALL cards should be seen prior to leaving the room, these passes change colour termly.



Behaviour Reports at Cleeve Park School

At Cleeve Park, we operate a Three Tier system of reports which are used for different purposes:

- To monitor a student’s conduct over a set period of time.
- To identify hotspots where a student struggles with displaying the correct behaviours
- To identify lessons/days where the student performs well, beyond that normally expected of all students.

Stage 1 Tutor Report / individual subject report - Following on from an analysis of the Behaviour logs, the RSL may instruct a tutor to put a tutee on report for two weeks. No more than 3 targets for any student which must be linked to attainment. If after 2 weeks the student has not met their target the report is escalated to stage 2. If they do well, the tutor will inform the relevant Pastoral Support of the decision to take them off of report. A call home from the tutor confirming this should take place. In the event that a student is showing signs of poor behaviour in only one lesson then a subject teacher can request to the

pastoral leader that the student be placed on a subject report. This will be monitored for 4 lessons.

Stage 2 Pastoral Report/Subject Reports – Should a student fail either subject or form tutor at stage 1 then the stage will escalate to level 2.

The tutor report will discuss with the relevant pastoral leader and they will take responsibility for monitoring the student's behaviour for 2 weeks. A failed subject report will be discussed with the head of department who will monitor the behaviour for a further 2 weeks.

Stage 3 – Whole school monitoring - If there is no significant improvement at level 2 then the student will be placed in a level 3 report, this will have been discussed at the BASA meeting. During the monitoring time of 4 weeks there will be support put in place to support the student with the help of support service and outside agencies.

At all stages of the report, a letter will go home to parents and a copy in the student's school file, letters are sent to parents informing them of the need for a report or if positive behaviours warrant them coming off report. These are sent by the Pastoral Support accordingly.

All reports are logged on the Report Tracker, maintained by the Behaviour Support Mentors.

Red folder

At the point of a student being placed on a level 3 red report the HOY and Pastoral support lead will begin a Red folder, this is a log of all incidents, behaviours, support and parental communication to be used to present to the headteacher for next steps. This is in line with level 4.

Level	Purpose	Time scale	People informed/responsible	Frequency/ measurability	Communication
Level 1 Tutor	Following on from an analysis of the Behaviour logs, a tutor may want to put a tutee on report	2 Weeks	Student Form tutor Pastoral Support lead HOY Parents	No more than 3 crosses in a day	Telephone call / letter home to parents Logged on central report log
Level 1 Subject	Monitored with 2 targets- Discussed with students Specific and achievable to subject and problems/ Fails are given sanctions by teacher	Max 8 lessons	Student Subject teacher Pastoral Support lead Parents	80% pass	Telephone call / letter home to parents Logged on central report log
Level 2 Pastoral support lead	Failure of level 1 report	2 Weeks	Student Form tutor Pastoral Support lead HOY Parents	No more than 3 crosses in a day	Telephone call / letter home to parents Logged on central report log

Level 2 Head of Departm ent	Monitored with 2 targets- Discussed with students Specific and achievable to subject and problems/ Fails are given sanctions by the Head of department Student should show the HOD after every lesson	Max 8 lessons	Student Subject teacher Pastoral Support lead HOY HOD Parents	80% pass	Telephone call / letter home to parents Logged on central report log
Level 3 HOY	<u>Whole School Monitoring –</u> Implemented when level 2 report failed- activated by AHOY/HOY Students can be fast tracked if serious issues are occurring around the school. 2/3 targets- measureable and achievable- discussed with student including strategies Fails are sanctioned by AHOY/HOY	4 weeks	Student Subject teacher Pastoral Support lead HOY HOD Parents	4 weeks AHOY meets with student daily Pass or fail - 80% pass rate Student has to achieve both targets to pass	<u>Parents/carers telephoned and meeting arranged- HOY/AHOY</u> Letter home to parents and logged by AHOY Weekly communication with parents SCHOOL K - SEN informed

TAC meetings – Team around the child

TAC meetings are held every 2 weeks and it gives the opportunity for the Assistant Headteacher, Head of Behaviour, Raising Standards Leads to come together to share good practice, discuss students behaviours and plan for the way forward. Our SENDCO attends once every half term. Information on students' behaviour is based on the following measurable data.

- On call log
- Behaviour points
- Achievement points
- Fixed term suspensions
- Internal isolations
- Detentions
- Teacher information

- Internal and external interventions

Students who have been identified with significant behaviour concerns will be the responsibility of the relevant pastoral leader for the year group. The information and action plans for these students will be shared with teachers and other key staff.



Internal Exclusion Room

The school uses the internal exclusion room as a sanction for any student who has displayed behaviours that are deemed level 4 on the sanctions charter. This sanction can only be implemented by the Headteacher.

Rationale:

Internal exclusion is a process within the school and used as an *alternative* to exclusion when external exclusion is not seen as appropriate or effective. It is a formal process but is not a fixed term exclusion. It will be tracked and recorded as part of our behaviour record keeping process, and can be used when discussing issues with parents and/or as part of a behaviour support intervention.

The Internal Exclusion Room should not be used for:

- A place for students to catch up on work
- Students to be sent without using the referral mechanism
- Long term respite care

Referral:

There is a transparent and robust referral system for students who are internally excluded. Which can only be authorised by the Headteacher. The referral should include details of the incident - with statements and a timeline, any previous history of poor behaviour, any interventions to date. Parents must be informed of the internal exclusion and be clear that this is an alternative to formal exclusion.

- The IER day runs from 11.00am-4.00pm
- The IER day is split 4 sessions/hours:
 1. Literacy
 2. Numeracy
 3. Humanities / Unifrog with Amanda Unger
 4. Reflection (3-4pm led by Toni Hobbs)
- Lunch will be a packed lunch eaten in the IER, collected/delivered at 12:50.
- Toilet breaks will be permitted at 12:30 and 14:30 unless with a medical pass (patrol will collect).
- IER students will have a report that is signed by staff after each session/hour.
- Students have to complete a successful report in order to count towards their days in IER.
- Failure to complete a successful report will result in an additional day in IER.
- IER will be incremental (e.g. first time = 1 day, 2nd time = 2 days etc).
- IER staff to be informed of their role to support students.

IER Timetable:

Time:	
11:00	Arrival (incl. toilet)
11:10	Literacy / reading
12:00	Numeracy
12:50	Toilet break
13:00	Chromebooks / Unifrog
13:30	Lunch (Chromebooks)
14:00	Humanities / sciences
14:50	Toilet break
15:00	Reflection and day review
16:00	Depart

Students in the IER:

Students should understand that they will be required to complete work set whilst in the IER and this will be relevant to their year group, timetable and exam courses. This should, where at all possible, match the work that is being covered in timetabled lessons for that day. Students will also have some time to reflect on the reasons for the internal exclusion. Chromebooks are available to be used, but students should not be using the Chromebook alone to be completing work.

Students will be required to hand in their mobile phone at the start of the day. This will be stored in the school office

Lunches:

Students are not to leave the IER without staff supervision, their lunch will be collected from the diner from a staff member and delivered to the IER.

Supervising Staff:

Staff are scheduled to supervise the IER. Should there be staff absence, please advise the cover coordinator who will arrange cover. However, covering the IER should be a last resort.

Supervising staff must check up regularly on what work is being completed and ensure students remain on task at all times. There is a logbook within the IER where staff can note points in relation to the students (engagement in tasks, frequency in use of toilet, unsettled behaviour etc).