BEHAVIOUR FOR LEARNING POLICY

Person responsible for policy: Assistant Headteacher (BFL)
Revised: March 2019
Review Date: March 2021
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.

Excellent 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 consequences and/or 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
- Keep all members of the community safe
- 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
Celebrating Achievement and Rewarding Success

Celebrating achievement and rewarding success are important ways of motivating students and strengthening relationships. Many of our rewards are also linked to our skills for life recognising attributes such as determination, Commitment to success, Decision making and initiative.

We reward and celebrate student success by:

- **R1** - Verbal and non-verbal praise, *for working well and getting things right in class and around the school.*
- **R2** – Merits - *for special effort or acts of kindness. Merits are recorded in student Planners and an R3 is awarded when they achieve 40 merits.*
- **R3** (1 point) – Commendations - *a certificate presented in form time or assembly for things like special pieces of independent work or accumulative R2s*
- **R4** (4 points) - Year Leader Commendations *a certificate presented by the Year Leader for things like helpfulness, charity work, generosity, supporting and valuing others.*
- **R5** (6 points) - Headteacher’s Commendations *a certificate presented by the head teacher in person for things like contributions to the community, leadership, success in competitions. Voluntary work, Supporting younger students*

*Students are further awarded with High Street vouchers if they accumulate 40 points.*

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

- Bringing outstanding work to the attention of Subject Leaders, Year Leaders, Senior Leadership Team (SLT)
- Sending letters/certificates home
- Contacting home
- Displaying work in classrooms, corridors and reception area
- Recognition through 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** – 2nd Warning (Year 7 Only – until Term 4)
- **C3** – 45-minute sanction after school (this will typically involve being supervised by a member of staff and completing work)
- **C4** - Removal from the lesson (Referral system) followed by a period of time in the behaviour support base and a 45-minute sanction after school (as above)
- A period of time in the behaviour support Base for accumulative poor behaviour
• Alternative to exclusion (A2E) - Meeting with parents’/carers’ a period of time in the behaviour support base and an extended after school sanction (as described above))
• 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 sanction after school, 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:**
• Homework not handed in or incomplete
• 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 or internet devices without permission
• Arriving without the required equipment, without a valid reason
• Inappropriate use of ICT
• Offensive Language e.g. swearing
• Dangerous behaviour e.g. throwing things, climbing on furniture
• Bullying*
• Refusing to follow instructions

**Outside the classroom:**
• Dangerous behaviour e.g. throwing stones, climbing on buildings, crossing the road
• Refusing to follow instructions – getting off bikes, dropping litter and refusing to pick it up etc
• Using mobile phones or internet devices without permission
• Bullying*

**Progressive C3**
• Lack of engagement - (e.g. refusal to attempt work despite clear instruction).
• Disrupting learning

**Automatic C4**
• Swearing/abusive language at or about an individual
• Violent behaviour
• Vandalism e.g. graffiti, deliberate damage to property,
• 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 or beyond

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 or participate in reward evenings
• Missing break or lunch time
• Not being allowed to go off site at lunchtime (Y11-Y13 only)
• School based community service – e.g. Helping teachers and school staff
• 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 will 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

or negative behaviour 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 staff or member 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 negative behaviour and its impact on the wider school following a risk assessment.

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

- Exclusion Policy
- Curriculum and Assessment Policy
- Right to search
- Drugs Policy
- Positive Handling
- Anti-Bullying Policy
- Safeguarding