



Robert Clack School of Science

Behaviour Policy 2025 – 2026

Approved by Executive Headteacher: 

Date: 5th July 2024

Signed by Chair of Governors: 

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Aims

This policy aims to:

- Set out the School's rationale for its behaviour policy;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what Robert Clack School considers to be misbehaviour and serious misbehaviour;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline how pupils are expected to behave;
- Outline the School's system of rewards and sanctions.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)
[Searching, screening and confiscation at school](#)
[The Equality Act 2010](#)
[Keeping Children Safe in Education](#)
[School suspensions and permanent exclusions](#)
[Use of reasonable force in schools](#)
[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Rationale

Excellent behaviour is founded upon good relationships and clear expectations. Robert Clack School will most effectively achieve its aim to deliver an outstanding holistic education if its core values and expectations are understood, embraced and adhered to by all pupils.

The School's core values are:

- Mutual respect;
- Compassion for others;
- Discipline;
- High expectations and aspirations;
- Hard work.

The School recognises that every pupil and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end, it will not be tolerated.

The promotion of outstanding behaviour will be achieved by:

- Strong leadership at all levels, which ensures that the School's core values permeate every aspect of life at the School;
- Effective use of the School Planner, to ensure that the School's core values and expectations are known and understood by pupils and parents/carers;
- Timely and effective communication with parents/carers and external agencies where appropriate to ensure continued outstanding behaviour;
- A consistent approach to behaviour management inside and outside the classroom, including the use of rewards and sanctions;
- Effective pastoral support systems for pupils;
- Staff development, training and support.

Definitions

Misbehaviour is defined as any behaviour that contravenes the School's core values.

Serious misbehaviour includes, but is not limited to, the following:

- Repeated breaches of the School's core values;
- Any form of bullying (see the Anti-Bullying Policy for further information);
- Sexual harassment or violence;
- Physical aggression;
- Serious verbal abuse (e.g. swearing);
- Racist, sexist, homophobic, transphobic or any other type of discriminatory behaviour;
- Vandalism;
- Theft;
- Smoking or vaping;
- The possession of any prohibited items;
- Recording, streaming or sharing images, footage or audio recordings of staff or pupils without the explicit consent of the School;
- Making a malicious allegation of any kind against a member of staff, or a malicious allegation of sexual harassment or violence against a pupil;
- Maliciously setting off the fire alarm.

The list of examples above is not exhaustive. The School's leadership team reserves the right to exercise its professional judgement regarding the application of this policy and whether a specific incident constitutes a serious breach of the School's core values.

Roles and Responsibilities

The Governing Board

The Discipline Sub-Committee of the Governing Board is responsible for reviewing and approving this policy in conjunction with the Headteacher. It is also responsible for monitoring the policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Discipline Sub-Committee of the Governing Board.

The Headteacher will ensure that:

- Pupils' behaviour is outstanding as a direct consequence of the consistent application of this policy;
 - The data from the *Behaviour Watch* is reviewed on at least a termly basis to ensure that the policy is being implemented effectively and that no groups of pupils are being disproportionately impacted by this policy;
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- The behaviour policy is used in conjunction with other policies, including the Anti-bullying Policy, the Safeguarding Policy, the Drugs and Alcohol Policy, the Physical Intervention Policy and the SEND Policy.

Staff

All staff are responsible for:

- Upholding the School's core values at all times;
- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Recording behaviour incidents on *Behaviour Watch*.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents / Carers

Parents are expected to:

- Support their child in adhering to the School's expectations of its pupils, as set out in the School Planner;
- Support the School's policies;
- Participate positively in discussions with the School about their child's behaviour;
- Inform the School of any changes in circumstances that may affect their child's behaviour.

Expectations of Pupils

Pupils are expected to exhibit behaviour that is consistent with the School's core values of:

- mutual respect;
- compassion for others;
- discipline, in particular self-discipline;
- high expectations and aspirations;
- hard work.

Specifically, pupils must:

- Follow instructions from staff;
- Attend regularly and be punctual, both for school and for lessons;
- Wear the correct school uniform at all times as described in the Schools' uniform policy;
- Be prepared for lessons by bringing in the correct equipment;
- Behave with courtesy and respect towards others at all times whilst in school and within our local and wider community;
- Engage positively with their learning and avoid any behaviour that disrupts their own learning and the learning of other pupils;
- Move quietly and sensibly around the school site and refrain from eating and drinking in the corridors, classrooms or outside on the school grounds (unless given explicit permission to do so);
- Refrain from behaving in a way that brings the School into disrepute, including when outside school;
- Treat the school buildings and property with respect. Where damage to/loss of property occurs:
 - A charge will be levied in respect of wilful damage, neglect or loss of school property (including premises, furniture, equipment, books or materials). The charge will be equal to the cost of replacement or repair, or such lower cost as the Headteacher may decide;
 - A charge will be levied in respect of wilful damage, neglect or loss of property (including premises, furniture, equipment, books or materials) belonging to a third party, where the cost has been recharged to the School. The charge will be equal to the cost of replacement or repair, or such lower cost as the Headteacher may decide.
- Avoid bringing any prohibited items onto school premises. Prohibited items include: correction fluids, aerosols, laser pens, jewellery (except watches), chewing gum, e-cigarettes and associated paraphernalia, matches, lighters, tobacco, alcohol, any illegal substances, metal combs, steel toe-

capped shoes, offensive weapons (including any type of bladed article), fireworks, pornographic images, stolen items, and any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Mobile phone use

Mobile phone use is prohibited on all school sites unless its use is a necessary part of pupils' learning, in which case this will be explicitly directed and supervised by a member of staff. If a pupil is found using their mobile phone without specific instruction from a member of staff, it will be confiscated until the end of the school day. Tablets, smart watches, and any other electronic device are also prohibited.

N.B Year 7 from September 2025

In line with the approach adopted by all secondary schools in Barking and Dagenham, children in Year 7 cannot under any circumstances bring a smartphone onto school premises. If a pupil in year 7 is found to be in possession of a smartphone it will be confiscated for 5 school days. Please refer to Appendix A to read the letter sent to parents in June 2025.

Searching and confiscation

The role of the Headteacher, Designated Safeguarding Lead (DSL) and authorised members of staff

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The staff who are authorised to carry out a search are:

- The Heads of Site
- DSL and DDSLs
- Pastoral Assistant Headteachers (AHT), including the AHT KS5

Before searching

A search can be considered if an authorised member of staff has reasonable grounds for suspecting that a pupil is in possession of a any banned item as set out in this policy.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve;
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this policy. Specifically, the pupil will be placed in the Internal Exclusion Unit (IEU). The member of staff should then take advice from the Headteacher, Head of Site or DSL.

If the pupil still refuses to co-operate, the Headteacher, Head of Site or DSL should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search, but **only** for the following **prohibited items**: tobacco, alcohol, any illegal substances, offensive weapons (including any type of bladed article), matches, lighters, fireworks, pornographic images, stolen items, and any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

An authorised member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The authorised member of staff may use a metal detector to assist with the search.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search.

After a search

Whether or not any items have been found as a result of any search, the School will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed.

Where this may be the case, school staff should follow the School's Safeguarding Policy and speak to the DSL, who will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If any **banned items** are found during the search, the member of staff should follow the guidance set out below on confiscation.

If a pupil is found to be in possession of a **prohibited item**, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search by an authorised member of staff for a prohibited or banned item, and all searches conducted by police officers, should be recorded in the School's safeguarding reporting system, *Safeguard*. This will allow the DSL to identify possible risks and initiate a safeguarding response if required.

Informing parents

The School will always inform parents/carers of any search for a **prohibited or banned item** that has taken place, and the outcome of the search as soon as is practicable.

An authorised member of staff will inform the parents/carers of what, if anything, has been confiscated and the resulting action the School has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

The School reserves the right to **confiscate any prohibited or banned items found in pupils' possession**.

Parents/carers will be expected to collect banned items from the school office (please see the section below on searching and confiscation).

In relation to **prohibited items**, it is likely that the School will involve the police. Specifically:

- Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs;
- Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable;
- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible;
- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

The Referral System

- Schools are complex places and Robert Clack School will endeavour to see each pupil involved in an incident individually.
 - Staff are expected to uphold and adhere to the referral system at Robert Clack, which covers both negative and positive behaviours.
 - The referral system will be used by Leaders of the Learning Community to follow up poor behaviour, sanction pupils where necessary and create a dialogue between themselves and the parents/carers. The system is also used to recognise and reward positive behaviour.
 - Leaders of the Learning Community will also use positive referrals to reward pupils and celebrate their
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success in their weekly assemblies.

Rewards

Positive behaviour will be rewarded with:

- Verbal praise;
- Written praise via the Referral System;
- Merits;
- Pupil of the Week awards;
- Citizen of the Week awards;
- Letters or phone calls home to parents/carers;
- Special responsibilities/privileges.

Classroom Behaviour and the Internal Exclusion Unit (IEU)

- If a pupil displays disruptive behaviour during lessons, they will be subject to the following clear procedure:
 - **Warn** (1st warning) – the teacher will issue a warning to the pupil to advise them that their behaviour is unacceptable, and may tell them to move seats;
 - **Sanction** (2nd warning) – the teacher will issue a sanction, for example a detention, and will warn the pupil that continued unacceptable behaviour will result in them being sent to the IEU;
 - **Remove** (IEU) – the pupil will be sent to the IEU.

This warning system is for high frequency disruptive behaviour, which we do not tolerate at Robert Clack School.

- **Disruptive behaviour** may include:
 - Talking at inappropriate times;
 - Being too noisy;
 - Not working on the task set;
 - Disturbing other pupils;
 - Interrupting behaviour.

A pupil who does not respond to the teacher's first or second warning, and continues to disrupt the learning of others, will be sent directly to the IEU.

- **IEU Detention Procedures**

Pupils who are sent to the IEU will automatically receive an after-school detention on the same day, overseen by the pastoral team, who will contact parents.

It is expected that the referring teacher will record the incident on *Behaviour Watch* immediately and will attend the IEU between 3.00 and 3.15pm on the same day to speak with the pupil and Head of Year. These restorative conversations are crucial in maintaining/rebuilding positive classroom relationships.

Any pupil sent to the IEU may also be required to complete a department detention. This needs to be recorded in the pupil's planner. This is the responsibility of the classroom teacher and/or Subject Leader.

Detentions

- Detentions are used as a sanction in response to poor punctuality, poor-quality classwork, lack of, or poor-quality homework and behaviour concerns.
- Class teacher detentions may be set by staff within departments for:
 - Failure to complete homework;
 - Low level disruption;
 - Failure to bring equipment to lesson.
- Staff may issue 'no notice' detentions of 15 minutes, but must give parents a minimum of 24 hours' notice, which should be documented in the pupil's planner, if a pupil is to be detained for a significant period of time, e.g. longer than 15 minutes after the school day.
- Department detentions are held weekly. Pupils must attend this detention if a teacher has referred them to the Subject Leader for persistent low-level issues or leading indicator behaviours, for example:
 - Persistent failure to complete homework;
 - Persistent lack of equipment;
 - Persistently forgetting to bring their book to class;
 - Failure to attend a class teacher's detention.
- Pupils who fail to attend a class teacher detention should be referred to the department detention.
- Pupils who fail to attend the department detention should be referred for a Head of Year detention.
- Pupils who fail to attend a Head of Year detention will receive a two-hour detention on the Wednesday or Friday of that week.
- Heads of Year, Senior Leaders of the Learning Community and the Senior Leadership Team can set a 5pm detention on a Friday for repeated serious misdemeanours.

Serious Incidents

Any member of staff who witnesses serious misbehaviour should intervene immediately to ensure the safety and wellbeing of pupils and staff.

Serious misbehaviour must be reported to a Pastoral Leader/Senior Leader immediately after the initial intervention and must be recorded on *Behaviour Watch* as soon as possible.

Where a pupil has committed serious misbehaviour, the School may impose an internal exclusion, an internal fixed term exclusion (IFTE), a suspension or a permanent exclusion (see section below). The pupil/parents/carers may also be required to appear before the Governing Board's Disciplinary Committee.

Physical Intervention

Physical intervention is defined as 'the use of reasonable force to prevent a pupil from committing a crime, causing injury to themselves or others, causing damage to property or instigating others to cause injury or disruption.'

Physical Intervention should only be used as a last resort when other forms of intervention have not worked or are impracticable.

Staff should always ensure that they maintain a non-confrontational manner when dealing with pupils and where possible send for a senior member of staff.

For further information, please refer to the School's Physical Intervention Policy.

Suspension and Exclusion

Only the Headteacher of a school can suspend or permanently exclude a pupil, and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed term periods (up to a maximum of 45 school days in a single academic year), or permanently excluded in exceptional cases. Where further evidence is required, a fixed period suspension may be extended or converted to a permanent exclusion. (See the School's Suspension/Exclusion Policy for further information).

There are four levels of exclusion:

- **Internal Exclusion** – In this instance, the pupil is isolated in the IEU for a period of time. Parents will be notified of this by the pupil's Head of Year or member of the SLT. A one-hour detention is set on the day of their isolation, which extends their school day until 4pm.
- **Internal Fixed Term Exclusion** – the pupil will be isolated in the Internal Fixed Term Exclusion (IFTE) Unit for a fixed period of time. Parents will be notified of this by the pupil's Head of Year or a member of the SLT. The School will set appropriate work for the pupil to complete during their period of IFTE. At the end of the period of exclusion, parents meet with the Head of Year and/or member of the SLT to discuss the reasons for the exclusion and to agree a reintegration plan.
- **Suspension** – In this instance, pupils are not allowed to attend school and must not be in a public place during school hours. The School will set work for the pupil to complete at home and it is the responsibility of parents to supervise the pupil. If the suspension is for 6 or more days, the pupil will be required to attend the Local Authority's Tuition Centre from day 6 until the end of the period of suspension. Following the completion of the suspension, parents meet with the Head of Year and/or member of the SLT to discuss the reasons for the suspension and to agree a reintegration plan.
- **Permanent Exclusion** – the decision to permanently exclude a pupil will be taken in response to a serious breach, or persistent breaches, of the School's behaviour policy and where a pupil's behaviour means allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The Headteacher may consider a serious breach of the behaviour policy to be any of the following (although this list should not be deemed exhaustive):
 - Serious actual or threatened violence against another pupil or a member of staff;
 - Sexual harassment, violence or any other inappropriate sexualised behaviour;
 - Being in possession of, under the influence of, or supplying an illegal substance;
 - Carrying an offensive weapon;
 - Behaviour which could be injurious to themselves as well as others in or around the school environment;
 - Absolute refusal to conform to reasonable requests by staff.

The Governing Board is involved in all suspensions and permanent exclusions. The Governing Board will be convened when a pupil has been suspended in excess of fifteen days in any one term or has been permanently excluded. A Governing Board Panel will also be convened in relation to any suspension that would lead to a pupil being suspended from between 6 and 15 days, but only when the pupil's parent(s) express a wish to make representation.

If the Headteacher suspends or permanently excludes a pupil they will, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked-after, the Headteacher will, also without delay after their decision, notify the social worker and/or Virtual School Headteacher (VSH), as appropriate. When the Headteacher suspends or permanently excludes a pupil, they will also notify the Local Authority, without delay.

The Headteacher may cancel a suspension/exclusion that has not been reviewed by the Governing Board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the Governing Board and the Local Authority should be notified, and if relevant, the social worker and VSH.

Direction to Alternative Provision (AP)

In accordance with the Education Act 2002, the Governing Board may require any pupil to attend any place outside the school premises for the purposes of receiving educational provision which is intended to improve the behaviour of the pupil. Direction to AP will be considered only where a pupil has exhibited serious misbehaviour over a period of time. The placement at AP will time-constrained and subject to regular review.

The Principle of Escalation

The School will apply the **principle of escalation** to all sanctions. This means that if a pupil continues to exhibit behaviour that contravenes the expectations of this policy, they will be subject to escalating levels of sanction. For example, if a pupil has been issued an Internal Fixed Term Exclusion and then disrupts the learning environment in the IFTE, he or she is likely to be issued with a fixed term suspension.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual harassment or violence against another pupil and that allegation is shown to have been deliberately invented or malicious, the School will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School will consider whether the pupil who made the allegation needs help, or whether the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The School will also give due consideration to the pastoral needs of staff and pupils accused of misconduct.

Unacceptable Behaviour Outside of the School

Maintaining a strong partnership with the local community is extremely important at Robert Clack School; we consider ourselves to be a school for the community. We expect our pupils to take responsibility for their actions outside of school. We also have a legal right to discipline pupils for misbehaving outside of the school premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside of the School, which have been witnessed by a staff member or reported to the School, will be dealt with according to this policy.

This will include any unacceptable behaviour by a pupil:

- Taking part in any activity organised by the School;
- Travelling to and from school;
- Wearing school uniform;
- In some other way identifiable as a pupil of the School;

Where this behaviour could:

- Have repercussions for the orderly running of the School;
- Pose a threat to another pupil or member of the public;
- Adversely affect the reputation of the School.

Pupil Support

The School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to dealing with misbehaviour may be differentiated to cater to the needs of the pupil.

The School's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the School will liaise with external agencies and plan support programmes for that child. The School will also work with parents to create the plan and review it on a regular basis.

The School will anticipate likely triggers of misbehaviour and put in place support to try to prevent them. The School also recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy.

Sixth Form Behaviour

School Rules and Dress Code

The 'home school agreement' details what you can expect from us and outlines our expectation of pupils and their parents.

This document gives further details on the school rules for sixth form pupils.

Responsibilities of Sixth Form Pupils

Sixth form pupils are expected to follow the rules listed below:

- Behave with courtesy and respect towards others at all times whilst in school and within our local/wider community.
- Attend school regularly and be punctual.
- Be prepared for lessons with the correct resources and equipment and carry their Sixth Form Diary at all times.
- Meet all deadlines for homework and assessments and complete a minimum of 4 hours planned study per subject per week.
- Walk on the left side of the corridor and move sensibly around the school site.
- Dress in accordance with the Sixth Form Dress code at all times (outlined in Uniform Policy). ID badges should be worn and visible at all times and outdoor coats should not be worn in the building.
- Eating and drinking is only permitted in the school canteen or common room.
- The following items are prohibited on school site: chewing gum, cigarettes, e-cigarettes, lighters, alcohol, drugs (including 'legal highs'), matches, correction fluids, aerosols, laser pens, and metal combs.
- Valuable items should not be brought into school. The School cannot take responsibility for the loss of personal items. (The Governing body allows all pupils in an emergency to contact home free of charge from the school office phone).
- Photographic or video images of staff and pupils must not be used or passed on to third parties e.g. websites (unless written permission has been obtained).
- If leaving the school site with permission during a timetabled lesson, pupils must gain authorisation from their Head of Year.
- Pupils must attend after school sessions as directed by the class teacher or the relevant Head of Year.
- Pupils should only be in the building between 8.00am and 3.30pm unless they are taking part in a supervised activity. Pupils must not work in unsupervised areas of the School.

Failure to comply with the school rules will be communicated to parents and appropriate sanctions and support put in place to help the pupil improve. Persistent breaches of the school rules or a serious breach of the school rules may lead to a pupil being removed from the Sixth Form.

Attendance and Punctuality

We expect all pupils to:

- Have an attendance of 95% or above and have no unauthorised absences.
- Arrive to all lessons and school events on time.
- Complete paid work outside of school hours so that it does not affect attendance to school and/or after school sessions.

Should a child be unwell or not able to attend school for another legitimate reason, we expect parents to contact the School to let us know:

- Main office: 020 8270 4200
- Ms S Garratt (Administration Assistant/Attendance Officer): sgarratt@robertclack.co.uk

Failure to meet these expectations will be communicated to parents and appropriate sanctions and support put in place to help the pupil improve. Persistent failure to meet these expectations or a very poor attendance / punctuality may lead to a pupil being removed from the Sixth Form.

Primary School Appendix

The Robert Clack Primary School behaviour policy sits within the auspices of the whole school behaviour policy.

Roles and Responsibilities

At Robert Clack Primary School, we recognise that every member of our school community is responsible for promoting good behaviour.

Our staff are expected to:

- Act as positive role models.
- Consistently adhere to our behaviour policy.
- Explain, in a constructive and positive way, the behaviour expected of the pupils.
- Be firm, fair and consistent, without being confrontational; handle situations with a degree of warmth and concern.
- Provide praise and encouragement for learners.
- Share positive and negative behaviour incidents with parents/carers.
- Seek and act on advice from colleagues and external support agencies, when necessary.

Our pupils are expected to:

- Embrace and follow expectations for outstanding behaviour, including our School Values.
- Understand that having rules helps everybody to be safe, happy and confident within our school environment, the community and the wider world.
- Take responsibility for their actions and the consequences.
- Listen carefully whilst other children and adults are talking; respond politely and respectfully to peers, teachers, teaching assistants, lunchtime supervisors and all other adults such as parent volunteers.
- Work hard and to the best of their ability.

Our parents/carers are expected to:

- Act as role models for manners and appropriate behaviour.
- Understand and support our school policies with regards to how they support learning and encourage positive behaviour.
- Read all communication, either in the written or electronic format, from the school and respond accordingly.
- Treat all school staff with respect and courtesy at all times. Abuse of any kind will not be tolerated and will be referred to the London Borough of Barking and Dagenham.

Supporting Pupils in Developing Positive Behaviour

At Robert Clack Primary we define acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers and other school staff and with visitors or other persons within/outside the school premises.

Adults will discuss behavioural expectations at the beginning of each school year with their class. This will be reinforced throughout the year through assemblies and PSHE lessons.

We aim to strike a healthy balance between rewards and sanctions, with more emphasis on the positive achievements. By praising good role models, our pupils will have a clear understanding of expected behaviours and attitudes.

All adults use a variety of rewards including:

- Praise
- Non-verbal response (smile, approving nod, etc.)
- Written approval – comments in books
- Achievement assemblies
- Stickers and charts
- Certificates
- Star of the week
- Responsibility – monitor, leader of a line etc
- Show work to own/other teacher, Head Teacher

Our School Values

These values are at the heart of what we do and link to the British Values. They underpin the shared behaviour of everyone within the school community. The values are displayed in each classroom and referred to as part of classroom behaviour management.

Mutual respect – we value ourselves, other people and the school environment.

Compassion for others – we help other people.

Discipline – we make good choices, follow our rules and always tell the truth.

High expectations and aspirations – we believe we can achieve.

Hard work – we keep trying our best.

We focus on one value each half term and they form the themes of our assemblies. There is a value champion each week.

Classroom Rules

Each class teacher must involve the children in drawing up a set of classroom rules at the beginning of the school year. These should promote positive behaviour and learning environments. The agreed classroom rules must be displayed in each classroom and be reinforced and pupils reminded of them regularly. These classroom rules will reflect the school values.

EYFS – The Rainbow System

To support pupils to exhibit positive behaviour at all times, the School uses the “Rainbow System” strategy for our pupils in EYFS.

When children follow the rules, they stay on the sunshine. If they consistently make positive choices about their behaviour they may move to the rainbow or for exceptional behavior the pot of gold. If children make poor or inappropriate behaviour choices they move to the cloud, or even the thundercloud. If children address their previous behavior and return to positive behavior they can work their way back to the sunshine and above.

The rainbow system is an EYFS friendly version of the “Stay on Green” system that is used throughout the rest of the Key Stages.

Key Stage 1 – Stay on Green

To support pupils to exhibit positive behaviour at all times, the School uses the “Stay on Green” strategy for our pupils in KS1 and KS2.

When children follow the rules, they Stay on Green. If they consistently make positive choices about their behaviour they may move to bronze, silver or gold. If children make poor or inappropriate behaviour

choices they move to blue, yellow, or even red. If children address their previous behavior and return to positive behavior they can work their way back to Green and above.

Stay on Green visual guide

Gold	Children receive a Gold certificate in recognition of outstanding behaviour.
Silver	Children receive a Silver certificate in recognition of really good behaviour.
Bronze	Children receive a sticker.
Green	This is where children should be, displaying consistently good behaviour.
Blue	Children will receive a warning.
Yellow	Children will receive a 2 nd warning, if behaviour persists opposite class time out will be issued. A call will be made home to parents
Red	Children will be on timeout with a member of the Senior Leadership Team and a parent meeting will take place.

Between each stage children are given time for reflection and an opportunity to change behaviour. A range of positive behaviour management strategies, including warnings or reminders are given before a consequence.

Children are given the opportunity to move from a consequence stage back to green and towards gold.

Rewards

Individual Rewards:

Praise – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise.

Stickers – these can be awarded for a variety of reasons; celebrating positive work and behaviour.

Positive visits to SLT members – if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT.

Positive phone calls home – all staff can phone home if they feel that they would like parents to know about something a child has done particularly well that day

Verbal feedback/tone of voice – we are always aware of our tone of voice and the effect it has on children's behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good work.

When a child achieves 'Gold', the teacher will give the child a Golden Sticker so that others are aware of their excellent behaviour. Teachers are expected to show great professional judgement when awarding Gold. This is the most difficult behaviour colour to achieve and as such it is expected that each year group would have no more than 5 children in total on Gold per half term.

When a child achieves Bronze or Silver they will also receive a sticker.

Celebration Assemblies – Star of the Week

Each week, the class teacher will choose a child to be 'Star of the Week'. This child will be selected because they have demonstrated an excellent example of one of the school's values through their work or behaviour.

Celebrated children will receive a certificate and will have their photo displayed on class celebration displays. In Reception, the child selected as 'Star of the Week' will also take home the class mascot for the weekend.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour.

Before moving a child's name down the "stay on green" system we use a range of techniques.

Warning System

- Each child will receive the opportunity to redeem their behaviour before being placed onto blue or yellow.
- 2 Warnings then the child is placed onto blue, from green, whereby they still have the opportunity to get back onto green at the end of the day.
- 2 Warnings must be given before the child can move onto yellow, from blue.
- The next stage on the system is YELLOW. At this stage, teachers may choose from the following consequences:
 - Instant "Time Out" inside the class '
 - "Time Out" in a Buddy Class (15 mins max)
 - "Time Out" during break or lunchtime (15 mins max) ' Catch up time will be expected from the children during break time. This will be at the teacher's discretion if he/she feels a child has not completed the work to the high standard expected at Robert Clack School.

What if a child finishes the day on yellow?

If a child finishes the day on YELLOW the class teacher must refer the incident to their Phase Lead to determine the appropriate sanction or intervention. This is done using Bromcom. Parents should also be informed by the class teacher.

What happens if a child goes on to Red?

The next stage on the system is RED.

Consequences may, but are not exclusive to:

- Parent Meeting
- In school social exclusion
- Fixed Term suspension
- Alternative Lunch
- In some circumstances it may be necessary for the teacher to write a behaviour plan with SLT, parents and the child.

PLEASE NOTE: Under Section 51A of The Education Act (2002), exclusions may only be given by the Head Teacher or Acting Head Teacher.

Playground Rules

Children are expected to follow the playground rules:

- We respect the grown-ups on duty;
 - We play together and we are kind to one another;
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- We respect everyone's games;
- We take care of the playground and our equipment;
- We ask permission to leave the playground;
- We stand still when we hear the signal and walk sensibly to our lines.

Guidance for Midday Assistants

- All adults will have stickers to reward children displaying outstanding behaviour or for being particularly helpful.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must stop all playground games that involve rough play or play fighting – this is NOT allowed.
- All adults must deal with incidents appropriately following the principles discussed below.

Dining Hall Rules

Children are expected to follow the dining hall rules:

- We line up calmly;
- We are polite to everyone;
- We put our hand up when we need help;
- We speak quietly to those around us;
- We keep the table and floor clean.

Guidance for Midday Assistants.

- All adults will have stickers to reward children displaying outstanding behaviour or for being particularly helpful.
- All adults are responsible for encouraging a sociable, but calm, atmosphere. If you need to do a general reminder about the volume, shake the tambourine to get the children's attention before speaking to them. Do not attempt to shout over the noise.
- All adults are responsible for encouraging the pupils to check that they have not dropped any litter or left any mess on the table before leaving.
- It is expected that pupils will line up at the servery in an orderly fashion. If they fail to do so give them one warning and then move them away from their class, making them wait until the end of their class to get their dinner.

Assembly Hall Rules

Children are expected to enter and leave the assembly hall in an orderly fashion without making a noise and accompanied by a member of staff. They are expected to sit quietly and respectfully without fiddling or interfering with other children. Any children who are likely to disrupt each other should be separated. Children are expected to fully participate in acts of collective worship, including singing and saying any prayers.

Corridor Rules

Large groups of children or whole classes should be accompanied by an adult. Children are expected to walk sensibly and silently, in single file, along the corridor on the left hand side. They are expected to leave displays and coats/bags alone as they walk past them. Children are expected to walk along the corridors without interfering with other children in any way.

In the case of PE, children should always wear footwear when walking to and from the hall.

Bullying/Racist Incidents

All incidents of bullying and racial and homophobic prejudice must be reported to a member of the senior leadership team. This includes verbal and physical insults related to race or religion. The senior leader will then follow procedure in accordance with local authority guidance.

Suspension/Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, or in the case of persistent disregard for the school's behaviour policy, the school may have to make suspensions to maintain the health and safety of all our community. Suspension may be internal or external depending on the severity of the incident. An external suspension can only be sanctioned by the Headteacher and will be reported to the Local Authority and Governing body.

Appendix A – Year 7 Smartphone Letter



Robert Clack School of Science

A Specialist College

Headteacher : Mr R.V.A. Taylor B.Sc., (Econ) (Hons)

Head of Gosfield Road School : Mr S O'Brien BA (Hons)

Head of Green Lane School : Mr S Richardson BA (Hons)

Head of Lyvington Fields School : Dr R Spandl MChem, MA, PhD

Gosfield Road Site
Gosfield Road
Dagenham
RM8 1JU

Green Lane Site
Green Lane
Dagenham
RM8 1AL

Lyvington Fields Site
Royal Anglian Way
Whalebone Lane South
Dagenham
RM8 1FL

Tel: 020 8270 4200

Website: www.robertclack.co.uk

Email: office@robertclack.co.uk

June 2025

Dear Parents and Carers,

Smart phone ban in school

This letter is going to all prospective Year 7 pupils from all secondary schools in Barking and Dagenham and is supported by the local authority.

From September 2025 the new cohort of students joining Year 7 at Secondary Schools in LBBD will not be allowed to bring a smartphone to school. A smartphone is defined as a phone that allows internet connectivity and the use of Apps. We also ask that you delay allowing your child to have a smartphone at all until they are aged 14 or older, and to delay access to social media until they are 16.

Currently all secondary schools ban the use of phones in school, but we are strengthening this to an absolute ban on the items being brought into school.

Why have we made this decision?

Although there are many benefits, there is increasing evidence that smartphone use has negative effects on the wellbeing & mental health of young people and poses a number of significant safeguarding risks. Smartphone use has been linked to impaired attention and focus, sleep deprivation, mental health issues, online bullying, exposure to harmful online content and people, increased risk of mugging, and increased loneliness and social isolation. We want young people to prioritise in-person interactions and to benefit from the stronger social skills, empathy and sense of community real-world interactions offer.

Whilst the use of phones is banned in school and children are protected from some of the issues outlined above these risks remain outside of school. We encourage all parents and carers to delay allowing children to have a smartphone at all until they are aged 14 or older (year 10), and to delay access to social media until age 16.

If you feel your child needs a device for safety reasons, consider instead a phone without internet connectivity (a 'brick' phone) and an Airtag. A simple phone and an Airtag can be purchased for less than £50 and will allow communication and address any safety concerns you may have.

We know that many of you are keen to delay giving your child a smartphone at the age of 11, 12 or 13, so we hope that the position we are adopting as schools will support you in your decision to ask children to wait until they are older to get a smartphone.



We hope that you will support us in our aim to make sure that your children are happy and safeguarded by being smartphone free.

Further Information and Resources

The following links lead to research and resources regarding mobile phone use and young people:

Smartphone Free Childhood

[Smartphone Free Childhood](#)

Unesco Report

[To ban or not to ban? | UNESCO](#)

Mobile Phones in Schools Guidance

[Mobile phones in schools - February 2024](#)

Signed

All Saints School Barking Abbey School Dagenham Park School Eastbrook School Eastbury School Goresbrook School Greatfields School	London Borough of Barking and Dagenham Jo Richardson School Riverside School Robert Clack School Sydney Russell School Trinity School
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Mr Russell Taylor
Executive Headteacher
Robert Clack School

