



NICHOLAS  
CHAMBERLAINE  
SCHOOL

# Positive Learning Policy

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Reviewed Annually

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## School Values

At Nicholas Chamberlaine we expect all members of the school community to demonstrate our SPIRIT values. These are Self Management, Perseverance, Independence, Reflection, Innovation and Team work. Students are rewarded for demonstrating the SPIRIT values and sanctioned when they don't. It is the role of staff to educate students about the importance of SPIRIT in creating a harmonious school community where all its members are able to grow and develop.

## Aims

To ensure all major stakeholders are clear of the school's Self Management Policy and the expectations of staff and students and that the Policy is implemented consistently and effectively across the school. In essence, the expectations are that:

- Only the highest standards of behaviour are expected from our students
- It is essential that all staff are consistent in dealing with unacceptable behaviour. Misbehaviour must not be ignored
- The behaviour of a student must not be allowed to adversely affect the education or safety of other students
- The school, and its environs, should be a safe and enjoyable environment for staff, students, parents, governors and visitors

This policy applies to students on their way to and from school, on school trips and visits and, in some circumstances, at other times outside of normal school hours.

## 1. Students

### Rights of Students

- To be treated with respect, which includes:
  - Being shown good manners
  - Being listened to
  - The right to express opinions
  - Having consideration shown for their property and belongings
- To expect staff to be punctual to lessons and activities
- To receive support from staff, students
- To work in an environment that is conducive to learning
- To be treated in a fair and considerate manner
- To learn without disruption from others
- To be rewarded appropriately

### Responsibilities of Students

1.1 Nicholas Chamberlaine School expects students to learn (knowledge and skills) and to acquire personal qualities appropriate to adult life.

1.2 Students should learn to understand the benefit of:

- I. Hard work, concentration and good behaviour in lessons, regular homework and effective target setting
- II. Regular and punctual attendance at school as a necessary precondition for learning and preparation for the world of work
- III. The adoption of practices associated with "getting on with others" – toleration of another point of view, warmth towards and acceptance of others, awareness of the importance of equality of opportunity, ability to work in a team
- IV. The importance of the school as a community. Since Nicholas Chamberlaine School is itself a community, students must demonstrate a willingness to accept rules designed for the common good of all – respect for and care of others' property, no bullying or fighting

1.3 Students are expected to abide by the School's Positive Learning Policy.

1.4 Students are expected to follow the Home School Agreement in the Student Planner.

## 2. Staff

### Rights of Staff

1. To be treated with respect which includes:
  - Being shown good manners
  - Being listened to (in confidence if appropriate)
  - The right to express opinions
  - Consideration of the views of others
  - Consideration for the property and belongings of others
2. To be kept informed as necessary.
3. To work in a clean, comfortable and equipped environment.
4. To be treated professionally in a considerate and fair manner.
5. To be given training as the need arises and resources allow.

### Responsibilities of Staff

- 2.1 High standards are expected in behaviour/work. Students must know that low standards are not acceptable.
- 2.2 A consistent approach to dealing with behaviour from all staff is essential in ensuring students are clear about our expectations.
- 2.3 As well as developing our students academically and vocationally, Nicholas Chamberlaine School staff recognise the importance of developing our students personally and socially. This means that staff should:
  - Have a good knowledge of adolescence and its problems
  - Be aware of the individual circumstances of our students – family background, health, level of ability etc
  - Have a sound knowledge of the local area e.g. the employment prospects
  - Be willing to listen to the students' point of view and be seen to be firm but fair in reaching decisions
  - Use sanctions and praise where appropriate
  - Consult with, or inform parents at the earliest opportunity
  - Consult with, or inform, colleagues when appropriate. If necessary seek the specialist advice of Support Services such as the ACE, Educational Psychologist or Social Services
  - Be punctual
  - Support students, staff and parents as appropriate
  - Respect the school environment
  - Behave professionally in a caring and considerate manner
  - Undertake training as the need arises, and resources allow
  - Be flexible in response to circumstances and to bear in mind both the good of the individual and the school community as a whole
  - Enforce the Home School Agreement
  - Support and manage effective target setting
- 2.4 Disruptive student behaviour can be reduced and some eliminated completely if both the behaviour and the circumstances associated with the behaviour are identified accurately and effective management planned. This relates to the SEN Code of Practice and its implementation, and is the responsibility of all staff. It includes the following:
  - Analysis of individual student behaviour
  - Identify circumstances which are associated with disruptive behaviour
  - Contribute to the formulation of an Individual Education Plan (IEP) or Pastoral Support Plan (PSP)
  - Establish a baseline of information prior to the introduction of an IEP
  - Provide accurate information for external agencies
  - Form a starting point for offering guidance/counselling

### 3 Monitoring, Evaluation and Review of the Self-Management Policy

3.1 This will be carried out as part of the school's Self Evaluation Framework. The school's Governing Body will review this policy annually, or sooner, if deemed necessary.

#### 4.1 Exclusions

4.1 The school adheres strictly to the Law in relation to exclusion and it has regard to the appropriate guidance issued by the Secretary of State.

4.3 Following exclusion a meeting between the school, the student and the parent is arranged in which a re-admission agreement is signed. It is likely that targets will be agreed before re-admission.

4.4 The Governors' Behaviour Panel is involved in all exclusions as laid down by the law on Exclusion.

4.5 A Governors' Behaviour Panel will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governors' Behaviour Panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) express a wish to make representation.

#### 5. Anti-Bullying

5.1 The SLT lead, in charge of the behaviour and welfare of students, leads on the anti-bullying policy. They are assisted by Pastoral Leaders.

5.2 The school will not tolerate bullying and recognises that challenging bullying effectively will, improve the safety and happiness of students, show that the school cares and make clear to bullies that their behaviour is unacceptable.

5.3 All incidents of bullying should be recorded, including the actions taken to resolve the issue. Such records are logged on SIMs and monitored by Pastoral Leaders and the SLT lead in charge of behaviour and welfare.

5.4 The school recognises that there are many definitions of bullying but consider it most commonly to be:

- Behaviour which is deliberately hurtful, (including verbal, indirect and physical)
- Repeated over a period of time
- Difficult for victims to defend themselves against
- Inappropriate use of electronic media such as mobile phones or the internet

5.5 The school recognises that there are different types of bullying, they include:

- Bullying related to the race, religion and/or the cultural background of a student
- Bullying that incorporates the use of sexist language
- Sexual bullying
- Homophobic bullying
- Bullying of students with Special Educational Needs
- Bullying of students with a disability
- Cyber bullying
- Bullying where items are stolen
- Bullying which results in the injury to others

5.6 Students should be reminded that all forms of bullying are unacceptable and will not be tolerated.

5.7 The school encourages students 'to tell' if they feel they are being bullied. Direct action should be taken immediately to support the child and resolve the issue.

5.8 The school seeks to follow up after an incident to check the bullying has not started again. If students expect follow up, they are less likely to start bullying again.

5.9 Strict sanctions will be put in place for students involved in 'cyber bullying'; such sanctions could be supported by the confiscation of hand held devices when on school site or an insistence that the student does not bring such devices onto site. The parents of students involved in cyber bullying will be engaged in this process.

5.10 Sanctions should be considered carefully and involve parents. In cases of severe and persistent bullying, exclusion from school may be necessary.

## 6. Rewards and Sanctions

- 6.1 Schools are complex places and we will endeavour to see each student and incident individually.
- 6.2 Staff are expected to display and adhere to a set of common expectations and responses through the School SPIRIT Values and our three rules of Be Ready, Be Respectful, and Be Safe.
- 6.3 Staff should celebrate the achievements and efforts of all students and use sanctions only where the behaviour has not improved despite discussion with the student. Sanctions should be used when classroom management techniques have failed and not used in place of good behaviour management.
- 6.4 See Appendix 1: Operational Behaviour System

## 7. On Call

- 7.1 All students are expected to behave in accordance with the school three rules of Be Ready, Be Respectful, Be Safe. Where students fail to comply either in or out of the classroom, it is important that such behaviour is challenged and sanctioned accordingly.
- 7.2 Should a situation arise in a classroom where a student's behaviour escalates it may be necessary for the teacher to call for support through the 'On Call' system.
- 7.3 The aim when 'On call' arrives is to resolve the situation and allow the student to continue with the lesson. The intention behind this is to ensure that all subject teachers are empowered in relation to classroom management.
- 7.4 Where the member of On Call staff considers there to be a risk that poor behaviour may continue, they may remain in the lesson to assist in settling the class or remove the student from the lesson.
- 7.5 Where a student has caused a significant breach of health and safety they will be automatically removed from the class and the matter investigated and dealt with by a member of the pastoral team. This may result in internal or fixed term exclusion.
- 7.6 It is essential that all On Call incidents are recorded by the subject teacher on SIMs and the comments section completed. A central 'on call' record is kept in school and overseen by the SLT lead in charge of behaviour and welfare of students.
- 7.7 We want all colleagues to be empowered in the management of student behaviour. We would never seek to undermine a teacher's authority by being considered 'more able' to deal with problems.
- 7.8 Where staff are finding recurring issues with certain students or classes we advise that they seek support and not tolerate this. It is recognised that we all face difficulties with students from time to time and staff should feel confident to ask for help.
- 7.9 Behaviour records held by the SLT lead in charge of behaviour and welfare, are used to identify patterns of poor behaviour and to put in place intervention strategies to support teachers and students.

## 8. Detentions and Internal Exclusions

- 10.1 Detentions are used as a sanction in response to punctuality, poor quality class work, lack of or poor quality homework and behaviour concerns.
- 10.2 All detentions are co-ordinated centrally through the admin team and pastoral leaders to ensure parents are kept informed.
- 10.3 Detentions are issued for breaching the school rules and for failing to complete homework. Detentions may be during or outside of school hours as decided by the teacher.
- 10.4 Sometimes the behaviour of a student warrants removal from lesson for a period of time. In these cases students may be placed elsewhere in the school to complete their work. This must be authorised by a member of SLT.
- 10.5 Whether a student is detained or isolated, where appropriate the student should be allowed a reasonable time to use the toilet and eat.

## 9. Banned Items

- 9.1. The following items are not permitted on the school site: chewing gum, hoodies, caps, stink-bombs, lighters, cigarettes, laser pens, electronic cigarettes, steel-capped boots and other non-uniform footwear, jewellery. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.
- 9.2. The following items are considered dangerous and are also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas).

9.3. Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.

9.4 The school may search students if they suspect that a student is in possession of any of these items. Staff should not do this alone and the search extends only to the emptying of pockets and bags and removal of outer clothing only.

## 10. Malicious Accusations

10.1. Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school may exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

11. Use of Reasonable Force Staff may use reasonable force to prevent a student endangering themselves or others. This should be used in line with the latest government guidance on use of reasonable force.

## 12. Alternative Provision

12.1 Sometimes it may be necessary to find alternative educational provision for a student, when the school is unable to meet that student's needs. Alternative Provision must be agreed by the governors although they may delegate this to the Head. If this is the case, this must be evidenced.

12.2 The school will use Alternative Providers recommended and checked by the Area Behaviour Partnership.

12.3 The school will discuss the use of Alternative Provision with the parents however, parental consent is not required.

12.4 The school will review the placement regularly to monitor the progress of the student and to ensure high quality provision is being accessed. Parents will be kept informed about their child's progress.

## Operational Positive Learning Policy

### School Values

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### 1. Issuing Rewards and Sanctions

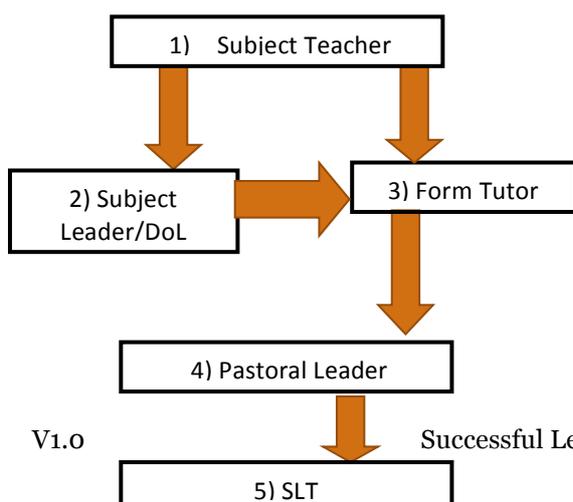
- Staff should look for every opportunity to reward students who have demonstrated good SPIRIT values. They may issue house points, post cards or letters or make phone calls home.
- All staff are expected to make at least one positive phone call and issue 5 post cards per a week.
- Students will be rewarded each month through their House assembly. Half termly events are also held to recognise students who have gone above and beyond.
- Staff may issue a social time or afterschool detention to students who have breached the Steps to Success: Be ready, Be Respectful, Be Safe. Staff should ensure students are aware they have received a detention and discuss the behaviour with the student.
- Staff may choose to issue a behaviour reflection task or ask for incomplete work to be completed at home.
- If a student's behaviour is unsafe or is severely disrupting others' learning 'On Call' can be requested by contacting reception, department radio, phone, by sending another student for support or through email.
- Following a sanction staff should use the restorative conversation to help students reflect on their behaviour.

### 2. Detentions

- Social time detentions are carried out centrally every day at the discretion of a teacher for minor offences.
- After school detentions are issued where a student has been removed from the lesson or at the discretion of the teacher for more serious offences. These are carried out in faculty areas.
- Homework detentions are also carried out after school.

### 3. Support System

- The first port of call with a student issue is the form tutor, unless the issue requires immediate SLT intervention (eg violence, verbal abuse to staff).
- The subject leader should support teachers within their department to maintain high standards of behaviour.
- The flow chart below shows the order in which staff should be involved.



1) The subject teacher is responsible for classroom management in their room. The subject teacher should ensure they have done all they can to engage learning.