



Governing Body Document Monitoring

Date of Review	Reason for Review	Responsibility	Model or School Specific	Date Ratified	CoG Initials	Name of Committee	Date of next scheduled review
Sep 2019	Annual Review	Headteacher	School Specific			FGB	Sep 2020

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 and 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 practice;
- 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 either the tutor or pastoral team 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.
- Teachers, parents/carers and students all understand and support the school behaviour policy and uphold their respective responsibilities in lending their support to it so that 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), or there is exceptional circumstances that are agreed with the Head Teacher.

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 might include:

- verbal praise;
- school reward points;
- telephone call to parents;
- positive letter home
- certificates
- Epraise
- mention in assembly
- motivational rewards/prizes
- special awards at Achievement Assemblies
- celebration breakfasts
- Friday Headteacher rewards
- trips

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;
- invitations to agency meetings;
- follow up & routine communication;
- parent forum
- family learning days

By sending their children to our school, parents agree with our policies and practice.

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 relocated in the first instance within a department. If a serious incident occurs then a student is 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 either in school or in transit to and from school or whilst representing the school in any form. Students caught smoking, carrying smoking paraphernalia or associating with students who are smoking are likely to be placed in isolation, parents informed and will be expected to attend a smoking health education course. 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 or failing to engage in a behaviour/departmental report. Detentions are set by curriculum areas or Heads of



Character & Culture and are 15 or 30 minutes in length. A text message or email will be sent to inform parents of the detention.

EXCLUSION

While the School will take all reasonable steps to meet individual needs 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. This may also include imitation weapons such as guns;
- being in possession of drugs or drug taking paraphernalia;
- sharing, providing or dealing drugs, either on or off 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 which 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;
- promote tolerance, understanding and challenge prejudice, that is age appropriate, through the curriculum, 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 and with permission from the headteacher, staff may search students' clothing, bags or lockers without consent for any banned item. 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

Mobile phones have many positive functions and applications that are superb when they are used constructively and particularly for learning. This said, some of these functions such as cameras, instant messaging and social media can be inappropriate when used outside of learning.

Social media and immediate messaging can be a very powerful force for good but when used poorly can have detrimental effects on young people and at the very least can distract from learning and at worst be used to cause others upset and harm. We understand our responsibility to educate young people about the safest and most positive ways that social media can be used however we are unapologetic about our stance on mobile phone use in school.

We acknowledge that many parents prefer that their children carry mobile phones and we accept, therefore, that students may well bring mobile phones to school. This requires the school to manage this situation so that safeguarding procedures are not breached and learning time is not interrupted. We, therefore, have a clear policy that we expect all students, staff and parents to adhere to.



Mobile phones must not ever be used during the school day, this includes break and lunch times. Students must, switch off their phones when entering the school gate. They must ensure their mobile phone is out of sight and in their bags (not pockets). The phone is to remain switched off until the student leaves the school gate at 2.50pm or following enrichment.

Students needing to contact home should go to the Main Reception or the Pastoral office and ask the permission of the reception staff or their Head of Character & Culture.

If there is a need for parent/carer to contact their child during the school day, this should be done via Reception.

In educating students in the appropriate use of mobile phones, there may be the very rare occasion when teaching staff allow students to use their phones as a learning resource during lesson time. This may include research tasks or use of the camera or calculator, for example. In such circumstances, students' use of their mobile phones will be supervised by staff. Please note, it is not a requirement for students to have a mobile phone for their lessons and their learning will not be affected if they do not have access to a phone.

If a student does not comply with the school's policy the following sanction will be enforced.

Mobile phone sanction

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

UNIFORM

We believe that there must be a differentiation between students being in school and ready to earn and out of school and enjoying social time. A clear way to create this differentiation is for all students to be expected to wear uniform at the highest of standards. Expecting students to dress 'professionally' is superb preparation for their future in the work place. Personal presentation must be smart, clean and appropriate 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. Uniform expectations are set out in **(Appendix 2)** with an image of how our uniform is worn.

MONITORING, EVALUATION AND REVIEW

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



APPENDIX 1: School sanction guidance

We will never tolerate a student or students disrupting others' opportunities to learn. Where a teacher is having to spend a disproportionate amount of time on rectifying the behaviour of a student such as to get them to complete a task or follow instructions, this is classed as disrupting learning.

A student who is disrupting learning will in the first instance receive a Rule Remind to allow them to rectify their behaviour and to understand how they are getting it wrong. If that disruption continues they will be issued a more formal C1 warning. This informs the student that any more disruption will see them removed from the class.

If a removed student continues to disrupt in the class that they have been relocated to, they will be required to work in Internal Exclusion. If a serious incident occurs within the classroom then a student may be removed from the learning environment immediately to work in Internal Exclusion straight away. Internal Exclusion (IE) is an alternative to being excluded for a fixed period and is a serious sanction that will often be used prior to exclusion from school.

A student placed in Internal Exclusion remains there for a 24 hour period (5 periods and 2 breaktimes).

IE 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 a relocation or IE parents are informed via a text message or email and are encouraged to contact the school to discuss the incident further.

IE 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;
- supporting a student during a fixed period exclusion.

Reasonable adjustments may well be made to the IE procedure in order to support students with special educational needs. The Director of SEND is to be informed of any student on the SEN register who is sent to IE in order to plan and discuss adjustments with the Assistant Headteacher for Personal Development, Behaviour and Welfare.

Students who refuse IE will receive a Fixed Term Exclusion (FTE) and parents will be required to meet senior staff to support in re-establishing compliant behaviour. Sanctions for students who fail/continuously fail to follow the expectations of IE will range from repeat days in IE, respite placements in another school or a FTE.

When a student receives more than three IEs there is a clear indication that there is a serious issue with their learning. If a child receives more than three IEs in a half term, a parental meeting is arranged and a behaviour report or Supportive Learning Plan (SLP) is instigated.

Chamberlayne 'Character & Culture' card

To ensure students are responsible for their learning and their conduct, the school operates a Character & Culture card. This card represents the 'Chamberlayne Way' and must be carried by students at all times. If challenged for a misdemeanour identified in the 'Chamberlayne Way', staff will put a code on the card based on the incident, each code has a number of behaviour points attached to it. The codes are:



- 1) White = Running in blocks, Litter (1pts)
- 2) Yellow = Boisterous behaviour, late, mobile phone (2pts)
- 3) Red = Verbal abuse, rudeness, truanting, swearing, unkind behaviour (3pts)
- 4) U = Uniform & Equipment (2pts)
- 5) L = Lost CC card (10pts)
- 6) T = Talking on Roll Call (2pts)

Repeated failure to take opportunities to rectify the misdemeanour will result in an accumulation of behaviour points which are totalled each week. The sanctions for points are:

- 1) 20pts = Head of Character & Culture detention
- 2) 30pts = SLT detention
- 3) 50pts = two days in isolation

If lost, damaged or forgotten, a new card will be issued to students and an L code will be given.

NB: These tariffs may be altered as the academic year progresses and in this case students will be informed but this guidance will not be altered until the next review date.

Students will also be awarded positive reward ticks on their C&C card to help them understand the difference between positive and negative conduct. These rewards are differentiated by individual. For instance it may be prudent to award a younger student a positive tick for greeting a visitor warmly but for another student, such as a student leader, it would be unusual if they didn't behave in a certain manner. Each week students who achieve 5 or more positive ticks on their Character & Culture card will receive 5 Epraise points which can be exchanged in the Epraise shop run by Mrs Smart and Mrs Holmes in the library.

The Chamberlayne Way

L – I lead by example and walk calmly, with purpose, within the school buildings.

O – I arrive to lessons punctually, am equipped for learning with the right equipment and wear the correct school uniform with pride.

R – I try my hardest, challenge myself to the best of my ability and respond positively when I make a mistake or struggle with a task.

I – I take initiative by taking full responsibility for my actions in the classroom and following instructions from staff and behaving positively always.

C – I communicate effectively and compassionately and recognise that swearing, bullying, homophobic and abusive language is not the Chamberlayne Culture.

W – I am polite and respectful to all staff, students and visitors. I conduct myself in a way that is safe for myself and others.

“Expect More, Achieve More”



APPENDIX 2 – School Uniform Guidance

We have a simple but smart uniform, which we expect all students to wear. The wearing of uniform helps to give students a sense of belonging and it encourages a sense of pride in the school. We are sure that parents will want to co-operate in maintaining this.

As a school we are very aware that teenagers will try to push boundaries on uniform and presentation but we will be resolute in upholding our standards. We will also support parents in ensuring their child adheres to our rules. This may include specific guidance on appropriate clothing, financial support to purchase appropriate clothing or the offer of the use of school washing facilities.

Everyday Wear Compulsory Items

Black Chamberlayne jumper	No sports jumpers, hoodies or other jumpers allowed
Plain, short or long sleeved white shirt	No fashion shirts, tailored or blouse style shirts. All shirts must have a collar and top button. All top buttons must be fastened.
Pleated black knee length skirt	Skirts must be knee length
Black trousers	No jean material, leggings, or tight trousers
Black 'professional' shoes	No trainers, canvas shoes, ankle boots, heeled shoes or sport style shoes
School tie	1 st tie to be provided by the school

An example of our school uniform is detailed below



To support parents in purchasing the correct type of uniform, common misconceptions on commonly purchased items have been outlined below.

Acceptable shoes should be flat, black, leather shoes which can be polished. For example:



Trainers, trainer looking shoes, trainer branded shoes, or boots are not permitted. For example:



Example of acceptable skirt and trousers:



Example of unacceptable trousers:



Makeup



Students are only permitted to wear light, un-noticeable makeup.

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.

Piercings

No other piercings are acceptable in school. Clear retainers are permitted.

Hair styles

No shaven, extreme or bright coloured hair styles are allowed.

Grade 1 shaving is not permitted

Wigs are not allowed unless there is a medical reason

Religious headwear must be black and plain in style

Jewellery

One plain style signet ring only

No bangles, bracelets or wrist jewellery should be worn.

PE Kit

PE Polo or T-shirt – navy blue with school logo

Black shorts or tracksuit bottoms

Rugby shirt (optional)

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.

The Headteacher will make the final decision on any disputes regarding acceptability of clothing, jewellery or shoes. Refusal to comply with the uniform guidance will result in the student being placed in IE until the issue is resolved.