

# The Cherwell School



## **BEHAVIOUR FOR LEARNING POLICY**

Person responsible for policy: AHT Behaviour

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Governor Committee: SIC

## THE CHERWELL SCHOOL

### BEHAVIOUR FOR LEARNING POLICY

This policy is under continuous review by the Senior Leadership Team and the Governor's Student Impact Subcommittee. Its purpose is to promote good behaviour, self discipline and mutual respect, prevent bullying, and ensure that students work to the best of their ability in order to achieve success in a safe and supportive environment. It is also intended to ensure that the conduct of students can be regulated. It recognises that a clear school behaviour policy consistently and fairly applied underpins effective education. This policy has been written with reference to the DFE guidelines *Behaviour & Discipline in Schools* (January 2016).

This is a school where human rights are respected; as such the responsibility to maintain high standards of behaviour lies with all members of The Cherwell School community. We recognise the importance of creating a culture which promotes and nourishes good behaviour. The school acknowledges its legal duties under the Equalities Act 2010 in relation to all protected groups including SEND (Special Educational Needs and Disabilities) and will always take their circumstances into account. The school will consider whether an individual's poor behaviour raises safeguarding concerns and where it does the school's Safeguarding Policy will be applied.

Outstanding learning and teaching is at the heart of this policy supported by consistent and effective leadership. Rewards are used consistently and fairly to encourage high standards of behaviour in and out of the classroom in order to maintain the positive ethos of the school and provide a safe and secure learning environment. Where sanctions are necessary, the needs of the whole community are recognised. The school will also make sure that any sanctions are proportionate.

Our behaviour policy is developed in collaboration with and underpins our expectation that all members of the school should:

- Treat others fairly
- Treat others with courtesy
- Listen to other people's points of view
- Work without disturbing others
- Act in a safe and responsible manner
- Care for their own and other people's property
- Report hazards or dangerous situations immediately
- Contribute to keeping the school litter free
- Care for displays and notice boards
- Co-operate with all members of the school
- Follow the school's code of conduct

## **Celebrating Achievement and Rewarding Success**

We reward and celebrate achievement by:

- R1 - Verbal and non-verbal praise
- R2 - Merits
- R3 - Commendations
- R4 - Year Leader Commendations
- R5 - Head teacher's Commendations

**In addition, sometimes the following rewards are given:**

- Bringing outstanding work to the attention of Subject Leaders, Year Leaders, Senior Leadership Team (SLT)
- Sending letters/certificates home
- Telephoning home
- Displaying work in classrooms, corridors and reception area
- Achievement assemblies
- Presentation evenings

## **Sanctions**

When a student's behaviour or work fails to meet our standards, an appropriate sanction will be used. No student's behaviour must be allowed to spoil other students' opportunities for learning. Sanctions should be applied consistently and fairly.

They include:

- C1 - Warning
- C2 – 2<sup>nd</sup> Warning (Year 7 Only)
- C3 – After school detention with a member of staff
- C4 - Removal from the lesson (Referral system) Isolation
- Isolation – for accumulative poor behaviour
- Alternative to exclusion - Meeting with parents'/carers' isolation and after school detention
- Fixed term exclusion
- Permanent exclusion will be used in serious cases

Parents are contacted via email and/or letter to inform them of negative behaviour (excluding C1 and C2). In line with *Behaviour & Discipline in Schools* (January 2016 parental consent is not required in order to give a detention, however we always seek to work in partnership with parents and carers.

The following lists outline reasons for different levels of sanctions. Whilst specific examples are given these lists are indicative and are not exhaustive:

### Automatic C3

Inside the classroom:

- Bullying
- Homework not handed in or not completed to the required standard
- Arriving 5 minutes or more late to lesson without a valid reason
- Eating in class once the lesson has begun.
- Drinking any fluid other than water once the lesson has begun.
- Applying make-up, deodorant, hairspray etc in lesson time
- Using mobile phones without permission
- Arriving without the required equipment, without a valid reason
- Inappropriate use of ICT

Outside the classroom:

- Dangerous behaviour
- Refusing to follow instructions – getting off bikes, dropping litter and refusing to pick it up etc
- Bullying\*

### Progressive C3

- Refusing to follow instructions
- Lack of engagement - (e.g. refusal to attempt work despite clear instruction).
- Disrupting learning

### Automatic C4

- Swearing/abusive language Violent behaviour
- Serious Health & Safety violations
- Bullying\*

\* Bullying incidents will always be reviewed to make sure that the scale of the sanction is appropriate. For instance on investigation some C3 sanctions for bullying may be progressed to C4.

### **Other Sanctions:**

- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance not being allowed to represent the school at sport or attend a school trip
- Missing break time
- School based community service – e.g. picking up litter, tidying a classroom, helping to clear the canteen after lunch or removing graffiti
- In addition, students may be referred to the Faculty Leader, Year Leader or member of SLT
- Being placed on report/support card by Tutor, Faculty or Year Leader



Students within Communication and Interaction bases are expected to follow the school behaviour policy. Students who are not yet able to understand or fully adhere to the standard expectations of the policy may require a differentiated and adapted approach which works within the principles of the policy. Specialist staff may work with school staff to offer alternative behaviour strategies based on specific individual need.

### **Behaviour outside school:**

The expectations, rules and agreements within this policy apply both on school premises and outside of school. Staff have the right and responsibility to challenge inappropriate and dangerous behaviours of students both in and out of school. In line with *Behaviour & Discipline in Schools* January 2016 the school may impose sanctions on a student for poor behaviour outside of school:

Specifically when students are:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school PE Kit / Branded items or
- Identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public (including cyber bullying – see the Anti-Bullying Policy) or
- could adversely affect the reputation of the school.

The sanctions imposed will be determined by the severity of the misbehaviour.

**Other Policies linked to this policy can be found on the school website or are available on request:**

- Exclusion Policy
- Drugs Policy
- Physical Force and Restraint Policy
- Anti-Bullying Policy
- Safeguarding