Behaviour for Learning Policy

Statement of Behaviour Principles

Arts and Media School Islington

Approved by:	Chair of Governors	**Date:** March 2019
Approved by:	Headteacher	**Date:** March 2019
Reviewed: March 2019		**Next Review; December 2021**

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes
- Non-completion in class, with classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial / Homophobic	Racial / Homophobic taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any type of bullying behaviour, whether verbal, social or physical will be investigated, logged and addressed with appropriate sanctions applied. (See the AMSI Anti-bullying policy for more detail).

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Section 8 – Behaviour Management)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or relevant staff promptly

6. Pupil code of conduct

Schools are places where all pupils can learn, succeed and achieve their potential. This is summed up in our ethos: Every Child a Scholar. At AMSI our cornerstones of Reflection, Respect, Confidence and Aspiration support and facilitate this. The expectations of behaviour are summed up in our Behaviour Blueprint (Appendix 2): Be safe; Be respectful; Be ready to learn.

Pupils are expected to:

- Behave in a **safe,** orderly and self-controlled way
- Show **respect** to members of staff and each other
- In class, make it possible for all pupils **to learn**
- Move **safely** and quietly around the school
- Treat the school buildings and school property with **respect**
- **Respect** the school and wear the correct uniform at all times
- **Respect** authority and accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 **List of rewards**

Positive behaviour will be rewarded with:

- Praise
- Achievement Points
- Letters or phone calls home to parents
- Special responsibilities / privileges

Achievement Points are part of our rewards system to encourage children to utilise their full efforts in all areas of the curriculum and aspects of school life.

All students in the school are set a minimum target ratio of 12:1 (Achievement Points: Behaviour Points).

Whole School Achievement Point Descriptors:

BRONZE **(1 Point)**	Ready	For demonstrating good focus and being ready to learn (having your equipment out, being on time etc.)
	Respectful	For demonstrating respectful behaviour for learning towards staff, students and the school (use of manners, not talking over other students etc.).
	Safe	For demonstrating awareness of the safety of others (not running in the corridors, picking up litter or trip hazards etc.).
	Out of Class	Contributing to positive school environment by demonstrating good manners (holding doors open, saying please and thank you.)
SILVER **(3 Points)**	Ready	For demonstrating great focus and being ready to learn (consistently good focus throughout a lesson).
	Respectful	For demonstrating very respectful behaviour for learning towards staff, students and the school (consistently respectful throughout a lesson).
	Safe	For demonstrating a strong awareness of the safety of others (consistently safe throughout a lesson or break).
	Out of Class	Contributing to positive school environment by demonstrating great manners (assisting the teacher outside out of lesson or in preparation for a lesson).
GOLD **(5 Points)**	Ready	For taking actions that impact positively on the reputation of the school (actively seeking out work or homework, going above and beyond).
	Respectful	For demonstrating exemplary respectful behaviour towards staff, students and the school (picking up litter that doesn't belong to them - going above and beyond expectations).
	Safe	For demonstrating exemplary awareness of the safety of others and working to ensure it (reporting dangerous conduct or taking action that supports others' safety).
	Out of Class	Contributing to positive school environment through purposeful action that has a positive impact on others. (using their own time to assist a staff member or another student, representing the school in sports or performances).

A ladder of achievement is in place as follows:

AMSI Achievement Pathways

Pathway	Actions	Options
Gold **High Achievement** **Action: SLT** **1500+ APts and exceeded some expectations**	- Letter from the head teacher. - Phone call from headteacher. - Recognition in assembly. - Reward display. - Early lunch with SLT. - Governor presentation at assembly.	'Movie Morning'. - Hot chocolate/cookies. - Pizza parties. - Meal out at lunchtime without supervision (Year 11 only; all other year groups with form tutor supervision). - Form class trip to other local eateries. - Scholars to meet with the Headteacher (or other SLT). - Cultural Reward trips (Artsmark).
Silver **Strong Achievement** **Action: HOY** **1000+ APts and met all expectations**	100% (99% and 98%) attendance certificates. - Rewards assembly. - Phone call home - Pastoral reward displays. - Achievement points trade-in e.g. amount of achievement points reached to win a gift card/ lunch voucher. - Rewards Assembly - Praise postcard home.	- Hot chocolate/cookies. 'Movie afternoon'. - Reward trips with HOY and form tutor. - Letters or praise/commendation. - Praise postcard home - HOY Stickers/ stationery packs.
Bronze **Achievement** **Action: Tutor** **500+ APts and met most expectations**	100% attendance certificates. - Rewards assembly - Letters or praise/commendation - Phone call home - Pastoral reward displays. - Amount of achievement points reached to win a gift card/ lunch voucher. - Achievement points - Individual teacher rewards e.g. sweet of the week, class cup. - Classroom leadership responsibility. E.g. handing out books/equipment.	- Rewards Trips. - Reward Assembly - Praise postcard home - Awards Evening - Subject certificates - Department ambassadors - Department reward days/trips, help and promote subjects, help organise rewards students want (2 from each year).

7.2 List of Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the Isolation Room in response to serious or persistent breaches of this policy.

Pupils may be sent to the Referral Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the Isolation Room the following day.

The Isolation Room is managed by the Internal Exclusion Manager.

Detentions

Late to school detentions are held in A107 at lunchtime. Students failing to attend have a further opportunity to complete this after school. If a student fails this second opportunity, they will be placed in the internal exclusion room the next day.

After school detentions have:
Three Members of Staff on duty (One Core SLT, One Faculty/Subject Lead, One Head of Year)
All pupils attend CG04 at 3.20pm
HOY completes register and email all staff, as well as completing Daily Referral Sheet
One-hour detention pupils leave at 4.20pm, SLT member continues to supervise 2-hour detention pupils
AND Year 11 detention pupils, and update Daily Referral Sheet as necessary.
HOY to escalate consequence where appropriate.
AHT Pastoral monitors and evaluates this process.

Fixed Term and Permanent Exclusions

Formal exclusions are the most severe punishment available to the school. Their procedures are strict and governed by law. All formal exclusions involve the Headteacher, Governors and LA. Only the head teacher (or, in the absence of the Headteacher the teacher in charge) can exclude a student.

A decision to exclude a student should be taken only:

In response to serious breaches of the school's behaviour policy and

if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to exclude permanently a student for a first or "one off" offence. For example:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Possession of and/or supplying an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

Exclusions are a last resort and are never considered until all other options have been exhausted.

Recommendations for formal exclusion come via the Pastoral Team and/ or senior leadership team.

Requests for exclusions will not be considered without full details of the incident(s) written up on Incident Reports Forms accompanied by relevant student and staff statement sheets.

Prior to the decision being made, investigation of the incident needs to take place, this will be completed by the Pastoral team and/ or senior member of staff.

The relevant Incident Reports and student file are passed on to SLT. SLT pass on information to the Gatekeeper who ensures the Head Teacher's decision is appropriately documented and followed through.

If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, the Head Teacher may exclude the pupil.

Arts and Media School Islington WILL also consider whether or not to inform the police, where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Social Workers, etc.

When a student is excluded from school, work is set for the period of time the student is out of school. This is collated by the Pastoral team. It is imperative that all the teachers of the excluded student set work.

Each student who has been excluded will return to school and a reintegration meeting will take place. Each student returning from exclusion will be closely monitored by the Pastoral Team / SLT.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus, or on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Policy "Managing allegations against staff and volunteers in school" for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct by going through due process.

8. Behaviour management

SIMS Behaviour Management System

The school uses SIMS to record incidents of behaviour through a points system. All students in the school are set a minimum target ratio of 12:1 (Achievement Points: Behaviour Points).

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which should include:
    - Meeting students at the door of the classroom at the start of lesson
    - Planning lessons to address the needs of all learners and establishing clear routines
    - Communicating high expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

Students will:

- Arrive on time to lessons showing a readiness to learn.
- Always contribute actively to learning in lessons, asking questions when unsure.
- Always seek ways to improve work and understanding
- Complete all class work and homework set to the best standard
- Demonstrate the cornerstones at all times both in and outside lessons
- Strive to have the highest expectation of themselves in all that they do.

8.2 Expectations in the corridors and other areas in school

In order to enable safe movement and good behaviour in the corridor, students should follow the one-way system and where this isn't in operation, keep to the right. All staff have a responsibility to remind students of appropriate behaviour in corridors and where poor behaviour occurs, report it on an Out of Class Incident Report on SIMS. All teaching staff are expected to be at the door of their classroom on time at the start of the lesson to supervise entry and exit to and from the corridor.

8.23 Expectations in the Referral Room and Isolation

Guidance for Students: Referral Room Expectations

- Enter the room quietly and calmly.
- Sign in and give your name to the member of staff.
- Sit where instructed, take coat off, read a book / complete work in silence.
- Complete 1-hour detention at 3.20pm.
- Failure to do the above will mean being sent to Isolation the next day.

Guidance for Staff in the Referral Room
- Log on to SIMS with home page displaying "Referral Room"
- Students should enter the room quietly and calmly, give their name to you and sign in.
- Students should then sit where instructed, take coats off and read a book or complete classwork.
- Check on SIMS that the student has been sent to referral.
- If so – they remain for the period and read / work in silence.
- If not – they remain in referral and you follow up with an email to the teacher reminding them to log the referral.
- Any student not following instructions and meeting expectations, a member of SLT should be called and the student removed.

Guidance for staff sending students to the Referral Room:

- 3 Low level incidents: Log it on SIMS as "Referral Room – 3 warnings" and send the student to referral.
- High level incidents: Log it on SIMS as "Referral Room - extreme rudeness" and send the student to referral.
- Visit CG04 after school until 4.20pm to meet with and resolve the situation with the student.

Guidance for Students: Isolation Expectations

- Enter the room quietly and calmly.
- Give your name to the member of staff.
- Sit where instructed, take coat off, read a book / complete work in silence.
- Follow all instructions without question.
- Complete the day until 3.50pm.
- Failure to do the above will mean removal from Isolation and possible exclusion.

Guidance for Staff in Isolation
- Log on to Google Drive / Pastoral / Isolation Register and SIMS
- Students should enter the room quietly and calmly, give their name to you and sign in.
- Students should then sit where instructed, take coats off and complete classwork for the subject for that period.
- A DEAR (Drop Everything And Read) session applies.
- Students must follow instructions and read / work in silence.
- Any student not following instructions and meeting expectations, a member of SLT should be called and the student removed.
- The student will then work with SLT for the rest of the day, be given an extra day in isolation or be given a fixed term exclusion.

Guidance for staff sending students to Isolation

- Log the incident on SIMS under student / behaviour and complete student details (Action taken = Isolation)
- Visit CG04 during the day or at the end of school until 3.50pm to meet with and support / reinforce expectations with the relevant students.

Behaviour management

The following table illustrates the hierarchy of behaviours and the consequential points given to students who demonstrate these behaviours at AMSI. The aim is to record as accurately as possible the proportionate level of points to the behaviour demonstrated in school. As a result, more effective and better targeted support may be given to support students with their behaviour for learning.

Behaviour Management Grid

	Student Behaviour Description	Staff
1	Chewing gum / eating in class Incorrect / no equipment in class Incorrect uniform Late to class Lesson disruption / refusal to follow an instruction Littering No homework / inadequate work in lesson No PE kit Poor attitude	Tutors / Teachers
2	Refusal to follow instructions Mobile phone use	Tutors / Teachers
3	Intimidating behaviour towards another student Persistently late to school Leaving class without permission (teacher) Offensive / rude behaviour / language Persistent disobedience / disruption / defiance Swearing	Heads of Year
4	Smoking in school Dangerous / unsafe behaviour	Senior Leadership
5	Abusive / intimidating / threatening to staff Assault on student/s or staff Bringing the school into disrepute Bullying (initially HOY / Then SLT) Gambling Possession of illegal substances / drugs / weapons Theft Truancy (from a subject = HOF / from subjects = HOY) Vandalism / graffiti	Senior Leadership

Behaviour Management Support – a whole school approach:

The following table illustrates the level of support given to students who are increasingly at risk of jeopardising their learning as a result of poor behaviour management. The aim is to significantly decrease the number of negative behaviour events in school. As a result, significantly increase the achievement of all students through better behaviour for learning.

All staff, including governors, have a part to play in ensuring our students at AMSI have the very best support in helping them achieve their potential.

AMSI Behaviour for Learning Pathways

Pathway	Actions	Options
Very High Support Action: Headteacher 350+ BPts or 3+ Fixed Term exclusions	Handover and Final Review Meeting Put appropriate pathway in place Meet parents, students and professionals to confirm pathway, timeline and expectations Put arrangements in place as agreed Review with parents and agencies fortnightly if needed Record on SIMS: Student / Behaviour Management / Initiatives Student on report to HT	Fixed Term Exclusion Full Time Alternative Provision (KS4) Governor Review Panel Home Educate Permanent Exclusion PT Timetable + Alternative Provision Securing Education Board Referral (PRU referral - Short term / Long term) Trial period at other school
High Support Action: SLT 250+ BPts or 2+ Fixed Term exclusions	Handover Review Meeting Meet students and parents and put contract in place Agree 6-week contract Put students on report and organise PSP if appropriate Meet students daily Review with parents and agencies fortnightly Record. on SIMS: Student / Behaviour Management / Initiatives Student on report to SLT	Additional External Support Counselling Children Social Care In school support Individual Behaviour Plan Islington New River Outreach Programme Mentoring Part-time timetable Pupil Support Programme Referral to CAMHS / SEN Targeted Youth Support
Moderate Support Action: HOY 150+ BPts or 1+ Fixed Term exclusion	Handover Review Meeting Meet students and parents and put contract in place Put students on report and / or organise BFLP if appropriate Meet students daily or weekly Review with parents and relevant agencies fortnightly Record on SIMS: Student / Behaviour Management / Initiatives Student on report to HOY	Families First Early Help Referral - IFit In school support Individual Behaviour Plan Islington New River Outreach Programme Mentoring Part-time timetable Platform Referral to CAMHS / SEN Targeted Youth Support Young Hackney
Low Support Action: Tutors 50+ BPts	Initial Review Meeting Meet students / contact parents and put contract in place Put students on report if appropriate Meet students daily Review with parents fortnightly Record on SIMS: Student / Behaviour Management / Initiatives Student on report to Tutor – if appropriate	Early Help Referral Mentoring TA Support Counselling

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Each year group has a full-time Head of Year who ensures there is personalised behaviour support for every child that needs it, enabling them to more effectively show respect, aspiration, confidence and reflection in their daily lives.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management also forms part of continuing professional development. The school uses a support strategy from Pivotal. The school has two staff who are Pivotal trainers.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body every 2 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the governing body every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every 2 years.

Appendix 2 – Behaviour Blueprint

Rules	Visible Consistencies	Over and Above Recognition
1. Be ready to learn. 2. Be respectful. 3. Be safe.	1.Meet and greet on the doors. 2. Follow the corridor system. 3. Orderly corridors.	1.Positive communication home. 2. Celebratory and Reward events. 3. Public recognition.

Relentless Routine		
1. Meet and greet at the doors.	2. Positive behaviour recognition.	3. Be ready to learn.

Stepped Sanctions	Micro scripts and Mantras	Restorative Questions
1. Challenge the poor behaviour. 2. Focus on the positive behaviour. 3. Walk away - give choices. 4. Check in again. 5. Deal with the behaviour without an audience.	1. Thank you for… 2. I've noticed… 3. Do you remember when (think of a positive comment)… 4. I need you to… 5. It was the rule about...that you broke...	1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make you feel? 5. How can we move forward?

Appendix 3: Student Friendly Behaviour descriptors

Ready to Learn

We must arrive to school on time and to lessons on time to demonstrate that we are ready to learn. Our uniform must be in order and consistent with the uniform rules. We remember our manners when we are speaking to members of staff and others in authority. We say, 'please', 'thank you' and call staff by their surname (e.g. Ms Service). We must ensure that we have the correct equipment with us at all times for all our subjects. We must abide by the school rules and the expectations set out by the teacher or support staff. We must never eat or drink in the class (unless given permission by the teacher). We must never chew gum (aside from anything else, it makes people hungry which distracts you from your learning).

During lesson, we must sit where the teacher expects us to sit even if they are absent and lesson is being taken by someone else. We must not call out or disrupt the learning of others through idle chat. We must never interrupt the teacher during lesson until such a time when the teacher permits this. The teacher is the expert in their field, they have their qualifications, you do not. As such, it is imperative that you seek the knowledge that they have and allow for it to be imparted on you so that you receive a balanced diet of what the teachers in this school have to offer. We must focus on what is being taught and ask questions of the teacher and our peers if we need further assistance. We must complete all work in class to the teachers' standards; this must also be replicated in our homework.

Our body language during lesson time must reflect that of a student who is here to learn- sit up straight, equipment out on desks, including our reading book and engaged with the tasks throughout. Your teacher has been advised to issue as many achievement points as they like in any one lesson. They have also been instructed to record all negative behaviour. Your teacher will issue a behaviour point should you fall below the expected standards in the classroom. We will always leave the classroom clean and tidy so that others will walk into a clean environment and when we arrive at our next lesson, the same courtesy will be lent to us.

Be Respectful

Be friendly: Around school, we should be respectful of members of staff and students by greeting each other in a friendly way e.g. Good morning Miss/Sir. If we keep our language respectful, we will create a more positive environment for everyone. Just giving someone a compliment or by greeting someone in the morning could make someone's day a lot more positive. Our tone of voice is clear but soft and we speak using respectful language. Swearing and arguing will not be tolerated in any context.

Arrive on time: Showing up to a lesson on time not only shows that you respect the teacher, but also shows that you are engaged in your learning. If you know you will be late, ask for a green slip explaining where you were. This again means that you respect the teacher and your classmates enough to provide a reason for arriving late (which can cause disruption to lessons). Once arrived make sure you are ready to learn and avoid getting into conversations with students already in the lesson.

Support your classmates: We should support our classmates and remember that school is the place to make mistakes in learning. Instead of laughing, tutting or rushing a classmate to an answer, try helping them or encouraging them with a friendly gesture (e.g. a thumbs up, marshmallow clap, silent cheer) or a positive comment (with the permission of the teacher). After lessons, try reinforcing that with positive comment or giving them help on how to answer for next lesson. If someone gets an answer wrong, praise them again using positive language. Imagine how you would feel if someone put you down for making a mistake.

Respect your school: Whether you are inside or outside of the building, make sure you are being respectful of our space. Pushing, kicking, pulling someone else's clothing or possessions (or parts of their body), throwing litter, leaving classrooms untidy and graffiti all cause disruption. Remember to always put yourself in the mindset of others whilst being around the school environment.
You share it with other people and not everyone reacts, responds and respects the same things and behaviours as you do. This is not just restricted to school, when you are out in the community in public spaces, you have a duty to ensure that you represent the school at all times; this applies whether you are wearing school uniform or not.

The school has 3 rules to keep things as simple as possible, but it if for you to be the champion of those rules and to model the way for other students. By being more conscious of how you treat others, you may find you will make school days that little bit more positive! We respect the rules because they help to build self-discipline and allow us to develop positive working habits. We are aware that these disciplines will become easier over

time. For this to happen our effort must be consistent. We trust that positive results will eventually blossom. We know, that if we are not respectful, we will be challenged about our behaviour. We abide by these rules to show our respect for ourselves and those around us.

We should learn to work in periods of silence. Too often, a few noisy students can spoil the learning for the many. Periods of complete silence should be considered as a good discipline to develop for exams.

We should respect that everyone in the class is entitled to be heard, without the loudest students taking over.

Be safe

In the classroom: In the classroom we must sit up properly, not lean back on our chairs and always follow teachers' instructions. When using technology, we need to use the internet safely and not expose ourselves to inappropriate content and disturbing images. We must keep hands and feet to ourselves. We must be mindful of our belongings and make certain that these will not cause health and safety hazards for our peers and staff. We should not participate in acts that could compromise the safety of others in the school. (e.g. slamming doors, pushing etc). We must handle our emotions and learn to build relationships with one another. We mustn't throw pens or other objects across the room.

Out of class: When moving around the school or between lessons we must keep our hands and feet to ourselves, follow the one-way corridor system and be considerate of others moving around our building. We must arrive at all lessons promptly and ensure an adult is aware of our whereabouts at all time.

On the playground and other outside areas, we must ensure we are mindful of how our behaviour can impact on the safety of others. We must keep our hands and feet to ourselves at all times and be mindful of our break activities. Games should only be played in the appropriate areas (e.g. football should only be played on the astro-turf or the pitch on the back playground). We must not participate in dangerous activities (eg climbing on walls etc.) We must learn the school's emergency procedures as well as know and follow school security and safety measures.

Out of school: We must be safe on the road and know travel routes to and from the school. In an emergency, roads can be blocked and it's important to have a backup plan. We need to understand that the adults in the school are trained to manage unsafe behaviour, so it is important that we inform them if we believe something dangerous is happening. We must allow adults to intervene, rather than taking matters into our own hands. We understand that should we be involved in any activity outside of school which brings the school into disrepute, we will be sanctioned accordingly.