



NICHOLAS  
CHAMBERLAINE  
SCHOOL

## Positive Learning Policy

Review Due: September 2019

Reviewed Annually

A member of the Griffin Schools Trust

## Contents

### Statement of intent

- 1) Legal framework
- 2) Definition
- 3) Rewards and praise
- 4) Classroom Behaviour
- 5) Sanctions
- 6) Exclusions
- 7) Smoking and drugs policy
- 8) Items banned from the school premises
- 9) Confiscation of inappropriate items
- 10) Anti Bullying
- 11) Use of Reasonable Force
- 12) Controlled substances
- 13) Alternative Provision
- 14) Outside school and the wider community
- 15) Monitor and Review

## Behaviour for Learning Policy 2018 2019

### Statement of Intent

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. 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.

Nicholas Chamberlaine School works with Pivotal Behaviour Management and focuses on three core areas. Students and staff should always:

- Be Ready
- Be Respectful
- Be Safe

We believe that in order to achieve the aspirations of Nicholas Chamberlaine School, and to enable effective teaching and learning to take place, good conduct and kindness in all aspects of school life is necessary.

Nicholas Chamberlaine School's Behaviour for Learning Policy aims to develop a student's sense of independence and responsibility for their own actions, to ensure that they have only positive effects on their and other student's learning.

Each member of staff has responsibility for upholding standards of conduct in school, both within their classroom, around the school site and on educational visits, as well as implementing this policy both fairly and consistently.

Nicholas Chamberlaine School is committed to:

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all.
- Praising and rewarding good conduct.
- Challenging and disciplining bad conduct.
- Providing a safe tolerant environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships amongst its whole community through the implementation of the school's policy and associated procedures.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve their full potential.

As part of the Griffin Schools Trust all stakeholders work towards the three Trust pillars of High Achievement, Proud Traditions and Wide Horizons.

This policy should be followed by staff members and students at all times, and is reviewed at regular intervals.

## 1. The Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information [England] Regulations 2008, as amended 2012

This policy also has due regard to DfE guidance, including, but not limited to the following:

DfE 'Behaviour and Discipline in schools' 2016

This policy should be used in conjunction with the following school policies:

- Warwickshire Local Authority Exclusion Policy
- Uniform Policy
- Home-School Agreement
- Code of Conduct

## 2. Definition

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others. e.g. how they socially interact
- Their relationship with the curriculum, e.g. how they learn best

In order to foster a positive learning environment at Nicholas Chamberlaine, these relationships are developed and supported. The behaviour for learning approach places value on positive behaviours. The School is a Pivotal School and works alongside their principles of support and positive relationship building.

For the purpose of this policy, the School defines 'serious unacceptable conduct' as any conduct which may cause harm to oneself or others, damage to the reputation of the School within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco or related paraphernalia.
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions

- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistent defiance

For the purpose of this policy, the School defines 'low level unacceptable conduct' as any behaviour which may disrupt the education of the student or their peers, including, but not limited to, the following:

- Failure to be ready for learning, safe and respectful to others
- Low level disruption
- Refusing to complete expected learning tasks both in class and at home
- Disruption on the journey to and from school
- Lateness
- Use of mobile phones without permission

'Low level unacceptable conduct' may be escalated as 'serious unacceptable conduct' depending on the circumstance.

### 3. Rewards and Praise

The School recognises that students should be rewarded for displaying consistently good learning behaviours. Praise will be used to promote student achievement and will be given for effort and progress, not simply for high-quality work. All teachers will reward a selection of students each lesson.

Praise will:

- Be given in relation to a specific task or action
- Be earned, ensuring that the recipient is clear about what they are being praised for
- Reinforce the SPIRIT VALUES
- Be used to motivate students and help them feel valued as well as helping to build relationships with staff

### 4. Conduct

Ensuring a well ordered, focused learning environment the responsibility of staff. Teaching staff will use seating plans and a range of de-escalation techniques to encourage good conduct and create an effective learning environment.

Lessons will be structured and have a focused framework, in order to allow students to understand what is being taught and how it links to what they already know.

All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.

Staff will employ a variety of methods in the classroom. Staff will use PIP and RIP (Praise in Public, Reprimand in Private). Staff will use de-escalation techniques to get the student back to the focus of learning. If this does not have the desired effect on a student and return them to a positive learning state, then the following will occur:

- Restorative detention –the staff member informs the student of the consequences of their disruptive behaviour at the end of the lesson and will issue a restorative action, for example a break time detention or after school detention the next day. This is

recorded on SIMS. Staff have been trained to deliver a positive restorative conversation.

- On-call if the student's behaviour persists, the staff member will remove the student from the class to a designated classroom in order to avoid affecting the learning experience of other students. At the end of the lesson an appropriate consequence will be issued (an afterschool detention; restorative action; subject report). Heads of Year and parents will be informed. This is recorded on SIMS.

Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

Where poor conduct is significant or persistent and intervention is necessary, a three-stage progressive process will be followed:

- Stage 1 – the classroom teacher will manage behaviour strategies
- Stage 2 – if poor conduct persists, Tutors will become involved in managing the behavioural incident.
- Stage 3 – persistent offenders will be managed by their Year Lead. Serious breaches of conduct will be dealt with by SLT.

## 5. Sanctions

Where students display aggressive and/or threatening behaviour, damage to themselves or property or illegal activity is discovered, the school will contact the police.

Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

Sanctions will be given when a student's behaviour is unacceptable or inappropriate, in order to help them to develop an understanding of right and wrong according to social norms. The issuing of sanctions will be recorded by all staff and monitored by the Heads of Year.

Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the student is clear about what they are being reprimanded for.
- Reinforce the School's core values and ethos.

The School implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning/reprimand
- Written warning/reprimand
- Removal from the classroom or specific area of classroom
- Repeating work of an unacceptable standard
- Break time, lunchtime or after-school detention
- Being placed on report or signing a behaviour contract
- Meeting with the teacher or Subject Leader
- Meeting with the Head or other members of the SLT
- Restorative Justice Panel. (Training to take place in March 2019 ready for implementation in Summer term 2019).
- Referral to an external agency or inclusion support
- Exclusion, including internal, fixed-term and permanent exclusion

When a detention (restorative conversation) has been issued outside of school hours, the School will ensure that the students' parents/carers are informed via text. Teaching staff are expected to call parents to inform of the reasons for the sanction.

Following an allegation of serious unacceptable behaviour, the student will be placed in isolation whilst an investigation takes place. This is to ensure the child's safety and to ensure that information collected is true and accurate.

If, following an investigation, the allegation is found to be true, the Headteacher or designated representative will issue the appropriate disciplinary action.

Any decision made to exclude a student will only be done so by the Headteacher or designated representative in accordance with the County's Exclusion Policy.

All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations against Staff Policy.

The School will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

The School will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the student's behaviour would be beneficial.

## 6. Exclusions

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.

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.

All student who are excluded will reintegrate back into lessons via an appropriate time in the Reset Programme to ensure a successful reintegration.

The Governors' Behaviour Panel is involved in all exclusions as stipulated by the law on exclusions.

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.

Nicholas Chamberlaine School uses an internal exclusion facility known as the Reset Programme (RP). In some incidences students will be placed in the RP instead of a fixed term exclusion. They will be given help with the SEMH issues in the form of 1:1 or small group with the intention of returning to mainstream lessons. Parents will be informed and invited in for a "readmittance" meeting before the student is returned to mainstream lessons.

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.

## 7. Smoking

In accordance with part 1 of the Health Act 2006, the School is a smoke free and vape free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff are instructed not to smoke or vape on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking, vaping materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

## 8. Items banned from the school premise

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette Papers
- Electronic cigarettes [e-cigs]
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives or any other type of blade which could be used as a weapon
- Razors
- Catapults
- Guns, including replicas and BB guns
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Chewing gum
- Caffeinated energy drinks
- Offensive materials i.e. pornographic, homophobic, racist, etc.
- Aerosols including deodorant, hairspray, body sprays and perfume

## 9. Confiscation of inappropriate items

All members of staff are able to use their power to search without consent for any of the items mentioned in section 8 of this policy.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots, coats, shoes and socks.

A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The School is not liable for any damage to, or loss of, any confiscated item. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. All other confiscated items will be returned to the student's parent or carer.

## 10. Antbullying

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

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.

All incidents of bullying will be recorded, including the actions taken to resolve the issue. Such records are logged on SIMs and monitored by Heads of Year and the SLT lead in charge of Ethos.

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

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

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

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

Strict sanctions will be put in place for students involved in 'cyber bullying'; such sanctions will 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.

## 11. Use of reasonable force

Members of staff are able to use reasonable force to prevent students from committing an offence, or on occasions in which they are likely to injure themselves or others, or damaging property.

The Head and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the

following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

## 12. Controlled substances

The School has a zero tolerance policy on illegal drugs and legal highs. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present. They will photograph the item and add this to the student's record. The staff member will store the sample in a locked cabinet and the incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

Any further measures will be undertaken in line with the School's Child Protection and Safeguarding Policy.

## 13. Alternative Provision

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.

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

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

## 14. Outside school and the wider community

Students at the school are expected to represent the School in a positive manner, including wearing school uniform correctly to and from school.

Complaints from members of the public about poor conduct by students at the school are taken very seriously and will be treated as bringing the school into disrepute.

## 15. Monitoring and Review

This policy will be reviewed by the Headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.