



# CLAREMONT HIGH SCHOOL ACADEMY TRUST

Policy: Behaviour  
for Learning

Legal Status:  
**Statutory**

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## **Aims**

The aims of the Policy are to :

1. Clarify what is meant by 'good behaviour' to all members of the school community.
2. Encourage a positive learning environment where students behave well towards each other and their teachers and where effort, hard work and good behaviour can be rewarded.
3. Ensure that all staff motivate their students by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way.
4. Ensure that all staff have an important role to play in encouraging good behaviour.
5. Ensure that students, staff and parents have a clear understanding of the consequences of misbehaviour.
6. Encourage all students to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.
7. Involve parents and outside agencies in the work of the school, where appropriate.
8. Promote a common ethos.

## **General Principles**

The emphasis is on good order and respect to enable high quality teaching and learning.

Behaviour for Learning will only work if a positive climate in which good behaviour is based on clear boundaries and known rewards and consequences is created. Any attempt to maintain or improve the discipline at Claremont must be in line with our ethos, and it is important that the general principles are understood by all students, all staff and all parents/carers.

Those who accept a lower standard will make life difficult for their colleagues and will confuse the students.

Staff who try to enforce a more rigid regime will find students resentful since such a regime will be out of line with the general pattern of the Academy. It is important, therefore, that staff do not think just in terms of discipline which seems to work for themselves.

We have to think of our discipline as part of an Academy-wide system of behaviour management

If our approach to behaviour management is consistent and applied by all it will make a significant difference to our ability to teach well and our students' ability to learn.

Remember that the vast majority of students want to behave well and want to learn and with positive behaviour management we can help them to achieve to the best of their ability.

## **Behaviour Policy**

At Claremont High School Academy our Policy for Behaviour involves all staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

Our policy is based on the premise that:

- Each student has a right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Each participant in this partnership needs to be aware of these standards
- Any form of bullying is not tolerated.

## **Acceptable behaviour**

- Includes respecting others
- Includes listening to and responding to teachers, other staff and each other
- Includes avoiding conflict with others

Above all it means our students accepting responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

It is part of our policy at Claremont High School Academy that every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this a Behaviour for Learning system is in place. It is a whole Academy discipline policy that covers all aspects of Academy life.

Each student is entitled to be taught in classrooms free from disruption and to be able to walk about the Academy free from harassment.

We also have a system that brings rewards to those who behave and achieve well. Rewards in the form of Reward Points are recorded centrally on Go4Schools, Praise on a Postcard, Certificates of Achievement, Letter of Praise, Trophies, Trips and Treats.

### **The four elements of**

- In the classroom
- Around the Academy
- Towards the individual
- Towards the Academy and property

form the basis of the discipline plan and is the foundation of our Behaviour Policy at Claremont High School Academy.

All punishments / consequences are given through a central Academy system.

### **Staff cannot punish pupils themselves outside the system**

Any students choosing to break our rules will also be choosing a corresponding consequence – the rules and consequences are referred to in detail later in this document.

Parents will be informed by letter, Planner or telephone of any serious misbehaviour. In the most serious cases students may be sent home (excluded) and parents invited into school to discuss the situation. Parents play a vital role in the Behaviour Policy and we pledge to keep them informed should their child be giving cause for real concern.

The maintenance of good, positive student management is the responsibility of all teachers in their lessons. Sanctions and punishments are nearly always most effective when they come from the class teacher themselves.

## **Uniform**

School uniform is an important and integral part of the student management in the school.

It should be reinforced by all teachers in lessons, registration and around the school. Parents will be contacted and students may be sent home if they are not in correct uniform.

## **Links between Pastoral and Academic Structure**

Student Management is encouraged and reinforced by both the pastoral and academic infra-structure, which are closely linked. Both structures support the class teacher in matters of student management.

## **The Pastoral System**

This deals with the total welfare of the student and should never be considered as simply a punishment system. Where appropriate it involves guidance and counselling, mentoring, pastoral support programme and contact with parents and outside agencies such as the Education Welfare Service, the Education Psychology Service, the Careers Service and the Police.

## **The Academic Departments**

These have responsibility for the curriculum – what is taught and how it is delivered. Heads of Department are responsible for what is taught in their department and guide and advise the teachers within their department. They are also directly responsible for student management in lessons taught in their departments.

## **Drugs**

In the event of drugs being brought into school by pupils or taken by pupils (except for medical purposes) the child involved must be immediately referred to the Deputy Head and Safeguarding Officer, Ms Thomas, or the second Safeguarding Officers, Mr Page & Ms Conroy.

The incident would be reported to the parents of the pupil who would be requested to come into school for a meeting. The school would then put support in place for addressing the pupil's use of drugs, for example mentoring and workshops through Adaxtion.

In the event of a pupil caught selling drugs to other pupils within school: following a thorough investigation, the school would inform the parents of the pupil or pupils involved and may inform the police. Such incidents may result in the exclusion of the student from school.

## **Responsibilities**

### **Staff responsibilities are to:**

- Abide by the Home School Agreement (Claremont's Tripart)
- Treat all students fairly
- Raise the self-esteem of all children and develop their full potential
- Provide challenging, interesting and relevant lessons to the age and ability of all students
- Create a safe and pleasant environment
- Use rules and sanctions clearly and consistently
- Form good relationships with parents
- Be punctual and prepared for all lessons
- Support the Claremont Behaviour Policy
- Treat others with respect

### **Students' Responsibilities are to:**

- Abide by the Home School Agreement (Claremont's Tripart)
- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Follow the instructions of school staff
- Take care of property and the school environment
- Co-operate with other children and adults
- Complete work, homework and any coursework to the best of their ability
- Wear the Claremont uniform correctly at all times during the school day. Students should arrive and depart correctly dressed
- Attend school and to arrive on time
- Be punctual and prepared for all lessons

### **Parents' Responsibilities are to:**

- Abide by the Home School Agreement (Claremont Tri-pact)
- Support the Claremont Behaviour Policy
- Share concerns about their child's education, welfare and behaviour with the school
- Take an interest in their child's work and achievements
- Help their child with their work
- Attend parents' evenings and support school functions
- Support the school in achieving a minimum 95% attendance rate for their child
- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child completes homework and coursework to the best of his or her ability
- Treat others with respect

### **Behaviour for Learning (BFL)**

To help us achieve our aim we have agreed a set of rules for around the school – these form part of our Behaviour Policy and students are expected to follow this code at all times. Behaviour for Learning clarifies some of the school's main principles, particularly behaviour, uniform, bullying and illegal substances. Claremont's Tri-pact is our home/school agreement and is signed by student, their parent/carer and the Headteacher. The following rules cover the four aspects of Academy mentioned earlier.

#### **BFL in the classroom**

- First consequence..... Verbal warning ( C1 )
- Second consequence..... Verbal warning ( C2 )
- Third consequence..... Detention ( C3 ) 1 hour
- Fourth consequence..... Student is removed from the classroom. ( C4 )

Consequences are given for anything that stops the teaching and learning taking place.  
(See 'Claremont Class Code')

These rules will be displayed in each teaching room.

#### **BFL around the Academy**

All students must abide by the standards set by BFL

No – running, shouting, swearing, eating, smoking (or being with a student who is smoking), fighting or play fighting around the Academy, being more than 5 minutes late for lessons  
Students will receive a minimum of a C3 immediately for any of the above

We owe it to each other to keep the school a pleasant and safe place to work in. These rules will be displayed in the main routes of the school.

#### **BFL towards the individual**

- For assaulting another student.... Student can receive a C4 or exclusion
- Bullying.... Verbal violence, swearing at, or name calling, another student can be a warning, C3, C4, or exclusion
- Physical or verbal abuse of staff means exclusion
- Any student carrying inappropriate objects (weapons) will be excluded
- Stealing means exclusion
- **Refusal and walking away means a C4**

#### **BFL towards the academy and property**

We want to present a positive image of our school to the surrounding community; walk on the pavements, never in the road; do not cut through private property; when you are out of school in uniform or on a school trip, you should always behave in a sensible and mature manner.

- Deliberate vandalism means a C4 or exclusion

- Careless behaviour that leads to damage to Academy property or another person's property could mean C3, C4 or exclusion
- Behaviour outside the Academy that threatens the reputation of the Academy means exclusion

Some Academy rules will have BFL applied to them if students ignore them and refuse to follow them, so it is vital to keep them in mind. Please note – refusal to respond to other rules presently outside BFL is already dealt with within BFL

- Correct uniform must be worn
- No jewellery (except plain ear studs), it will be confiscated if seen
- Attendance and punctuality will be taken into account for BFL when and if it is needed, in lessons and in registration.
- Mobile phones, PSPs, MP3 players and any other 'gadgets' (including headphones) are not allowed. If they are seen they will be confiscated.

## **Rewards**

Students should always be commended for good behaviour. At Claremont we believe that children learn by praise, reward and celebration of achievement.

### **Rewards**

- Praise
- Reward Points
- Certificates
- Praise on a Postcard
- Trade in Reward Points for various items
- Treat, trips, etc.

### **Verbal praise**

We all like to know when we are doing well and it is expected that members of staff will tell the students when their work or behaviour is good.

### **Rewards system**

To award a child a reward simply enter it onto Go 4 Schools using the appropriate drop down menu.

#### R1

- Good homework / class work
- Helpful to a member of staff
- Hard work/effort
- Exemplary behaviour/politeness

#### R2

- Helping others with work
- Producing an excellent piece of homework
- Met target grade on assessment
- Seeking additional work
- Noticeable progress with work

#### R3

- Consistently shows willingness to help others
- Consistent hard work/effort
- Consistently positive contributions to a lesson
- Exceptional progress with work
- Exceptional improvement in behaviour

#### R4

- Half Term Hero

Positive contribution to the health, safety or wellbeing of pupils in their year group  
(eg school sporting events, School Council, Mentoring etc)

- Representing the school in the wider community  
(eg Brent sporting events, Brent Youth Parliament etc)
- Representing their form, college or year group in school

*See appendice for details of specific rewards*

### **Attendance**

Attendance/Punctuality Certificates will be awarded to students who achieve 100% attendance / punctuality over a term or/and full year.

### **Praise on a Postcard**

Staff may send home a special 'Praise on Postcard' note to parents commenting on good work or behaviour. Support staff may issue 'Contribution to School Community' postcards.

### **Punctuality**

Promptness to the Academy is an important discipline for life. The following system operates if a student is late for school (or, in extreme cases, late for lessons).

- Students who arrive after the register has been taken are marked in with an L
- Students arriving after 8.50 am (formal closure of registration) should sign in at the Academy office where they are issued with a late slip
- Students take late slips to subject teachers who initial and record time
- Students present the late slip to their Form Tutor at the next registration
- Students arriving after 9.15 am will also be issued with a late slip and marked absent until receipt of appropriate written authorisation
- **Any student that is late (marked L on the register) more than twice in one week will be put in detention**
- The Pupil Progress Managers will issue detention letters via the Form Tutor pigeon holes.

*(Please note: the above highlights the main guidelines with regard to Punctuality – for more detail please refer to the Attendance and Punctuality guidelines contained in the Form Tutor Manual)*

## **Consequences**

All punishments / consequences are given through a central Academy system. **Staff cannot punish pupils themselves outside the system.** Consequences are given for anything that stops the teaching and learning taking place. (See 'Claremont Class Code').

### **Claremont Class Code**

#### **Readiness**

- Be ready for an orderly start to the lesson
- Arrive on time
- Bring pens, pencils and everything else needed for the lesson
- Sit in your seat, removing outdoor clothing and bags

#### **Respect**

- Show consideration towards everyone in the room
- Listen to the speaker – teacher or student
- Respect other people's opinions
- Think before you speak, choose your language carefully
- treat your classroom and its contents with respect

#### **Responsibility**

- Take responsibility for your learning and actions
- Follow instructions
- Ask if you need help
- Help others and allow adults to help them, be aware of the needs of others
- Aim high in your work and behaviour
- Complete work set

### C3 Procedures

1. Student receives a C3 from a member of staff.
2. Member of staff fills in C3 information electronically on GO4Schools.
3. At the end of every day the C3's will be collated, letters generated, and a detention list made to be sat the day after the next, e.g. if the detention is given on the Monday then the student will sit it on the Wednesday. Providing 24 hours notice.
4. Students will sit their detention on the day it is set unless they have a medical appointment accompanied by a note from home. They cannot 'arrange' to do it earlier or later.
5. The list will be displayed on the detentions board the day after the detentions have been given. Tutors should remind students to check the lists regularly.
6. Letters for those in detention will be placed in tutor's trays the day after students received their C3's. These letters are then given to students to take home to notify parents (students sign to say that they have received the letter to help make sure they take responsibility for their behaviour).
7. On the day of their detention tutors, who have had the detention list emailed to them, take the students to the detention room.
8. They must sit in detention in silence for one hour. If they do not do this, and disturb the detention then they will receive no more than three warnings before they are sent home. They will then be placed in C4 the next day they attend and also re-sit the detention they missed.

### C4 Procedures

1. Student receives a C4.
2. The student may be removed from the classroom and placed in another classroom in the Department (that s/he will not disturb) for the rest of the lesson, or keep the student with them. The student then goes to the next timetabled lesson. In more serious instances, the student may be placed with a member of the pastoral team or SMT.
3. Class teacher fills in slip and places it in a tray in the staff room to be assessed and dealt with.
4. The next day the student is in school s/he is placed in the C4 room for the whole day. (See rules for C4 room).
5. Slip details added to Go 4 schools by staff in room.
6. If a student disrupts isolation, after three warnings, s/he is fixed term excluded. On return, after meeting with parents, s/he must re-sit the whole day of isolation.

#### **C4 ROOM RULES**

- NO talking
- NO getting out of seat
- NO Refusing to work
- NO disruption of any kind
- Permission must be sought if you wish to go to the toilet
- A hand must be raised in order to ask and you must only speak when asked to
- Unless you bring a packed lunch you will receive a sandwich and a drink that must be paid for (unless you receive free school meals)
- Please note – there is no exception to this. You are aware of when you receive a C4 so come prepared for lunch lunch.
- Failure to abide by the above rules will result in parents being notified and action being taken.
- **REMEMBER, YOU CHOSE TO GET A C4**

### Exclusion from school - (Fixed Term or permanent)

Exclusions from school – for serious or repeated offences. This would normally be for 3 to 15 days but in exceptional circumstances could be up to 45 days in any one Academy year. Parents/carers will be expected to bring the student back to school to be formally re-admitted.

### **Permanent Exclusion**

The Headteacher may decide that permanent exclusion is necessary. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed
- Allowing the student to remain in the academy would be seriously detrimental to the education or welfare of others in the school
- Persistent and defiant behaviour. This would encompass bullying, including homophobic, cyber bullying or racist bullying
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or the severe examples of misuse of an illegal drug Please see the Drug Education Policy for further guidance
- Carrying an offensive weapon

Please note that in most cases the Academy will try to ensure that a student has the opportunity for support in dealing with discipline or academic problems. Support is offered through a range of support staff and outside agencies. We would also aim to involve parents at an early stage. However, in extreme cases where it is felt that to keep a student in the Academy would be detrimental to the welfare or educational opportunities of others, the Headteacher reserves the right to permanently exclude without notice.

### **Applying BFL**

Heads of Department/Heads of Faculty have a responsibility to ensure that good student management is maintained in lessons. They should ensure that all teachers in their department are aware of the student management policy and that it is adhered to. Their role is also one of supporting teachers when student management problems arise.

### **Detentions (General)**

In normal circumstances a student can be kept in detention for up to 15 minutes at the end of the day on which they misbehaved. For longer detentions, 24 hours notice should be given and the detention should not last more than 1 hour.

### **Contacting Parents**

If parents are contacted, **the Pupil Progress Manager should be informed.** The **Pupil Progress Manager** should be consulted before a parent is asked to come up to school. Remember that contact with parents at an early stage is nearly always welcomed, and is vital in the maintenance of the school's values.

### **Student Management in Tutor Periods**

Any problems that occur in tutor periods should be referred to the Pupil Progress Manager. BFL would apply. Student Planners should be checked and signed on a weekly basis and uniform should be checked on a **daily** basis.

### **Student Management Responsibilities of the Pastoral Team**

Senior /Pupil Progress Managers/ Deputy Pupil Progress Managers/Associate Deputy Pupil Progress Managers should monitor the behaviour of students under their authority and work closely with the Form Tutors.

They will also deal with cases where there is persistent non-attendance, poor punctuality, non-completion of homework, lack of books or poor behaviour across a number of different lessons.

Behaviour problems outside the classroom, including the journey to and from the academy, would normally be dealt with by the pastoral staff.

In normal circumstances it would be the pastoral staff who arrange interviews with parents to discuss the behaviour of their child. (Form tutors or subject teachers should be required to attend these interviews as requested by the PPM).

## **Student Planner**

All students in the academy are issued with a Student Planner. Along with parent consultation evenings, interim and end of year reports they form an integral part of the whole process of monitoring and recording student progress.

The planner serves a number of purposes, not only for the students, but also for teachers, parents and guardians.

### **Students' use of the Planner**

- Students should bring their planner to school every day and take it to each lesson.
- When students first receive the planner they should:-
  - read and sign the Claremont High School Academy / Tripact
  - read and sign the Acceptable Use Agreement.
- The year diary section can be used to record holiday dates, examination dates, parent consultation evenings etc.
- The weekly diary is to record homework and to allow the student to monitor their own punctuality and attendance.
- There are reminders and notes pages throughout the planner.
- Students can also record their academic progress on the student assessment information page.
- Timetable, list of subjects and teachers, and homework timetable must be written in at the back of the planner.

### **Form Tutor and Subject Teacher use**

- Teachers should make sure that students bring their planners to each lesson.
- Set homework should be recorded in the weekly diary section. This section should be checked by Form Tutors each week.
- There are messages pages in the Planner which teachers can use as a quick and easy way to contact parents.
- If there is a problem with a student's homework, uniform, equipment or presentation these can be recorded on the appropriate pages. Please remember if they are referred more than 5 times they do not achieve the target.

### **Parents and Carers**

- Parents / Carers should read and sign the Claremont Tri-pact. This is an essential part of the Home / School Agreement.
- Parents / Carers should check and sign the weekly diary section in order to ensure their child is regularly doing homework.
- Parents / Carers can communicate quickly and easily with teachers via the messages section.
- Parents / Carers should sign the 'reports page' in the Planner to acknowledge receipt of Interim and End of Year Reports.
- Parents / Carers can review their child's progress by referring to the student assessment information page.

### **Pastoral Targets**

Students in Year groups 7 – 11 are set a series of Pastoral Targets. There are 5 generic targets:-

### **Attendance**

95% attendance at morning and afternoon sessions in school over an academic year.

The only exceptions are:-

- (a) Religious Holidays – a maximum of three non-consecutive days per academic year
- (b) School Journey / Representing the School.

### **Punctuality**

95% punctuality at morning and afternoon sessions in school over an academic year.

### **Uniform**

Appropriate and considerate dress in line with the school's uniform policy. Clean and tidy for school. If a student is referred more than 5 times for incorrect uniform they do not achieve this target.

### **Academic Targets**

Targets set by subject teachers will be realistic targets and therefore if a student fails to meet the academic target in 3 or more subject areas they do not achieve the overall Academic Target.

### **Homework and Coursework**

Completion of homework and coursework on time and to an agreed standard.

### **Each year group is also set 3 specific targets. These are as follows:**

#### **YEAR 7**

Appearance and Attitude

Full uniform to be worn at all times

To be punctual for each lesson, be properly equipped, prepared and focused for learning

To present work that is organised, neat and tidy and completed to the best ability

Behaviour

Demonstrate exemplary behaviour

Take responsibility for your own actions at all times

Aim to gain as many positive reward points as possible

Challenge

Engage in extra-curricular activities

Contribute to the wider life of the school

#### **YEAR 8**

Presentation and Organisation

To come to each lesson properly equipped with pens, pencils, ruler, eraser etc.

To present work that is organised, neat and tidy.

Representing the school

To represent the school in at least one of its many events throughout the year.

Fund Raising - Participation in many of the school's fundraising events

## **YEAR 9**

### Extra Curricular Activities

Participate in and record involvement in a range of school based and extra-curricular activities.

### Options

Draw up an Action Plan in preparation for option choices.

### Good Citizenship

Participation in a fund raising event, or a project showing an awareness of the needs of others, or Duke of Edinburgh Award.

## **YEAR 10**

### Work Experience

Undertake 5 days 'Work Experience'. Complete any set assignments.

### Community

Personal development through working voluntarily with and for others (in school, at home and in the community).

### Current Affairs

A project looking at an aspect of World Affairs.

## **YEAR 11**

### Careers Interview

To attend an interview with a Careers Officer from Lifetime Careers and draw up an Action Plan.

### Post 16 Preparation

To show evidence of post 16 Careers preparation such as a letter of application, completion of an application form, C.V. and interview skills.

## **Bullying**

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The Ethos of the Academy is one in which all pupils are given equal opportunities and encouraged to achieve the highest standards necessary in order to participate fully in Academy life and to thoroughly prepare for their role in society. Our aim is to create a secure and caring atmosphere in which all pupils develop respect for themselves and for others.

Bullying is a form of anti-social behaviour that has no place at Claremont High School Academy. Bullying can include any sort of physical or mental intimidation of a person by another or a group which causes anxiety or stress to the 'victim'. Such behaviour is unacceptable by any member of the Academy community as no person has the right to make another feel uncomfortable or unhappy.

This Academy sees the issue of bullying as a serious matter and any incidents will be dealt with as laid down in the school sanctions and consequences.

The Academy will react firmly and promptly where bullying is identified. Action will follow and the nature of the action will depend upon perceived seriousness of the situation. A course of action might include:

- (a) Discussions with parents and children
- (b) Referral to senior staff

- (c) Withdrawal of favoured activities
- (d) Detentions
- (e) C4 - Isolation

The Academy will:

- (1) Support children who are being bullied this may be done through the Academy's mentoring programme if appropriate
- (2) Help bullies see that they can satisfy their needs through working with others rather than in confrontational or competitive ways
- (3) Take bullying seriously and find out the facts of any incident
  - (a) Meet those concerned individually
  - (b) Use peer group pressure to actively discourage bullying
  - (c) Break-up bully groups where necessary
  - (d) Involve parents of bullies and victims at an early stage
  - (e) Help children develop positive strategies and assertiveness
- (4) Be equally concerned about bullying to and from the Academy
- (5) Record incidents of bullying in a consistent way that allows for monitoring of behaviour
- (6) Discuss with and involve children in agreed class and Academy rules and behaviour
- (7) Request help from SEN Support Services – Educational Psychologist where necessary
- (8) Involve the police where necessary
- (9) Ensure staff are vigilant in the playgrounds and other areas where adults are less likely to appear
- (10) Obtain information regarding potential bullies or victims from feeder school and share with the Pupil Progress Manager and Form Tutor
- (11) Provide opportunities within the PSHE programme for groups to discuss bullying in role-playing situations devised so that pupils learn to cope better with bullies. The programme looks at specific work on bullying, racist and/or sexist language and behaviour.

To enforce our Policy, plans of action and advice on how to identify, prevent and resolve problems of bullying are included in handbooks for staff and parents.

### **Advice on Bullying**

It is **everyone's** responsibility to prevent bullying. Here are some things **you could do**.

### **Parents**

It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of the Academy. As well as keeping up to date with your child's friendships you may well learn of disagreements or difficulties.

### **What to look for**

Watch for signs of distress in your child. There could be an unwillingness to attend the Academy, headaches, stomach aches, work suffers. Property (e.g. calculators, pens, watches) going missing or requests for extra pocket money. There are many reasons why your child may be unsettled at the Academy. Bullying is always a possibility.

### **What to do**

If you think your child is being bullied, inform the Academy immediately and ask for an interview with the Pupil Progress Manager or Deputy Pupil Progress Manager. Allow the Academy time to investigate the problems. All reports will be investigated urgently.

### **Children**

If you are being bullied:

- (1) Try not to show that you are upset – this is difficult
- (2) Try to ignore the bully
- (3) Walk quickly and confidently – even if you don't feel that way inside

- (4) Try to be assertive – shout loudly
- (5) Get your friends together and say **no** to bullying
- (6) If you are different in any way, be proud of it – it's good to be an individual
- (7) Avoid being alone in places where bullying happens
- (8) If you are in danger, get away
- (9) Tell a teacher – trust us, together we can stop Bullying
- (10) Tell your parents.

**You can help prevent bullying:**

- (1) Don't stand by and watch or be led by the crowd – fetch help
- (2) Give sympathy and support to children who may be bullied
- (3) Be careful about teasing or personal remarks – imagine how you might feel
- (4) If you know of serious bullying, tell a trusted adult. It is not telling tales, the victim may be too scared or lonely to tell.

**Teaching and Non-Teaching Staff**

- (1) Watch for early signs of distress – deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early stages of bullying.
- (2) Listen carefully and record all incidents
- (3) Offer the victim immediate support and help by putting the Academy's procedure into operation.
- (4) make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents
- (5) The bullied pupil should record the events in writing. The bully should do likewise.
- (6) The teacher dealing with the incident should record discussions with both parties. A referral sheet should be given to the Pupil Progress Manager or Deputy Pupil Progress Manager.
- (7) The parents of both parties should receive a letter explaining the incident and a copy together with a report placed in the respective pupil's files.
- (8) The parents should be asked to respond and to contact the appropriate teacher either by telephone or in writing.



## Appendix 1

# Claremont High School Academy Rewards and Recognition Policy

Our policy reflects our school's vision and values –  
**Enjoyment    Perseverance    Aspiration    Respect    Excellence**

	Examples	Reward
<b>R1</b> 	<ul style="list-style-type: none"> <li>• Good homework / class work</li> <li>• Helpful to a member of staff</li> <li>• Hard work/effort</li> <li>• Exemplary behaviour/politeness</li> </ul>	<b>1 point</b> 
<b>R2</b> 	<ul style="list-style-type: none"> <li>• Helping others with work</li> <li>• Producing an excellent piece of homework</li> <li>• Met target grade on assessment</li> <li>• Seeking additional work</li> <li>• Noticeable progress with work</li> <li>• Noticeable improvement in behaviour</li> </ul>	<b>2 points</b> 
<b>R3</b> 	<ul style="list-style-type: none"> <li>• Consistently shows willingness to help others</li> <li>• Consistent hard work/effort</li> <li>• Consistently positive contributions to a lesson</li> <li>• Exceptional progress with work</li> <li>• Exceptional improvement in behaviour</li> </ul> <p style="text-align: center;"><b>Praise on a Postcard would be suitable</b></p>	<b>3 points</b> 
<b>R4</b> 	<ul style="list-style-type: none"> <li>• Half Term Hero</li> <li>• Representing their form, college or year group in school</li> <li>• Positive contribution to the health, safety or wellbeing of pupils in their year group (eg school sporting events, School Council, Mentoring etc)</li> </ul>	<b>10 points</b> 
<b>R5</b> 	<ul style="list-style-type: none"> <li>• Representing the school in the wider community (eg Brent sporting events, Brent Youth Parliament etc)</li> </ul> <p style="text-align: center;"><b>Automatic recognition letter sent home</b></p>	<b>15 points</b> 