

## Governing Body Document Monitoring

Date of Review	Reason for Review	Responsibility	Model or School Specific	Date Ratified	CoC Initials	Name of Committee	Date of next scheduled review
Jan 2017	Annual Review	Headteacher	Model with Specifics				

### BEHAVIOUR FOR LEARNING CODE

#### KEY REQUIREMENTS/LEGAL DUTIES

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent School Standards Regulations, 2010. This includes the requirement that all schools, academies and free schools must have behaviour guidance which is available to all parents and prospective parents. The school acknowledges its legal duties under the Equality Act, 2010 and in respect of students with SEN.

The aims of this policy are:

- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential
- To create an atmosphere where achievement is respected and valued by all
- To establish good working relationships and encourage mutual respect amongst all members of the school.
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties
- To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated
- To secure an environment where effective teaching and learning is able to take place

As a learning community our objectives are to:

- ensure the health and safety of all students and staff
- create a happy and purposeful atmosphere
- ensure that each student is able to access, contribute to and benefit fully from all learning opportunities
- maximise the life chances of all our students

It is imperative, therefore, that students, staff, parents and governors are aware of, understand and subscribe to these expectations; that all parties work in a mutually supportive manner to ensure successful outcomes in each of the above respects.

This policy identifies those qualities and actions which will enable us to realise our collective aspirations.

It identifies:

- how our community will feel
- what our community will look like
- our approach to discipline and sanctions
- the nature of student support systems
- liaison with parents and others agencies

#### How does our community feel?

The prevailing ethos is a welcoming one, where care and consideration inform and reflect our commitment, our collective attitudes, sense of purpose and aspirations.

Everyone, staff and students alike, feel safe and happy. Relationships are based upon mutual respect and concern for each other, reflect a recognition of the fact that the 'way we are with each other' will influence to a significant degree, just what we are able to achieve both as individuals and as a community

#### **What does our school look like?**

- The site is always clean, there is an absence of litter in corridors, classrooms and around the external areas of the site
- Corridors and classrooms are bright and well maintained
- Displays on notice boards are attractively presented and regularly updated as appropriate
- Moving to assemblies, to class or waiting to attend any other activity is achieved in an orderly manner.
- Shouting or inappropriate behaviour in classrooms is challenged consistently through a clear approach to discipline and restorative practise.
- Staff greet/acknowledge each other and students around the site
- Behaviour in classrooms allows the teacher to teach and everyone to enjoy and benefit from their learning opportunities
- Students pay attention to what others have to say, are respectful of the views and opinions of others and understand how acting in this way is an important part of the learning process
- Name calling, 'put downs' and incidences of bullying are dealt with or referred immediately to ensure incidents are dealt with quickly and effectively

#### **Behaviour - what do we expect?**

- Excellent behaviour, effective discipline and a safe and orderly environment are key if our young people are to feel safe, happy, motivated and able to learn.
- Where teachers, parents/carers and students all understand and support the school behaviour policy and uphold their respective responsibilities in lending their support to it, our students are able to thrive and be successful.

#### **Attendance – what do we expect?**

- It is expected that students strive to maintain 100% attendance
- Parents are expected to call the designated attendance officer on the morning of any illness
- No permission is granted for holidays/planned periods of absence during term time (unless medical and supported in writing by a medical professional)

#### **POSITIVE REINFORCEMENT AND REWARDS**

We recognise the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

As appropriate to student age these include:

- Verbal praise
- Written comment on work/in book/Planner
- School reward points
- Telephone call to parents
- Positive letter home
- Certificates
- Epraise
- Mention in assembly
- Motivational rewards/prizes
- Special awards at Achievement Assemblies
- Annual Awards Ceremony

## **ACTIVE INVOLVEMENT OF PARENTS**

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/carers actively on behaviour for learning issues.

Approaches will include:

- Telephone calls
- Meetings
- Letters
- Supporting students on reports
- Home School Agreement
- Request to attend re-integration meetings
- Student Planners which allow for two way communication
- Invitations to agency meetings
- Follow up & routine communication

All parents/students are aware of our school charter. By sending their children to our school parents agree with our policies and practise. A copy of our school charter can be collected from reception.

## **STUDENT BEHAVIOUR**

### **IN LESSONS**

All students display behaviours which show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. Arriving for lessons on time and being equipped for learning is expected, (school bag, pencil, pen, ruler, rubber and books). In all classes students should demonstrate positive learning attitudes and allow others to learn free from disruption.

Students who slow the learning of others or infringe on the teachers ability to teach are isolated from their peers in line with the school's sanction guidance. **(Appendix 1)**

### **AROUND THE BUILDING AND OUT OF LESSONS**

Whilst moving around the building and at social time students behave in a manner which respects the environment, themselves and others. Students are considerate of their language, the way they speak to each other, adults and of the impression they leave on visitors to the School.

### **SMOKING**

The school is a non-smoking site. Students are not permitted to smoke whilst wearing the school uniform or whilst representing the school in any form. Students over the age of 16 are not permitted to smoke under any circumstances. Students caught smoking, carrying smoking paraphernalia or associating with students who are smoking will receive an SLT detention. In all circumstances smoking materials will be confiscated and destroyed. This includes e-cigarettes and anything associated with them.

### **OUTSIDE THE SCHOOL**

Students who breach the School's Behaviour for Learning Guidance whilst on School business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on school business, this guidance will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student at the School and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or behaviour which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

### **MONITORING, SUPPORT AND INTERVENTION**

Through the Pastoral support team the school has staff whose role it is to support student welfare and well-being. This includes helping to make explicit the school's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The school accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the school will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a personal support programme and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

### **DETENTIONS**

Parents and carers are advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours notice of longer length detentions. In exercising its right to take same day action as required, the school will make every reasonable attempt to inform parents by a variety of means including email, text or phone call of detentions longer than 15 minutes. Ultimately, however, it is the student's responsibility not to misbehave, not the school's responsibility to make contact.

Detention will be given for failure to complete homework, failure to complete homework to the required standard and for lateness to the school. Detentions are set by curriculum areas and are 30 or 60 minutes in length. Where possible homework detentions are logged in the student planner and on the school MIS system. Phone calls are also made to inform parents of the detention.

### **EXCLUSION**

While the School will take all reasonable steps to meet individual need and help individuals to improve, the school will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the School's exclusion guidance, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct:

- Swearing directly at a member of staff
- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the school site, this includes any form of knife, for example, pen knife, decorative knives.
- Dealing drugs on the school site
- Persistent defiance of school authority or disruption of teaching and learning
- Walking away from staff when asked to comply with instruction
- Persistent bullying, harassment or abuse
- Serious breaches of the School's Behaviour for Learning Guidance
- Any circumstance where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In line with the Exclusion Guidance, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

## **FREEDOM FROM BULLYING AND INTIMIDATION**

The school recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The school also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all schools to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students.

In respect of anti-bullying the school will seek to:

- Actively involve and inform parents
- Take any concerns seriously and resolve the issue in a way that protects the student
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of School concerns including cyber bullying
- Update guidance and practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through pastoral programmes and tutor time;
- Work with the wider community such as the police and Children's Services where bullying is particularly serious or persistent and where a criminal offence may have been committed

## **SCREENING AND SEARCHING STUDENTS**

The school acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students.

As a result senior staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

## **THE USE OF REASONABLE FORCE**

The school acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all School staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

## **MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF**

The school recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

## **MOBILE TELEPHONES/ELECTRONIC EQUIPMENT**

The School recommends that students do not bring mobile telephones or electronic equipment to the School.

If such items are brought to the school, students do this at their own risk. The school will not waste valuable time and resources investigating lost or stolen equipment. Mobile telephones should not be used or seen inside the school site.

If a mobile is seen inside the building it the following sanction will be administered:

#### **Mobile phone sanction**

- **First offence** – Mobile phone confiscated, locked in school safe and returned to the parent at the end of the day
- **Second offence** – Mobile phone handed to reception on arrival and collected at the end of the day.

There are occasions when students will be able to access their mobile telephones during lessons to support learning; this will only be at the direction of the teacher. During these occasions a visible sign will be displayed in the classroom. In the event of an emergency and parents need to contact a student, they must telephone the school reception.

#### **UNIFORM**

High standards of presentation are required at all times when wearing the school uniform. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from the school, at which times the uniform must be worn.

#### **MONITORING, EVALUATION AND REVIEW**

Relevant staff will monitor the implementation and effectiveness of this guidance; review it annually and submit a report to the School Council. The guidance will be promoted and implemented throughout the School.

## APENDIX 1: School sanction guidance

A simple C1 / C2 system is operational within our classrooms. If C2 is recorded students are removed from the learning environment to work in isolation.

Isolation is a serious sanction as removal from lessons impacts upon student learning. A student placed in Isolation remains in Isolation for a 24 hour period. They would also be expected to remain in school on the first day until 3:30pm.

Isolation is an opportunity to reflect on the poor behaviour observed and a chance to restore the relationship between the classroom teacher and the student.

When a student is removed to isolation parents are informed via telephone and a follow up telephone call is made after 3:00pm from the person who instigated the isolation. This call will explain the isolation and explain the restorative process.

Isolation may also be used when:

- Supporting a student in an emergency situation, where immediate removal from the classroom is required.
- Persistent breach of school expectations, including smoking
- Support for a student during a fixed period exclusion.

**Students who refuse isolation receive a fixed term exclusion.**

Students who receive more than three isolation are indicating there is an issue with their learning. If a child receives more than three isolations in a half term a parent meeting is arranged and a supportive learning plan is instigated.

### Chamberlayne 'first impression' card

To ensure students are responsible for their learning the school operates a first impression card.

This card represents the Chamberlayne way and must be carried with them at all times.

If challenged for a misdemeanour identified in the Chamberlayne way, staff will sign and date the students card, highlighting the breach identified.

Repeated failure to take opportunities to rectify the misdemeanour will result in 3 signatures on the card and a subsequent internal isolation session being sanctioned.

If lost, damaged or forgotten, a new card will be issued to students and two signatures added.

Each week students with a clean first impression card are rewarded with 15 Epraise points and entry into the weekly year group rewards assembly.

### The Chamberlayne way



The Chamberlayne way

- I always try my hardest and learn to the best of my ability
- I arrive at lessons punctually
- I am always equipped for lessons – a planner, pen, pencil and a ruler
- I follow instructions from all members of staff without discussion
- I am polite and respectful to all staff, students and visitors.
- I do not swear, bully or abuse others
- I walk calmly, with purpose, within the school buildings
- I do not shout in my lessons
- I respect the 'no mobile phone' rule
- I wear correct uniform and follow the school dress code

“The right to teach, the right to learn”



## **Guidance for appearance of students**

### **Makeup**

Students are only permitted to wear light, un-noticeable makeup. Students deemed to be wearing excessive makeup will be asked to remove this before entering the school.

### **Earrings**

One plain gold / silver stud may be worn in each lobe if ears are pierced; but these must be removed or completely covered for all forms of physical education. No other piercings or stretchers are acceptable and will be confiscated if seen.

### **Piercings**

No other piercings are acceptable in the school. Clear retainers are only permitted with medical notice. If parents wish for their children to have visible piercings in other parts of the body this must be done during the summer break to ensure the piercing has healed prior to returning to the School in September so the piercing can be removed during the school day.

### **Hair styles**

No shaven, extreme or bright coloured hair styles are allowed.  
Wigs are not allowed unless there is a medical reason.  
Religious headwear must be black and plain in style.

### **Jewellery**

No rings, bangles, bracelets or wrist jewellery should be worn. Under no circumstances will the school accept responsibility for lost or stolen items.

### **Non-uniform days**

During non-uniform days no fancy dress, all in one suits or drug logos / swearing on clothing are acceptable. Decency is an important consideration. No "bare midriffs" or very short skirts/shorts.  
Normal rules on hair, jewellery and make-up apply.  
Caps are not permitted.  
No open toed, no open back or sling back shoes are allowed.

Students who have a Physical Education lesson on this day MUST wear correct PE kit and no jewellery.

**Refusal to comply with the uniform guidance will result in an isolation being sanctioned until the issue is resolved**