



Basic Principles

Our "mission statement" describes the school as a community of students, staff, parents and governors within the wider community who are "in pursuit of excellence".

Our aims are:

- to promote good relationships - we try to be aware of everyone's needs, to listen to and care for each other; and in an environment conducive to learning - one which is calm yet interesting and stimulating;
- to promote the professional development and motivation of all our staff (teaching and non-teaching) so that the school is an enjoyable and satisfying place in which to work;
- to provide teaching which makes learning challenging and enjoyable, enabling students to realise their potential;
- to manage our resources (human and material) effectively to promote the above aims.

We are committed to working for quality and equality of opportunity.

The above aims can only be achieved if all members of the school (students, teachers, support staff, parents/guardians and governors) behave in ways which are acceptable to the school community as a whole. These acceptable forms of behaviour can be identified by listing the Rights and Responsibilities which all members of the school have. We are fully committed to being an inclusive school. This policy needs to be read in conjunction with our termly updated Additional Needs register. Vulnerable students are given personalised educational programmes but need to adhere to the principle of this policy which ensures a calm, orderly school. For example, ADHD is recognised but is not an excuse for disruption of planned lessons. This policy is inclusive of school trips, school events at weekends and if a student is representing the school in any way, including the wearing of the uniform after school, they are representing CWLC and therefore our ethos.

Rights and responsibilities

All members of the school have the following rights:

- to come to school free from fear of bullying (physical violence, threats, intimidation, telephone/cyber bullying, name-calling - especially racist, homophobic and/or sexist name-calling, ridicule, unkindness);
- to be treated with fairness, courtesy and politeness;
- to be listened to and taken seriously;
- to operate within a calm atmosphere that is conducive to creating a learning and working environment.

All members of the school have the following responsibilities:

- to treat other members of the school with fairness, courtesy and politeness;
- to listen to others sympathetically;
- not to lie or deliberately mislead;
- to assist in the maintenance of a calm atmosphere;
- to ensure that no bullying incident is ignored.
- In addition to these general rights and responsibilities, all staff and students also have particular rights and responsibilities;

- to use social networking sites responsibly and safely (see Communications Act 2003).

All staff have the following rights:

- to be treated in a reasonable and safe manner and to be spoken to with due respect;
- to have all reasonable instructions obeyed without question;
- to be told the truth (for example, when investigating incidents of unacceptable behaviour);
- to expect that work set will be done and handed in on time;
- to be allowed to teach, do their job without disruption or intimidation.

Teachers (and, where appropriate, operational staff) have the following responsibilities:

- to plan lessons in which students are taught and set work which is personalised and appropriate for them and as interesting and challenging as possible;
- to provide (as far as possible within the constraints of the budget) appropriate books, equipment and facilities of good quality;
- to begin and end lessons punctually;
- to manage their lessons so that students are not prevented from working by poor organisation, bad behaviour or unnecessary noise;
- to mark and assess students' work frequently, offering them constructive criticism and, whenever possible, opportunities for discussing it;
- to promote the school's behaviour policy at all times, not just in their own lessons;
- to not discuss students /parents on the social networking sites.

Students have the following rights:

- to be taught and set work which is appropriate to their ability and as challenging and interesting as possible;
- to have their work marked and assessed frequently and to be offered constructive criticism and, whenever possible, the chance to discuss it;

Students have the following responsibilities:

- to wear the correct uniform with no jewellery, not to have multi-coloured hairstyles and fashionable 'must have' items. A student who has a religious belief will need to follow the uniform policy. A faith ring would need to be worn discretely around the neck, a head scarf would be acceptable but a hijab would not as the face would be covered.
- to arrive at lessons punctually with the right books and equipment, and to leave safely and promptly when asked to do so;
- to obey all instructions without question or answering back (if a student genuinely believes an instruction is unreasonable, s/he should obey it anyway. Later, s/he should discuss the matter with the teacher who gave the instruction or with their Learning Mentor, and then, if necessary, with the Director of Studies or Head Teacher);
- to complete the work set and hand it in on time (if a student has genuine problems about completing a piece of work, s/he should discuss this with the teacher as soon as possible - not wait until it is due to be handed in);
- to behave in and around the school in such a way as to maintain the calm atmosphere and to ensure the safety of others. This means, for example, not pushing, running or shouting indoors, not doing anything what will stop the learning, for example, shouting out;

- to not discuss staff /school on social networking sites in an inappropriate and/or untruthful manner;
- when in school uniform and/or representing the school to behave as an ambassador for the school;
- to wear uniform correctly to and from school and be proud to represent the school at all times.

Rewards

Staff should be generous with praise where appropriate, such commendations being written in exercise books and/or homework diaries. Recognition of students' achievements can be acknowledged in LM periods and in year group assemblies. Students' work should be displayed as much as possible. The head teacher and each Director of Studies all welcome the opportunity to praise individual students for pieces of good work or especially good behaviour if these are brought to their notice. Above all, praise and encouragement should be offered as often as possible.

Classroom rules

- arrive promptly and fully equipped for lessons;
- listen in silence when the teacher is talking to the class;
- allow everyone to work: do not disrupt lessons;
- do not leave a lesson without permission;
- treat other people, their work and their belongings with respect;
- follow the home school agreement.

Around the school

- walking and talking are the rules when moving around inside the buildings - no running or shouting;
- you are allowed in the LRC before school and at breaks and lunchtimes only if you are supervised by a member of staff;
- the car park is out of bounds unless you have specific permission from a member of staff to be there.

Lunchtime rules

- be polite and courteous;
- queue properly and safely;
- eat your food sensibly & clear up after yourself;
- balls are only allowed on the astro turfs, tennis balls on the playground;
- stay on the school premises unless you have permission to go out;
- students are not allowed to Sainsbury's or near-by shops between 8.25am and 3.20pm.

Strategies for dealing with unacceptable behaviour

Strategies for dealing with unacceptable behaviour should be common throughout the school and parents should be made aware of them. All staff should follow the agreed policy and supply teachers should be given a brief summary. 'Blanket' sanctions should be avoided - i.e. staff should not punish a whole class because some students have offended - this is unfair to the rest of the class.

Some things are forbidden at this school: truancy; bullying (physical violence, intimidation, name-calling, racist, homophobic and sexist behaviour etc); spitting; damaging or stealing property; bringing unsuitable things to school such as drugs, alcohol, cigarettes, tobacco or matches, dangerous implements (knives etc), inappropriate materials (pornography etc). Students may be searched by members of staff if it is believed they are carrying any of the items listed above.

Mobile Telephones

A student who uses a mobile phone in school to text, ring or take pictures will have the phone confiscated and parents will be requested to ensure this does not occur again. Phones are to be turned off during school hours and **are kept at the risk of the student for after school events**. Loss or theft of a phone cannot be the responsibility of the school.

Social Networking

We live in a technological age and would encourage the safe, responsible use of communication media. However, the Communications Act 2003 makes it very clear that misuse is a criminal act, an offence that may lead to exclusion from the school or prosecution if...

“by means of electronic communications/networks, a message or other matter that is grossly offensive or is of an indecent, obscene or menacing character”

...is sent. Students and parents are encouraged to record and keep inappropriate messages, notify the school and the Police. Students and staff are not to post any material about anyone in our community that could be construed as hurtful or damaging. The taking of photographs or making of recordings, both in and out of lessons, should always be positive and appropriate, with the prior approval of all involved.

Messages that are posted on social media sites can be viewed by members of staff if it is believed they are offensive in nature. Any misuse of social media at the school or at home can lead to intervention from the school's police community support officer (PCSO).

If a student sends an image of another student with the intention of causing them offense then police and parents will be informed. Sexting refers to sending and receiving naked pictures or 'nudes', underwear shots, sexual or 'dirty pics' or rude text messages. This will lead to a referral to external agencies.

Parents are encouraged to monitor student use of social media at home and to encourage moderation of use. Students are always encouraged to only text or post what they would speak face to face.

Student Behaviour Rewards

Both positive and negative behaviour are recorded on the school SIMS records, which are reviewed weekly by the pastoral support coordinator and the directors of studies. The pastoral

support coordinator will regularly monitor and support eh behaviour of students as directed by the pastoral team.

Pastoral Support Plan/Individual Support Plan

A useful strategy for helping students where appropriate to improve their behaviour is a Support Plan, in which targets - and rewards for achieving them - are set out and agreed to by students, staff and, where appropriate, parents.

Keeping students in

Staff have the right to keep students in during morning break. (Keeping students in at lunchtime is problematic since they will need time to eat their lunch - better to keep them in at break).

Students may be kept in for up to ten minutes at the end of the school day without informing parents, but keeping a whole class in should be avoided except in extreme cases or where the staff cannot identify the cause of the problem.

Detention

Staff have the right to put a student in detention for sixty minutes after school. The member of staff giving the detention must give parents at least twenty-four hours' notice by phone or in writing and must supervise it, though staff may share this duty. For example, if three teachers put three students in detention on the same night, only one of them need supervise. Parents can request an alteration in a detention but need to work with the school. Directors of Studies can issue a detention for a shorter period of 40 minutes where students are failing to follow basic school rules.

Refusal to cooperate

If a student refuses to comply with a reasonable instruction, the teacher concerned should ask the student directly 'Are you refusing to cooperate?' If so, the teacher should, when possible, send the student to the head of department (utilising the first response system) with a note of explanation. If the head of department is satisfied that the teacher's instruction is a reasonable one and the student still refuses to comply, the head of department will either isolate the student and arrange for a suitable sanction or instigate the 'first call' procedure.

Confiscation

Staff are entitled to confiscate a student's property if:

- the student is using the item to distract him/herself or others from the lesson, the item is potentially dangerous or inappropriate for school (e.g. laser pen, cigarettes, alcohol, drugs, penknife, pornographic magazine);
- with a mobile phone they have a suspicion that it has been used inappropriately;
- the item is not considered to be conducive to learning or to the calm atmosphere of the school;
- The item is not part of our published school uniform;

Staff who are unsure of the policy should pass the item to the Director of Studies for safe keeping. Confiscated property must be collected by the student at a mutually convenient time, usually at the end of the school day (with the instruction, where appropriate, not to bring it to school again) and signed for by the student. Where the property is potentially dangerous or **inappropriate**

(tobacco products etc) it should not be returned to the student: the parents/guardians should be notified and asked to come to school to collect the item.

Physical violence

All incidents are dealt with on an individual basis, but it needs to be widely understood that physical violence cannot be tolerated and is never justifiable.

Minor incidents should be punished by keeping in at break or by detention. Incidents involving actual injury (bruising, bleeding etc) will be dealt with as follows:

- first incident detention and head's letter to parents;
- subsequent incidents lead to exclusion (usually for two days, but may become permanent if behaviour is repeated).

However, the school has a simple 'mantra', 'raise your fists and you go home' and parents, where possible, are contacted and exclusion is likely to occur. The raising of fists is not acceptable and has no place in a twenty first century school.

Managed Move

This is an option whereby only the Headteacher can direct the education of a student to another school. This would be a ten week trial, (agreed between the schools and the parents) that may allow a 'fresh start', a period away from the concerns. It may be the last resort to avoid permanent exclusion.

Exclusion

Please also see the DFE guidance 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' which can be found on the government website www.gov.uk.

Exclusion is a sanction for misbehaviour and a means of intervening in the situation of a school student for whom educational provision has broken down. Exclusions are clearly undesirable, are a last resort and will occur after careful discussion where evidence has been examined and where:

1. A serious breach of the school's behaviour policy has occurred, e.g. actual violence, confrontation, damage, abuse or categories included in the DFE guidance.
2. Allowing the student to remain in school would seriously harm the education or welfare of others in the school.

Only the Headteacher may exclude a student or in the Headteacher's absence the person delegated by the Headteacher. Exclusions can be fixed-term or permanent. In both cases, parents must be informed in writing and have their right of appeal explained. It is desirable to talk the student through the letter and the requirements of the letter, if possible, and ensure appropriate work is set. Alternative providers need to be informed. A permanent exclusion will only be made by the Headteacher with the LA and Chair of Governors informed on the day of the decision. In the event of a permanent exclusion the governors must meet to discuss the case within 15 days. The governors have the right to reinstate the student.

Parental support

A page outlining our behaviour policy is included in our school planner and sent with our home-school agreement to parents/guardians before their child is admitted to the school. They will be invited to sign the home-school agreement indicating their support.

We welcome parental support but would ask that parents do not turn up without an appointment. The school is an orderly environment and aggression to staff, verbal or physical intimidation will not be tolerated. CCTV is operational in both reception areas and around the school playground area. Telephone messages are recorded for training purposes.

The aim of any policy, the behaviour policy especially, is to provide a 'common sense' structure / system for all involved in the community.

Useful contacts *(correct at date of publication)*

You are advised that the following sources of advice are available to you:

- The current Statutory Exclusions Guidance:
<https://www.gov.uk/government/publications/school-exclusion>
There is a guide for parents/carers in Annex C on pages 56 to 60. Please contact the school if you wish for a paper copy of this guide.
- There are a number of national organisations that provide free information, support and advice to parents/carers on exclusion matters. For example:
 - Coram Children's Legal Centre. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open Monday to Friday from 9.00am to 8.00pm and on Saturdays from 9.00am to 12.30pm.
 - ACE Education. They can be contacted on 0300 0115 142 or at <http://www.ace-ed.org.uk>. The advice line is open from 10.00am to 1.00pm Monday to Wednesday during term time only.
 - The National Autistic Society (Schools Exclusion Service (England) can be contacted on 0808 800 4002 or at schoolexclusions@nas.org.uk
 - Independent Parental Special Education Advice <http://www.ipsea.org.uk/>
- There are also some local services who can provide advice and guidance. For example:
 1. Exclusions and Hard to Place Officer at PrimeExclusions@babcockinternational.com
 2. Special Educational Needs and Disabilities Information, Advice and Support Service – SENDIASS (formerly the parent partnership service). They can be contacted on 01905 768153 or at www.SENDworcestershireshire.co.uk or sendiass@worcestershireshire.gov.uk. They also have a national website at <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>.

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