

Behaviour

At Balcarras School we expect high standards of behaviour. We encourage students to take responsibility for their own actions, both in and out of school, and to consider their impact upon others.

We have an agreed Code of Conduct that is summarised as follows:

- Come to school ready to learn, dressed appropriately and properly equipped.
- Treat others with kindness and respect and listen to their opinions.
- Take personal responsibility for our actions.
- Follow the school rules about mobile phones
- Move around the school in a careful and considerate way.
- Look after our own property and that belonging to others and the school.

We believe that students respond best to praise and reward. As a school we celebrate the success of our students. We have a clear system of rewards ranging from regular praise to merits, certificates, commendations and letters from the Headmaster, as well as an annual prize giving event.

However, we recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down. These range from referral and punishment slips to detentions and, ultimately, exclusion from school. We always endeavour to apply sanctions consistently and fairly and we try to ensure that the student involved understands the reason for the sanction imposed.

Everyone in the school has a part to play in maintaining high personal standards of behaviour:

- Students must follow the Code of Conduct.
- Subject staff must endeavour to create an environment in which all have the opportunity to achieve their potential.
- Heads of department have responsibility for students' work related problems within the department.
- Tutors monitor the academic and social progress of their students.
- House Heads are a point of contact between parents, school and other agencies and are responsible for the overall development of students in their house.

Pupils Travelling to and from School

Pupils must behave themselves as they travel to and from school. We expect all students to adhere to the following while commuting to school:

- Their uniform is worn correctly
- They behave courteously to members of the public
- They are polite and show respect for their fellow pupils
- They do as they are asked by staff

Pupils are considered to be part of the school during their commute to and from school and whenever they are wearing the school uniform. Staff regularly patrol the surrounding area at lunch times and before and after school to ensure that behaviour follows the high expectations of Balcarras School. Pupils are subject to the same sanctions for misbehaviour while travelling to and from school and/or while wearing the school uniform as they are subject to while in school. Where a pupil brings the school into disrepute, even outside of school, that pupil may be sanctioned (appendix 4) and/or excluded.

The Pastoral Team

The pastoral team at Balcarras School leads the behaviour policy. The team is formed in the following way:

- Headteacher
- Deputy Head: Pastoral
- Assistant Head: Pastoral

There are four houses Foley, Graveney, Ottewell, Selvey. Each House has

- Head of House
- Deputy Head of House
- Tutor team – one tutor for each tutor group.

The tutors are the first port of call for all pastoral issues. Tutors meet their tutor groups twice each day. For five minutes in the morning and twenty minutes each afternoon. Pastoral issues are usually dealt with by the tutor, but for bigger issues, they can be passed up the ladder of the pastoral team.

Pastoral Support

The pastoral support offered to pupils at Balcarras is varied and significant. The tutors are always available to support pupils with any issues they may encounter and the tutors often know their tutees well and can offer significant support and guidance. For more complicated issues, the Head of House can meet with a pupil and offer support and guidance. There are a number of strategies that might be employed including:

- Regular discussions one-to-one
- Completing a My- Plan
- Meeting with parents to discuss how to help the pupil
- E-mail contact with home about issues
- Involvement of outside agencies for additional support, such as CYPS, Teens in Crisis, Families First, Social Services etc.

There is also a school counsellor who works at the school. Counselling can be offered to pupils who feel they would benefit.

More details about all this support can be found on the school website, under Pastoral support.

Respect

All pupils are required to treat their fellow peers and members of the school staff with respect and curtesy at all times. Further details can be read in the

Race Equality Policy

Equal Opportunities Policy

Single Equalities Policy

Trans Pupil Policy

Bullying Policy

Any pupil who hears racist, homophobic or other derogatory language that someone might find upsetting should report it promptly to their tutor or Head of House.

Bullying Policy Summary

Further details may be found in the full Bullying Policy. Balcarras School is committed to providing a caring, friendly and safe environment for all our pupils so they are able to learn in a safe and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to speak to staff and parents knowing that incidents will be dealt with promptly and effectively. We are a TELLING school -

anyone who knows that bullying is happening is expected to tell the staff who will listen and respond. This policy was created after extensive consultation with parents, pupils, staff and governors.

Policy Objectives

- All staff, governors, pupils and parents should have an understanding of what bullying is.
- To make clear that bullying will not be tolerated.
- To ensure clear procedures for reporting bullying are understood and followed.
- To preserve everyone's right to be happy and ensure any instances of bullying are addressed.

What is Bullying?

Bullying is the repeated use of any behaviour intended to hurt another person, resulting in pain and distress to the victim.

Bullying can include:

- **Physical** : pushing, kicking, hitting, or any use of violence.
- **Verbal** : name calling, sarcasm, spreading rumours, teasing.
- **Emotional** : tormenting, being unfriendly, taunts, graffiti, comments about disability or size.
- **Sexual** : unwanted physical contact or abusive comments.
- **Cyber** : internet and phone abuse
- **Homophobic** : comments about people's sexuality
- **Religious** : taunts, comments that offend, written remarks
- **Racial** : comments or written remarks about racial background

Procedures

1. Report bullying incidents to tutors (or the nearest member of staff if appropriate)
2. In serious cases the incidents will be referred on to Heads of House who will interview pupils involved, contact parents and record the incident.
3. The bullying behaviour and threats of bullying must immediately stop. Heads of House, tutors, parents and victims must liaise closely to ensure this happens.
4. An attempt will be made to help the bully to change his/her behaviour.
5. In persistent cases exclusion will be considered.

Prevention

PSHE sessions, tutorials and assemblies are avenues to heighten awareness of bullying and procedures to counter it. Friends of victims have a responsibility to talk to staff if the victim is reluctant to do so.

Pupils may indicate by signs or behaviour that s/he is being bullied. Parents and staff should be aware that these are possible signs and should pass on their concerns if a child:

- is unwilling to go to school
- becomes withdrawn or depressed
- regularly has clothes or books destroyed
- becomes disruptive or aggressive
- starts stealing money
- is frightened to say what is wrong
- begins to do badly in school work
- attempts suicide or runs away
- self-harms

The Behaviour and Bullying Policy will:

- encourage students to take responsibility for their own actions
- allow students to develop to their full potential, academically and socially
- develop a sense of justice, fairness and tolerance towards others
- encourage consistent attitudes to rewards and sanctions

We shall be succeeding when:

- the policies are valued, understood and used by all
- everyone believes the policies apply to them
- incidents requiring disciplinary procedures decrease
- behaviour out of school reflects credit on the school
- children are happy, confident and feel safe

Appendix 1 - Code of Conduct

At Balcarras we have high expectations of each other's behaviour on or off the premises. This helps us to work together. This code of conduct shows what we expect of each other.

Come to school ready to learn, dressed appropriately and properly equipped.

- Arrive on time for school and lessons.
- Wear the correct uniform neatly with shirt tucked in, top button done up and no make-up.
- A maximum of one stud per ear, worn in the lobe, is the only acceptable jewellery.
- Coats should only be worn at appropriate times.
- Prepare for lessons and bring all you need for them.
- Stay in the correct areas of the school grounds.
- Behave politely and respectfully when travelling to and from school.
- Always do as teachers ask.

Treat others with kindness and respect and listen to their opinions.

- Speak and act towards others in a way that will not offend.
- Listen to others' opinions- everyone is an individual.
- Treat others the way you would like to be treated
- Respect the feelings and property of residents when travelling to and from school.
- Promptly report any unkindness to your tutor or Head of House.

Take personal responsibility for your actions.

- Deal with conflicts without violence.
- Keep promises.
- Tell the truth - own up if you do something wrong.

Follow the school rules about mobile phones

- Phones must be turned off and kept at the bottom of pupils' bags
- Headphones and earphones must be kept out of sight, in pupils' bags.
- Always get permission from a teacher before contacting home

Move around the school in a careful and considerate way.

- Be calm around the school grounds and keep to paths.
- Go to lessons promptly.
- Open doors for others.
- Walk on the left-hand side of the corridors and obey any one-way system.
- Be safe.

Look after our own property and that belonging to the school and others.

- Respect and take care of other peoples' work on display.
- Return anything that you borrow.
- Hand anything you find to the office.
- Put all rubbish in a bin and recycle wherever possible.
- Do not bring chewing gum into school.
- Only eat in the dining room or outside the buildings.

We are committed to being a safe and healthy school where anything unlawful is also unacceptable.

Return from Exclusion meeting:

Whenever a pupil is excluded, at the Return to School meeting, both the parent and the pupil will sign again the code of conduct, to reaffirm a commitment to the school rules and values.

Pupil (signed):	
Parent (signed):	
Date:	

Appendix 2 - Expectations for Behaviour in Lessons

We all have a responsibility to make sure that we can all learn well in lessons. The following list shows what we **must** do:

- Arrive promptly and enter the classroom quietly and sensibly when told.
- Put your bag on the floor and settle quickly to work.
- Always bring the correct equipment.
- Ensure your phone is turned off and at the bottom of your bag.
- Ensure all work is neat, thorough and follows the minimum standards for presentation.
- Hand in homework on time and make sure it is done to the best of your ability.
- Listen carefully and allow others to concentrate.
- Always try your best and be enthusiastic about the task given.
- Co-operate with your teacher and others in the class.
- Face your teacher when s/he is talking.
- Put your hand up if you want to ask or answer a question.
- Pack away at the end of a lesson only when told to do so.
- Make sure the room is tidy and ready for the next lesson.
- Leave the room quietly and sensibly.

Appendix 3 - Classroom Covenant

- **I have a right to be treated with kindness and respect.**

This means no-one will laugh at me, ignore me or hurt my feelings.

- **I have a right to be treated as an individual in this room.**

This means that no-one will treat me unfairly because of my age, appearance, race, colour, beliefs, accent, sex or ability.

- **I have a right to be safe in this room.**

This means that no-one will hit me, push me, taunt me or hurt me in any way.

- **I have a right to learn about myself in this room.**

This means I will be free to express my feelings and opinions in a sensible way, without fear of being interrupted or ridiculed and to ask questions if I do not understand.

- **I have a right to be valued and respected.**

Regardless of culture, race, gender or background

Appendix 4 - Guidance for Staff on Rewards and Sanctions

Classroom discipline is the responsibility of the classroom teacher and the atmosphere in each room is largely determined by the personality of the member of staff. There is no hard and fast formula for creating the ideal environment but well structured lessons, delivered with good humour and pace at a level the pupils understand, help to create an atmosphere where learning takes precedence over boredom and disruption.

We believe that students respond best to praise and reward. We have a clear system of rewards that is summarised below.

Rewards

In 2019, Balcarras introduced an online system (Epraise) that teachers use to record and keep track of the great things students do in and out of school. The system works by teachers awarding a point whenever they recognise that a student has done well in one of the following categories:

1. Effort in class
2. Effort in homework
3. Effort in revision
4. Effort in extra-curricular
5. Good organisation
6. Helpful acts
7. Independence
8. Initiative
9. Resilience
10. Attendance and punctuality

In addition to the categories above, any effort grades on interim reports of 1*, 1 and 2 will be translated into points and recorded on Epraise. Students also receive one point for every week that they have 100% attendance and punctuality. Teachers can also award virtual badges to recognise achievements such as being a member of a school club or volunteering for a local charity.

When students reach a certain number of points, a milestone is achieved. For example, students receive a bronze award for achieving 50 points and a silver award for reaching 100 points. Milestones increase in steps of 50 points until the highest milestone is reached – platinum (needing 300 points). Students will be issued with a certificate at the end of each academic year to reflect the milestone they reached.

The points students earn also contribute to the success of the houses. At the end of every term, the house with highest number of average points per student is awarded the Greenway Cup at the final assembly.

Points are reset at the start of every academic year so that students can have a fresh start. It is hoped that some students will achieve platinum in every year that they attend Balcarras.

The system is completely transparent for students and parents – they can log on to Epraise to review the points and badges awarded.

Sanctions

We recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down:

1. The classroom teacher deals with initial problems with reprimands, extra work or detentions.
2. Work related problems may involve heads of department.
3. **Referral slips** are used to alert tutors to problems arising with pupils in their groups. Slips are given to tutors who record and inform house heads when necessary.
Additional work/Detention slips are for more serious or persistent problems and are used to inform parents. Staff give the top slip to pupils and the copy to house heads. The work and top slip, signed by parent, are returned to the teacher who issued it. The top slip is then passed to heads of departments.
4. **House heads' detentions.** These take place at lunchtime and after school. After school detentions are serious sanctions. The Education Act 1997 empowers schools to detain pupils after school, without the consent of parents, providing parents are informed 24 hours in advance.
5. **Exclusion.** Serious breaches of discipline may result in fixed term exclusions and, ultimately, permanent exclusion.

Referrals to house heads are dealt with in a number of ways. Pupils may be punished for misdemeanours but sometimes it is more appropriate to counsel children who have already been through a series of sanctions, to seek an alternative way of modifying behaviour.

Appendix 5 - Exclusions

There is now an “Exclusion policy”. All details of exclusions can be found in this document.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.