



CLAYESMORE

BEHAVIOUR & POSITIVE CONDUCT POLICY

Responsible:	Deputy Head (Pastoral)
Date Reviewed:	October 2025
Review Period:	Annual
Scope:	Senior School
Approval Authority:	SLT
External Release:	Yes, website

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GENERAL & SCOPE

"When we do the right thing, we enable ourselves and others to flourish."

Our goal is to cultivate an environment where young people thrive, supported by a foundation of positive relationships, consistency and respect. We aim to nurture students who have the self-knowledge, resilience and skills to live healthily and safely, enjoying their learning, respecting others and contributing positively to their school and community.

At Clayesmore School, we want students to:

- Experience the breadth of opportunities available to them, guided by adults who model respect and empathy.
- Achieve high standards within a supportive, consistent framework.
- Encounter daily expressions of praise, kindness, and celebration that reinforce positive behaviour.
- Feel appreciated, valued, and integral to the school community.

This policy encourages each of us, as adults and role models, to uphold these values consistently, creating a space where positive behaviour becomes the norm. By developing good habits and a sense of personal responsibility, students will learn to care for their physical and mental health and understand the importance of contributing meaningfully to society.

How is behaviour managed?

Behaviour at school and among the students wherever they are is managed through:

1. The student code of conduct
2. The school rules
3. Encouraging good behaviour
4. Challenging poor behaviour
5. Involvement of parents
6. Involvement of students
7. The school ethos
8. The curriculum
9. Sanctions

STUDENT CODE OF CONDUCT

This is included at [Appendix A](#)

SCHOOL RULES

These are included at [Appendix B](#)

ENCOURAGING GOOD BEHAVIOUR

Rewards/Awards

1. It is important for staff to identify and reward the specific behaviours that we want to become habitual.
2. We recognise the importance of completing prep and so teachers should find ways of rewarding students who complete prep. A reward might be some words of praise or something more tangible agreed within departments. Intermittent rewards are effective.
3. It is also important to be flexible in the use of rewards. Rewards will work well for some students; less well for others. Using rewards is not a substitute for talking to students about their intrinsic motivations and their responsibilities as members of the Clayesmore community.
4. Awards, Good News notes and Commendations are used to celebrate success. We use awards in the following ways:
5. Good News notes; Commendations; Sports Colours; Academic Prizes; House Awards, Speech Day
6. Good News notes and Commendations are awarded through iSAMs and are notified directly to parents and key members of staff. The award of a Commendation is also recognised by the Head at a meeting with recipient pupils once a week.

CHALLENGING POOR BEHAVIOUR

7. Behaviour management at Clayesmore is centred on the individual and in fostering positive, respectful relationships within the Clayesmore community. It is understood that students do not arrive fully formed and that some will make mistakes, but we make no apology for expecting excellent behaviour.
8. Students need to be enabled to understand what good behaviour looks like and to be clear about what they have done wrong. It is the responsibility of staff to give clear and consistent direction and towards good behaviour and habits.
9. Staff use the Reward and Conduct Manager module on iSAMs to inform other members of staff (Deputies, Heads of Year, Houseparents, Tutors) about certain poor behaviours in and outside class. These behaviours include disruptive behaviour, persistent lateness, mobile phone use and chewing gum.
10. The application of sanctions, where necessary, combines an understanding of the individual with the spirit of fairness and the needs and safeguarding of the community.
11. Restorative Justice techniques are used appropriately, particularly in disputes between friends.
12. The table at Appendix C acts as a guide to the way sanctions are used at Clayesmore.

INVOLVEMENT OF PARENTS AND GUARDIANS

13. Parents and guardians who accept a place at Clayesmore undertake to uphold the school's policies including this policy. They will support the school's values in matters such as attendance, uniform, punctuality, behaviour, standards of academic work, co-curricular activities, prep and safeguarding.

INVOLVEMENT OF STUDENTS

14. In order to ensure that students can feel the benefits of a sense of community, they are required to attend Chapel and assemblies, and are encouraged to play a part in the school council, house meetings, food committee, prefect meetings, anti-bullying group, EDI committee, MUN, DofE and the volunteer activity programmes.

SCHOOL ETHOS

15. The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from adults and senior students within the school community.

How We Communicate Ethos

- Through Student Code of Conduct
- Assemblies
- Chapel
- Routines
- Entering lessons ready to work
- Standing up as the Head or other senior staff enter and leave assembly
- Dining Room etiquette
- Manners
- Games routines and fixtures Code of Conduct
- Showing visitors around the school
- Moving around the school
- Being aware of other people
- Opening doors
- Consciousness of context and register

Student Voice

- Prefects
- School Council
- Charity Committee
- Anti-bullying Committee
- EDI Committee
- House Council
- House prefects
- Food Committee
- Academic societies
- Surveys
- Tutorial discussions

Display

- Student work
- Society Noticeboards

Training of staff

- Inset
- Departmental discussion

- CPD

Rewards

Sanctions

Routines in learning

CURRICULUM

16. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.
17. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.
18. Explicitly through PSHE but also in other subjects, we help students to understand their responsibilities to others.
19. All lessons should have clear objectives which are understood by the students and are differentiated to meet the needs of those in the class. Marking and record keeping can be used both as a supportive activity, providing feed-back to the students on their progress and achievements, and as a signal that the student's efforts are valued and progress matters.
20. Students know that they must be aware of the needs of others and that to disturb other people's learning is unacceptable.
21. Personal development activities are also essential in developing balance, resilience and social skills. We encourage all students to participate widely and to participate in service to others.

SANCTIONS – KEY PRINCIPLES

- There will be no instances of corporal punishment.
- Where possible, behaviour is managed by good planning;
- Sanctions must be proportionate to the offence;
- Sanctions must be consistently applied and in a timely fashion.
- Any bespoke elements (sometimes necessary) are explained in the record.
- It should be the behaviour rather than the person that is sanctioned;
- The student must understand why a sanction is applied – time must be given to explain the reasons for the sanction and the connection to the core statement and the code of conduct;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Staff should avoid using raised voices to discipline students;
- Students will not be asked to stand outside a classroom for more than a couple of minutes;
- Group sanctions should be avoided – they are unjust and breed resentment (smoking, vaping and drinking may be an exception);
- A record of all sanctions (house gatings and above) is kept by Houseparents and the Deputy Head Pastoral;
- The sanctions log (behaviour log) is available to all those with senior pastoral responsibilities and the governing body, so that a) trends can be identified and understood and b) a complete picture of a student's difficulties can be built up and strategies developed to help him/her.

- For examples of sanctions and the circumstances in which they might be applied see [Appendix C](#).

Pupil Code of Conduct



I AM
RESPECTFUL



I AM
HARD-WORKING



I AM
KIND



I AM A
CLAYESMORIAN

A Clayesmorian's words, actions and behaviour always takes account of the wellbeing and feelings of others in the school community.

Respect and kindness are at the heart of our community and it is our priority to enable our fellow students to thrive and to feel safe at school

We are ambitious in our work and other activities and we look after our peers and our environment.

AT SCHOOL

1. We are polite and respectful to all members of the community
2. We are correctly, cleanly and tidily dressed
3. We are punctual for all commitments
4. We are honest
5. We stand up against any form of bullying or abuse
6. We keep the school rules
7. We never break the law

LESSONS

1. We arrive at lessons with all necessary kit, ready to learn
2. We always do our prep
3. We never disturb the learning of other people
4. We follow all the rules laid down by exam boards

IN HOUSE

1. At all times we follow all House and school rules
2. We never leave the boarding house at night

AT GAMES

1. We always attend and wear the correct kit
2. We practise and play within the rules and the spirit of the game

APPENDIX B – School Rules

Introduction

1. These rules are designed to help students do the right thing.
2. Students who break school rules should expect the school, kindly, to impose a proportionate sanction. For serious wrong-doing, or for persistently refusing to follow rules, students may be asked to leave the school – see [Appendix C](#).

Special Circumstances

3. Some students are not well-organised; others are poor time-keepers; others have a diagnosed condition which means they struggle to follow some rules or to manage their daily interactions maturely. All possible considerations will be made for these students, but nevertheless poor behaviour will be addressed rather than excused. For such students we will develop a behaviour plan involving some or all of the following: the student, tutor, TLC staff, house staff, parents and others. This will be designed to help the student behave reasonably. Sometimes this plan may include going home for a day or two, or going home early before a half-term or a holiday.

Appeal Process

4. All students can appeal informally against a punishment. They do this by speaking with their House Staff or with the Head of Sixth Form. They should do this as soon as they can. If they remain unhappy with the sanction that has been imposed they should speak with one of the Deputy Heads. After that they should speak with their parents who should write to the Head.

Breaking the Law

5. Breaking the law will always be regarded as a serious breach of the school rules.
6. The following activities are all against the law: theft; possessing, supplying and cultivating drugs; causing disorder or nuisance; fighting; using threatening words or behaviour; sending offensive or abusive messages; racially-motivated offences; the improper use of IT systems; the possession of fireworks, firearms, knives or other weapons; the possession of pornography or youth-produced sexual imagery; sexual activity under the age of consent; purchasing or supplying alcohol; causing damage to property; and interfering with vehicles.
7. Aiding, abetting, counselling, encouraging, assisting others to do these things is also generally a crime.
8. Students who break the law will almost certainly face a temporary exclusion from school, and they may be required to leave.

School Rules

9. The school code of conduct, and the school rules, apply at all times to all students. This includes those on school trips, and those travelling to and from school.
10. A student whose actions affect the school, other students, or staff will always be subject to the school rules, even in the holidays.

Attendance

11. All students must attend all their formal commitments.
12. No student is permitted to be absent from school during the working week unless the absence has been approved by House Staff, the Head of Sixth Form or the Deputy Heads. Reasons for granting absence are set out in the Absence Policy.

Respect and Responsibility

13. It is the students' responsibility to follow the school rules.
14. Students must treat everyone, at all times, with kindness and respect. All relationships between pupils must be respectful and appropriate; sexual relationships are not permitted at school.
15. Students must take the trouble to read, understand and follow the Anti-Bullying Policy and the acceptable Use of IT and Personal Devices Policy

Times

16. Students are required to be in the right place at the right time for lessons, activities, fixtures, meals, House Line, congo, games and any other formal school activity.
17. After 6.40pm, no student, day or boarding, should be outside their house without permission from House Staff.

Academic Work

18. Students must try to do all the work they are set by the deadline they are given.
19. Students must never disrupt the learning of others.
20. Students may not submit another student's work in order to claim credit for it.
21. Rules relating to the conduct of exams and coursework must always be followed.

Dress and Appearance

22. During the working day school uniform must be clean, tidy and properly worn. Sixth Formers must follow the published dress code.
23. School uniform, or games kit, may not be mixed with other clothes.
24. Students must follow the rules about facial hair, piercings, jewellery, nail varnish and all the usual things schools worry about. These are set out in the [UNIFORM POLICY](#)
25. Hi-Viz vests must be worn by all students travelling between the school and any of the Art School, Church Path and Devine. They do not need to be worn to visit the village Post Office, but students must use the pavement and observe the Highway Code.

Phones and IT

26. All students must follow the school's policy detailing the acceptable use of IT.
27. In Y9 - Y11 phones must be secured in Yondr pouches during the school day. In the Sixth Form, phones must be invisible and silent between 8.30am and 5.15pm. Students who break these rules may have their phone confiscated for 48 hours in the first instance. (Further details can be found in the [Student Use of Mobile Phones Policy](#)).

Places

28. Students must behave respectfully and safely in all the spaces they use.
29. The rules for different spaces must always be followed. There are specific rules about the use of the Main House, the Library, the Dining Hall, the Sports Hall, and about the use of lawns.
30. Toilets are not social spaces and should not be used as such.
31. Public displays of affection are not permitted.
32. Village shop: the rules relating to when students may visit the village shop are posted in each boarding house.
33. At school, students are **never** permitted to visit: rooms of younger students; rooms of students of another gender; the school kitchens; the dining-hall outside meal times; the astro except during formal games, or with permission; the lake or the area beside the lake; King's Woods and Barber's Copse; the Beech Walk; the Prep School; the Staff Common Room; or private rooms belonging to staff.
34. Outside the school, students are **never** permitted in the village beyond the shop except to visit Devine, to go to chip van or to take part in an authorised activity. This ban includes: the Talbot; the village bus shelter; residential streets in the village; the village cricket pitch – and paths leading to it; the recreation ground – and all paths around it; the children's playground; the church and the churchyard.

Dangerous Behaviour

35. All medication must be deposited with the Medical Centre.
36. Students may not use bicycles, roller-blades, skates or skateboards on site.
37. Boxing, sparring, any form of martial arts, and all similar activities, are not permitted anywhere at school, unless under the supervision of a member of staff.
38. No student may fly a drone over school property.

Property

39. All property, and the school environment generally, must be treated with respect.
40. All personal property must be clearly named.
41. All cash should be deposited for safe-keeping with House Staff.
42. The borrowing, buying, selling, and exchange of property between students is forbidden.
43. Lost property should be handed in to matrons or to Mrs Lockwood.

Motor Vehicles

44. No student may bring a motor vehicle or motorbike to school unless they are in possession of a driving permit signed by the Head of Sixth Form.

Possession of Contraband

45. The possession of alcohol, tobacco, vaping materials, legal or illegal drugs or their associated paraphernalia, firearms, fireworks, blades, pornography, or youth-produced sexual imagery will always be a breach of the school rules and may also be against the law.

Note: the law allows the school to conduct searches and to confiscate prohibited articles or articles that pose a danger to the student or others: [DFE Guidance on Search and Confiscation 2022](#)

APPENDIX C - SANCTIONS

Guidance on Determining Sanctions For Serious Misbehaviour

Following serious misbehaviour, the table below sets out the likely sanctions to be applied. However, in each case, the following factors will also be reviewed:

1. Severity of incident
2. Any known educational needs
3. Any provocation
4. Age/experience of student
5. Immediate impact on other students
6. Longer term impact on behaviour within the school
7. Impact on staff
8. Previous conduct history of students
9. Other mitigating or aggravating factors
10. Particular circumstances pertaining to the student
11. Student's response, including honesty, contrition, responsibility for action

Each case will be different. If different punishments to those listed below are applied they must be signed off by a Deputy Head who will keep a written record of the reasons for the different application, and ensure they are reviewed when the policy is revised.

Exclusions may be appropriate for offences not covered in this document.

Offence	Authority	Sanction
Drug abuse and the supplying of drugs; breaking the law of the land; sexual offences; serious bullying; repeated other offences after warnings, prior suspensions or a contract.	Head	Permanent Exclusion
Sexual impropriety; violent/aggressive behaviour; persistent low level disruption; swearing at a member of staff; Bringing alcohol or drugs on to site; vaping/ smoking after 2 warnings; some alcohol offences;	Head Deputy Head	Suspension (temporary exclusion) This can be anything from 1 day to 14 days depending on the severity of the offence.
Smoking or vaping whilst at school or under school rules; possession of smoking or vaping equipment; positive test for nicotine (See Drugs, Alcohol and Tobacco Policy for details)	Deputy Head	2 days DH gating or suspension
Racist language	Deputy Head	Suspension
Intimidating behaviour in the boarding house/ hazing	Deputy Head	Suspension

Sometimes on return from suspension to encourage students to be mindful of keeping the school rules.	Head/Deputy Head	Behaviour Contract
Alcohol offence; physical or verbal abuse; vandalism or destruction of school or others' property; unsafe behaviour	Deputy Head	Gating/suspension Depending on seriousness
Unacceptable behaviour in class, eg rudeness, bad language, persistent low level disruption; very disruptive; repeated misbehaviour after warning.	Deputy Head	Withdrawal from class; Gating; Possible suspension
Persistent uniform infringements; unacceptable haircut or colour; persistent failure to sign in and out;	Deputy Head and SLT /Houseparent	Gating Uniform satis
Unacceptable behaviour in House;	Deputy Head or Houseparent	3-5 day Gating
Cutting a lesson or commitment; Unacceptable behaviour in House;	Houseparent/ SLT	2-3 day Gating
Dropping litter; making a mess in the dining room; low level disruption on campus	Houseparent/ SLT	Chores/ 1-3 day Gating
Out of Bounds	Houseparent/ SLT	1 - 3 day Gating
Confiscated phone subsequent offences Mobile phone 1st/2nd offence	Houseparent	1-3 day Gating 48hrs to 5 days confiscation
Persistent poor academic work; Poor behaviour in class generally	Deputy Head Houseparent/ Tutor	Satis/meeting with parents Satis

Poor behaviour in class	HoD Classroom teacher	Departmental detention Pupil sent to SLT offices, behaviour note
Chewing Gum	Deputy Head/ delegated	Once a week, gum detention at break
Late for the start of the day; minor bad behaviour; minor uniform infringements	Teacher/ Houseparent/ SLT	Behaviour Note/ Report to Duty SLT at.....

APPENDIX D - SANCTIONS

1. The most common response to poor or inappropriate behaviour is a serious but gentle conversation. Staff are patient, good-humoured and forgiving. However, if poor behaviour persists, students will be subject to one of a small number of sanctions.
2. Students who are deliberately or persistently unco-operative in their lessons or who disrupt the learning of others or who don't do their prep will be required to meet their House Staff or a member of SLT. This senior member of staff will determine which of the following sanctions, if any, should be applied.

Satis

3. Generally, students who have got things wrong relating to uniform, work, classroom routines or who have been unpleasant or unco-operative in their attitudes to others in lessons may be placed on Satis. This will require staff to sign a satis card in each lesson or activity. Students on Satis will be allowed to attend social events or outings at the discretion of Housestaff or Deputy Heads. A satis will be imposed for 3 – 7 days, and not operate on a Sunday.
4. A satis may be used by a tutor for monitoring and encouragement. Students often find it helpful and motivating and it should not always be seen as punitive.

A satis may be for:

- Punctuality
- Attendance at meals
- Uniform
- Manners
- Academic work
- Monitoring

Prep Support Sessions

5. Students who do not hand prep in on time, or who hand in poor quality work, attend Prep support at the discretion of the HOD.

House Gating

6. This is a sanction for housestaff to use for specifically house-based, low level issues that happen during boarding time or in the house. This might be being late for line more than once, out of bounds during boarding time, poor behaviour or being uncooperative. A record is kept of these sanctions by housestaff and is available to the Head of Boarding and the Deputy Head Pastoral.

School Gating

7. This is a punishment related to time and/or spaces. Broadly speaking students who are out of bounds or knowingly in the wrong place at the wrong time or misusing public spaces will be admonished if the offence is trivial or gated if it is serious. A school gating requires a student to lose their free time and to ask staff to sign a gating-card each lesson or 30 minute period of the day. Students who are school gated may not attend social events or outings. A school gating may, at the student's request, be suspended on a Sunday. A school gating might be imposed for 2 – 7 days. Students who are school gated will not be selected for school teams, and will undertake an alternative games programme while they are

school gated. Students who are repeatedly school gated will face a period of suspension from school to reflect on their compliance and their willingness to live within the school rules.

A gating may be for:

- Missing a commitment
- Being out of bounds
- Vaping or smoking (see policy)
- Rudeness
- Disobedience
- Other rule breaches (see appendix)

Withdrawal from Class

8. If a student is disruptive or rude and disturbs the learning of others, they may be withdrawn from class. They will be supervised by a senior member of staff. They will do their normal school work and be helped to catch up with any work that is missing. They will be integrated back into class after one day, but will not be able to remain if disruptive behaviour occurs again. When withdrawn from class, students lose their free time at school breaks and they will do an alternative games programme. Students who have been withdrawn from class will not be selected for school teams.

Parents Informed?

9. Parents will always be informed if a student is given a satis, a gating or withdrawn from class by a senior member of staff. If a student is given a house gating or a satis by Houseparent or Tutor, staff may feel that the student ought to be given the opportunity to get things right before parents need to be informed.

Exclusion

10. Sometimes it is necessary to suspend a student from school. This enables them to spend time with their parents to reflect on their continuing membership of the school and what they need to do to demonstrate their compliance with the school's code of conduct, the school rules and/or the law. Students returning from suspension may be placed on a Satis or gated, depending on the context.
11. Students who are repeatedly suspended are unlikely to be able to continue at the school, and may be required to leave permanently.

Deputy Head/Head's Contract

12. Where a student has had more than one temporary exclusion and is finding complying with the school rules difficult, they may be put on a Contract which is an agreement that the school will give them every support to succeed if they keep to the school Code of Conduct. Students who are on a contract are aware that should they break it they may be asked to leave. Parents are always involved in the contract agreement.
13. Students who have had a temporary exclusion for drugs, alcohol or bullying are usually put on a Head's Contract on return to school.

Students' Rights

14. All students have the right: to be treated kindly and respectfully at all times; when in trouble to be supported by a friendly adult or their parents; to be heard by a senior

member of staff, including the Head; to be able to appeal against a punishment; and to be able to make a complaint without any fear of doing so. These rights are understood by all staff and are explained to students in assembly annually by the DHP.