

# **Carr Manor Community School**

## **Inclusion and Behaviour Policy**

**This policy applies to staff, pupils, parents and governors**

**Reviewing Committee:**

**Adopted by the governing body: May 2017**

**Review date: May 2019**

## Executive Principal's welcome



Carr Manor Community School is a school committed to core values of inclusion and partnership. We aim to work with each other to build and maintain community within the school.

Carr Manor Community School has a reputation of being a highly inclusive school and proud of our diversity which creates a rich, cohesive learning environment. We work to create a strong foundation for all pupils to ensure they have the best foundation on which to reach their full potential.

Our school values underpin all of our policies:

- Know our children well
- Partners in learning
- Character for learning
- Enjoy and achieve

Mr S Flowers

## Senior Assistant Principal's welcome



We encourage all our pupils to strive to achieve their full potential and we provide a wide range of pastoral, behavioural, safeguarding and emotional support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide.

In order to achieve this we expect all pupils to commit to behaving appropriately at all times, and we have a range of policies, processes and procedures to support this: for example, each year group has a Year Manager.

The Year Manager works with all pupils and staff to develop positive relationships between pupils and staff, pupils with each other and between school and home. Another key support are the Coaches who work closely with a group of 8 to 10 pupils from across the Key Stages.

The Year Manager and Coach (along with teaching and other staff) play a key role helping us to 'know our children well' and to identify where pupils need support to develop their 'character for learning' and to secure the best possible outcomes (achievement, attendance, punctuality etc.). Our Meet Your Coach Days provide us to meet with all pupils and parents building a working relationship and to be 'partners in learning'. All of this allows us to create the conditions for the school to be able to support all our pupils to meet our fourth and ultimate value of 'enjoy and achieve'.

Mr D Alexis

This policy outlines the standards of behaviour the school expects of its pupils. It is intended to support the aims of the school and promote a culture where pupils can realise their true potential.

### **The school's moral code**

Our moral code is based on the principle that we value every member of the school community. Learning and teaching are our core activities and as a result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect. We actively promote awareness of these issues through our coaching system, curriculum, flexible learning opportunities and house system.

### **Expectations**

#### ***Caring for people***

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated. This not only includes other pupils and staff but also all visitors.

We expect pupils to:

- be respectful to one another, speak calmly and courteously;
- do the simple things right – all of the time;
  - arrive to school and to lessons on time
  - wear the school uniform with pride
  - bring the correct equipment for learning
- speak to their coach in the first instance if they have any concerns;
- work restoratively to avoid conflict and respect the rights of others to be different;
- listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views;
- follow all school procedures including
  - move around the school in an orderly manner;
  - remain on the school site at break and lunchtime in Years 7 – 11.
  - refrain from bringing energy drinks or large quantities of sweets to school

We expect that staff will:

- be great role models for pupils and peers;
- support the school's commitment to equity, equality and diversity, and encourage pupils to show respect for members of the community and the environment;
- speak politely and calmly and respect everyone's personal space;
- develop positive relationships with pupils and parents;
- treat all members of the community equally, fairly and consistently, meeting their individual needs.

We expect that parents and carers will:

- work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being;
- work with the school to ensure their child follows school expectations and procedures; see 'caring for people' and 'caring for the building and environment' and 'caring for property';
- encourage their child to show respect for members of the community and the environment;
- support the school in modelling polite, calm and orderly behaviour;
- work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- be good role models for other members of the community;

### ***Caring for the building and environment***

We expect all pupils to respect the school building, facilities and equipment; to use the bins provided for litter and look after school property.

We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property.

Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

### ***Caring for property***

We expect all pupils to respect other people's work and property and to take pride in displays of work that are put up around the school.

Pupils are asked to avoid bringing valuables into school. Money should not be left in pupils' bags. In Physical Education (and sometimes other lessons) pupils are asked to hand in all valuables to a member of staff and to claim them at the end of the lesson.

The school takes no responsibility for any mobile phones which are brought into school. Pupils can use mobile phones during social times out of lessons but they should use them safely – the camera function of their phone must not be used in school. Pupils must not use their mobile phones during lessons unless asked to by a member of staff, or in the corridors during change of lessons.

### **The reward system**

Pupils can be rewarded in a number of ways:

- verbal praise;
- ePraise points;
- Character for Learning stickers;
- purple slips which are entered into a fortnightly prize draw;
- letters / phone calls / postcards home to parents.
- Crew Characteristics badges;
- achievements recognised in assemblies;
- rewards ceremonies;

### **Exclusion**

In some cases the school may exclude a pupil for a fixed period (fixed term exclusion) if their conduct is deemed to be warrant this sanction.

As the re-integration of an excluded pupil is an important process it is expected that parents will attend the re-integration meeting to discuss the support strategies which will be put in place with the Year Manager.