



Caludon Castle

Behaviour for Learning Policy

Local Level Policy

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Committee approved by	Caludon Castle Local Governing Body
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Date	Notes

Behaviour for Learning Policy

At Caludon Castle School, we have very high expectations for the behaviour and conduct of our students. Our policy aims to embody our ethos of "Respect to all, from all" and we promote respect, tolerance and self-discipline building on the strong relationships that exist between the staff and students.

This policy has been updated using advice from the Department for Education (Behaviour in schools October 2022).

1. Purpose and Ethos of the policy

Student behaviour and success in learning are inextricably linked. Caludon Castle Behaviour for Learning Policy reflects this by working to focus on the encouragement of positive student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning. We believe that this can be achieved through:

- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect.
- To promote high self-esteem, self-worth and self-discipline in all.
- The provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, disability, ethnicity, sexual orientation, attainment and background.
- A range of supportive and targeted intervention measures to support all students with their behaviour and allow students to know how they can improve
- Helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- A positive achievement culture with a consistent and particular focus on rewarding students
- Appropriate sanctions for students related to ensure a safe working and learning environment for staff and students.
- To promote a strong partnership with parents and all stakeholders in supporting positive behaviour.

In order to achieve the aims of the policy we will respect our community and the environment in which we learn through having the following expectations:

1. All members of Caludon Castle School will show respect, courtesy and consideration towards other students, adults and the learning environment. All members uphold our "Respectful behaviours" at all times.
2. Disrespectful remarks about race, colour, gender, disability, sexuality, appearance or family background will be regarded as a serious incident and dealt with appropriately
3. Bullying or harassment in any form will not be tolerated.
4. Care should always be taken with regard to the buildings, furniture and the school environment in general. Graffiti and littering are not acceptable.
5. Food should not be eaten apart from in designated areas – not on the first or second floors or in any classroom/teaching area.

Expectations to ensure Health and Safety for all

1. Students may not bring anything to school that could be considered to be a weapon or that has potential to be a danger to others. This includes lighters and matches. Offensive weapons such as knives, laser pens, air pistols and catapults are prime examples of such articles.
2. No illegal substances may be brought into school.
3. Smoking is prohibited on school premises, at the school gates or in close proximity to them. Cigarettes (including electronic and vapour) and lighters must not be brought to school. This

also applies at any time that a student is engaged in fieldwork, or an educational visit, or while acting as a representative of the school.

4. We would discourage any valuable items and large amounts of money being brought into school as we cannot accept responsibility for their loss or damage. If such items are brought into school, they, along with earphones, must not be visible during lesson time or on the first and second floors.
5. Mobile phones are to remain unseen and turned to off, or silent, once inside the school building, unless a member of staff allows you to use them for a learning reason. If seen phones will be confiscated and kept in reception until 3.30 (see full mobile phone policy)
6. All students must remain on the premises during the school day, unless permission for absence has been mutually arranged and authorised.
7. All students must adhere to the Internet usage agreement.
8. Toilets should not be used during lesson time except in the case of emergencies and with permission.
9. Students will remove hats and coats whilst inside the building. Blazers should be worn at all times unless during summer months it has been explicitly allowed. Teaching staff may allow removal during lesson time.

Confiscations

Non-compliant aspects of the behaviour policy will be confiscated by staff including school uniform/dress code and visible phones/earphones. Where appropriate, these can be collected by students at 3.30pm from the school reception. The name of the student will be logged. For persistent confiscations from individual students, detentions will be issued and parents will be asked to collect the confiscated item(s).

2. Leadership and management

It is the responsibility of all staff to implement, fully and consistently, all policies and strategies in this Behaviour Policy, with the full support of parents/carers.

At Caludon Castle School we expect a consistent approach to behaviour management from all employees with all staff implementing the agreed system of rewards and sanctions. Promoting good habits of behaviour around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the school and should lead by example, the teaching of good behaviour is done both explicitly and implicitly.

The approach of Caludon Castle School is to challenge repeated or persistent poor behaviour in teams. As a school, we believe that input from a range of professionals is often the most effective way of challenging and improving students' behaviour.

A) Non-teaching Staff

The role of non-teaching staff is central to the life and work of students in the school. All non-teaching staff should expect and insist on agreed standards of behaviour and respect from students, inside and outside of classrooms. Non-teaching staff should also model high expectations of behaviour.

B) Tutors

Tutors play a pivotal role in the life of the students at the school. The tutor is the person who should know the student best in the school. Tutors should:

- Establish positive relationships with their Tutees
- Recognise and reward success

- Utilise all data available to track and analyse performance
- Build and develop relationships between the school and parents/carer
- Monitor standards of tutees work across the school
- Monitor standards of tutees behaviour across the school
- Intervene when students need extra attention

C) Classroom Teachers

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day.

Classroom teachers should:

- Manage behaviour effectively to ensure a good and safe learning environment
- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected from students
- Consistently use the clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around school in accordance with this policy
- Teachers must have high expectations of behaviour and should utilise a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to a students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curiosity

(Taken from Teaching Standards 2011)

Classroom teachers should consistently implement the following whole school strategies to support strong classroom routines and a positive learning environment:

Sharp start policy – This policy should be implemented at the start of every lesson

Staff action	Rationale
Meet and greet on the threshold	Students feel positively welcomed into the room and allows for fresh start every lesson
Give an appropriate reminder of the "Super six learning rules" (See Appendix A)	Students know the expectations at the start of every lesson
Share the intended learning	Students see the purpose and the journey of learning for the lesson
No students out of the lesson for the first 10 minutes	All students required to be present for the register and understand learning outcomes
Apply the seating plan	Students are aware of their seat and maximises learning potential

The 4 Rs – Steps to

- **Reminding** students of the classroom expectations
- **Removing** from the situation either by the short reset outside of the room or blue slip
- **Reflecting** for both the staff member and the student – What could be different next time?
- **Reconciling** through the blue slip conversations or reset for next lesson conversations

D) Caludon Castle Leaders

The Headteacher and Senior Leaders are responsible for establishing a purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Senior Leaders should have a high profile around the school always. All Leaders in the School have a responsibility for maintaining expectations which inspire, motivate and challenge students. Leaders do this by focusing on consistent 'everyday' practice. It is an expectation that all TLR holders actively monitor behaviour and progress in their areas. All leaders understand that consistent application of this policy will lead to improved behaviour. All leaders will regularly utilise all data available to track and analyse performance. Where behaviour is not good, leading to underachievement, leaders should consistently apply this policy to swiftly intervene.

E) Learning teams

All learning teams, including subject and faculty leaders, consistently and actively monitor behaviour in their teams utilising all data available to track and analyse performance to promote an achievement culture within the curriculum area. Where required, actions including the implementation of reports and home contact are used to drive improvement. Leaders are expected to walk the department/faculty area regularly to monitor that students have the appropriate uniform, and equipment and are responding in a positive manner, and that staff and students abide by the sharp start policy. Learning teams are expected to consistently apply the rules and routines for behaviour in the classroom and reward for excellence at all opportunities.

F) Pastoral teams

All pastoral teams, including strategic, year, progress and house leaders, are responsible for developing a culture of behavioural excellence. All pastoral leads closely identify where additional behaviour support is required and implement the large range of intervention methods available where needed. Pastoral teams utilise all data available to track and analyse performance.

G) Parents/Carers

All parents/carers of the school have a responsibility to support the school in the implementation of the behaviour policy, and to reinforce strategies which ensure high achievement and good behaviour.

Home School Partnership Agreements (See appendix B for the agreement)

At Caludon Castle we want to work with students, parents, staff and governors to create a school environment that ensures teaching and learning are of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated. We believe in the importance of equipping students with the values and skills that will help their development and learning for life. We want to build self-esteem and confidence and create opportunities where students, parents and staff know that they are valued. We are convinced that this can happen when parents, students and staff agree to work together in partnership.

H) Governors

The Governors of the School have a responsibility to:

- Monitor the implementation of this behaviour policy by the school staff
- Use governor panels to assess the effectiveness of the implementation of this policy
- Assess any recommendations for permanent exclusion or appeal.

Staff Training and Development

The Leadership team will ensure that all new teachers are given an induction programme which explains the behaviour policy. All staff will receive training in behaviour for learning strategies. Individual teachers will receive additional classroom management training and development as identified through their Performance Management objectives.

3. Praise, sanctions and discipline

The school will always try to achieve positive behaviour through rewards over sanction. Whilst the School is of the view that praise and reward will lead to high levels of positive behaviour both in and out of the classroom, it also recognises that with some students this will not always succeed. In these circumstances, there are a range of sanctions available for the purpose of responding to and modifying poor behaviour.

Rewards

At Caludon we operate the house rewards system. Each student belongs to one of our three houses; Devonish, Maddison and Smith. All students are able to receive house reward points for everyday success and additional achievements such as entering house competitions and being outstanding house ambassadors. The winning house at the end of each academic year also receives an additional reward.



Success Points

Success points can be awarded by all staff at all times. An unlimited number of success points is available for each student. Points can be awarded for the following categories:

1 Point	2 Points
Success – Kindness Success – Engagement with CODE Success – Excellent effort Success – Listening effectively Success – Speaking clearly Success – Resilience	Success – Outstanding TIF Success – Outstanding Home Learning Success – Improvement Success – Leadership in lessons Success – Respect

Class teachers should give as many success points as possible in their lessons.

How to engage the students?

- Regular praise in lessons, and showing the points being added to class charts/Arbor.
- Discussions in tutor time, and regular updates on the points totals
- Mini rewards or raffles during the term.
- Net points sent to year teams fortnightly to be monitored. Conversations with students and tutors and/or year leaders.

Sanctions and Discipline

Caludon Castle School implements a cumulative approach to behaviour and therefore all sanctions increase in severity in line with the persistence in poor behaviour.

When using sanctions our School Policy is:

- Punishment should not be humiliating or degrading. Students should be able to see that they can make amends for their behaviour and learn from their mistakes.
- Sanctions must be proportionate and appropriate
- Sanctions should be given to individuals and rarely whole groups. The system of sanctions should be applied fairly and firmly.
- Criticise the behaviour and not the student
- Students should be encouraged to take responsibility for their own actions and their own learning, including apologising, where appropriate.

Any behaviour that does not meet Caludon Castle's behavioural expectations will receive a consequence which is proportionate to the misbehaviour.

Level 1	Level 2	Level 3	Level 4	Level 5
Uniform	Persistent Defiance	Misuse of Soc Media/Technology	Pupil Conflict	Possession Of Prohibited Items
Lack of Equipment	Persistent Disruption	Truancy	Offensive Language directed at staff	Fighting
Incomplete Home Learning	Persistent Disrespect	Misuse of Phone/ Confiscated		Vandalism
Inadequate Work	Health & Safety breach			Discrimination
Low Level Disruption	Out Of Bounds at social times			Sexual misconduct

In class room pathway

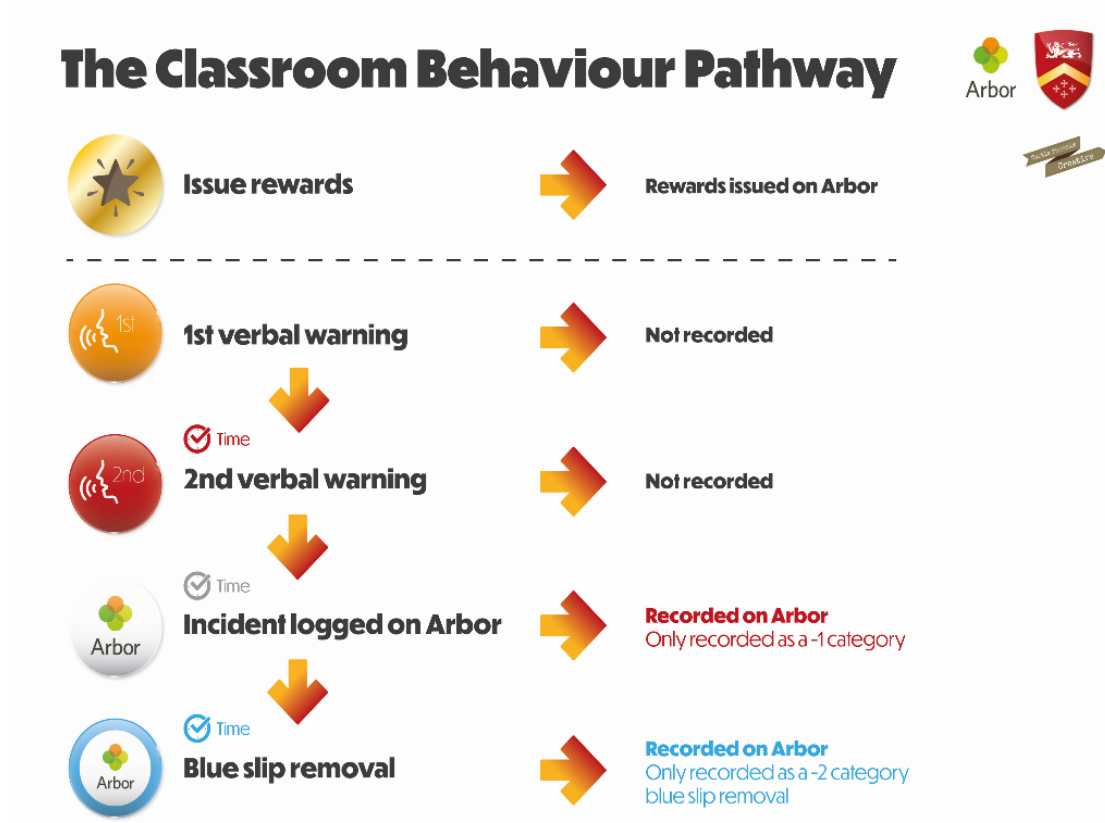
All teaching staff will consistently implement the in-class behaviour pathway illustrated below. The pathway supports staff in managing behaviour in the classroom and its consistent use across the whole school will allow students to adjust and correct their behaviour to meet our high standards of excellence. All staff should ensure they follow the key aspects listed below:

- Non-verbal cues & other strategies are to be used prior to starting the pathway
- Explicitly outline to students the stage they are on
 - "Student A, this is your 1st verbal warning. I need you to put your hand up when you wish to contribute, you need to do this otherwise you will risk receiving your 2nd verbal warning.
 - Student A, this is now your 2nd verbal warning. I still need you to put your hand up when you wish to contribute, please can you do this otherwise you will risk receiving an incident logged on Arbor.
 - Student A, "you are now receiving an incident logged on Arbor. I need you to follow

my instructions the first time around. Can you now do this otherwise you will be removed from the classroom.”

(This may be appropriate to have a further discussion away from the class to reset and allow student time to make the correct choice)

- Student A, unfortunately you have now had multiple opportunities to follow staff instructions and have made the wrong choice. You are disrupting your own learning and the learning of others. Please can you go to the removal room
- All students need to be given time and the opportunity to rectify and improve their behaviour. The process is to ensure that the removal from the classroom setting is a last resort.



Intervention when Behaviour Fails to Meet Expectation

Student misbehaviour or failure to follow school rules may result in the issuing of a sanction. In all incident's sanctions are used to encourage students to consistently meet our high expectations. They also provide staff an opportunity to have a restorative conversation with any individual who has not met their expectations. Detentions also give students a chance to catch up on any work they may have missed through their misbehaviour or lack of effort or engagement in class.

	Incidents logged in a day		Blue slips in a day	
Number of occurrences and sanction	1	No sanction	1	20-minute reconciliation (Same day)
	2	20 minute after school (Next day)	2	½ day isolation (Next day)
	3	40 minute after school (Next day)	3	Possible removal to isolation for the rest of the day & 1 full day isolation (next day)
	4	Break, lunch & 40 minutes after school (Next day)	4	1 day suspension
	5	½ day/Full day isolation (Next day)		

All detentions not attended will lead to the length of detention being extended

Issue	Phone	Blue slip	Persistent lateness/truancy
Infraction	Phone in use	Removal from lesson	Persistent lateness or multiple trancies
Sanction	Same day 3.30pm collection	Same day up to 20 minutes reconciliation	1 hour detention after school on set days a week

Issue	Late to school	Late to lesson	Uniform	Equipment	Home learning
Infraction	Arrival after 8.45	Arrival to lesson once lesson has started	Missing or incorrect uniform	Missing equipment	Missing home learning
Sanction	Same day breaktime detention	1 incident logged	3 issues = 1 incident logged	3 issues = 1 incident logged	2 missed home learning per subject = 1 incident logged
Tutors monitor and logs on Arbor					Subject teacher monitors and logs on Arbor

Escalation pathway of sanctions

Phase 1	Sanction	Outcome	Recorded on Arbor
Class teacher / tutor / mentor	Verbal reminder	Restorative conversations	No
	Moved in seating plan	Phone call home	No
	Incident logged	Written / verbal apology Mediation Work catch-up	Yes
Class teachers / tutors / mentors are not expected to formally record verbal responses at this level			

Phase 2	Sanction	Outcome	Recorded on Arbor
Class teacher / tutor / mentor	Detention break/after school	Written / verbal apology Mediation Reconciliation at end of the day.	Yes
Subject / Faculty Leader	Blue slip removal. Time out to another room	Work catch-up / study Subject / faculty report card	Yes
All phase 2 responses require home contact. Persistent issues require the report system being utilised either by learning or pastoral teams			

Phase 3 – Wider ownership	Sanction	Outcome	Recorded on Arbor
Year Leader	Internal suspension	Internal or external suspension Parent engagement Learning Support Plan Community Service Leadership Disciplinary Panel	Y – both response and outcome
Faculty Leader			
Assistant Head / LT			
All phase 3 responses that result in an external suspension require a formal letter home, a parent meeting to revisit the home school agreement and a learning support plan (LT monitoring).			

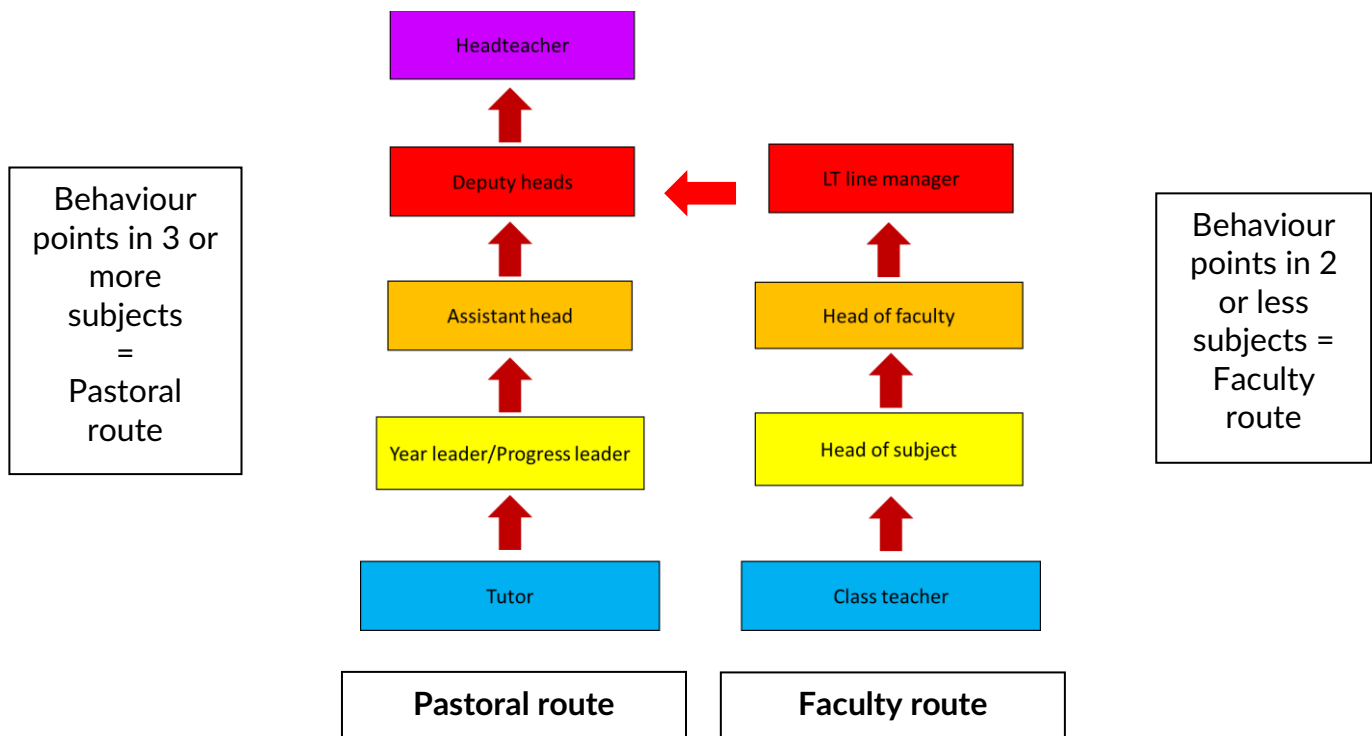
Phase 4- fixed term exclusion	Sanction	Outcome	Recorded on Arbor
Headteacher	Fixed term suspension up to 5 days	Written / verbal apology Study Learning Support Plan Governors Disciplinary Panel	Yes
Headteacher	Fixed term suspension 10 days plus		
Headteacher	Fixed term suspension 20 days plus		
All phase four responses require a formal letter home, a parent meeting to revisit the home school agreement and a learning support plan (LT monitoring) and must follow DfE guidelines			

Types of sanctions

Report system

There will be a variety of reports used including punctuality, positive and monitoring reports. If a student does not meet the agreed requirements to pass the report, they will be escalated through the report system to a senior member of staff. If a student is on report to the headteacher and fails to meet the requirements this can trigger the suspension and transfer process.

Please see below the pathway for general monitoring reports:



Detentions

Students will be expected to attend a blue slip reconciliation on the same day. Students wishing to collect confiscated items including mobile phones will need to remain on site until 3.30pm to retrieve. Students may receive break and lunch detentions where they will still be able to access any refreshments required. All after school detentions of up to 40 minutes will occur on the next day.

Blue slip removal from the classroom

All teaching staff may reach a point when a student has to be removed from a lesson. This action only takes place when either the student's behaviour has prevented others from learning or disrupted the lesson to such an extent that the teacher is prevented from delivering to the ability all students are entitled to receive. In rare circumstance, a student's behaviour may be seen extreme enough to warrant immediate removal. The blue slip removal process is considered as a last resort process when all other methods have been exhausted by the teacher to support the student in adjusting their behaviour and making the correct choice. The outcome of a blue slip removal is a same day reconciliation meeting with the teaching member of staff. This positive restorative process is compulsory therefore, if a student fails to attend the meeting, the student will not return to the lesson until this has taken place to ensure a positive relationship moving forward.

Internal suspension – Reset room

The Headteacher may internally suspend a student for a fixed amount of time. The suspension takes place in the reset room. The reset room is a supervised room where students work in silence. Students can receive one or two formal warnings, after which they have failed to complete their time in the reset room may be required to re-do the period again or risk being suspended. Entry into

the reset room must be sanctioned by a member of the leadership team. Teachers of students in the reset room need to send appropriate work to the room. On entry, students will be expected to hand over their mobile phones. Students will be escorted to the canteen at breaks and lunchtimes. At the end of the reset room period, students must provide evidence that they have completed the work they have been set. During this time, the student works on their curriculum.

Fixed Term Suspension

The Headteacher may suspend a student for up to 45 days in any school year. Parents are informed by letter and students are not allowed to return to the site until their re-integration meeting with parents takes place. The re-integration meetings are compulsory to ensure we are best supporting the student to be successful on their return and to work co-operatively with parents/carers to plan the next steps to prevent any further escalation. If a student receives multiple suspensions the school could implement with parental agreement, 6 week supported transfer and a 12-week transfer. Students may attend the connect provision as part of their reintegration programme either preceding or following the supported transfer process.

Permanent Exclusion

This will be used when the Headteacher decides the student should not return to school. This sanction is employed when allowing the student to remain at school would be detrimental to their welfare or the welfare of others. Parents have a right to make representation to the school governors whenever their child is excluded. This right is clearly stated in the letter of exclusion

Escalating behaviour

Please see Appendix E for the processes following a serious behaviour incident and for any student where their behaviour is either persistently failing to meet expectations or escalating in severity

Physical Restraint and use of reasonable force

Staff should not attempt to physically restrain any student. They have a duty of care to protect themselves, a safeguarding responsibility for appropriate contact and a duty of care to not harm students. In most circumstances the support of another colleague or a leadership call will be enough to manage an incident. In the event of a child either harming themselves or others it may be necessary to physically intervene with minimal force to keep everyone safe. In the event of critical behaviour staff should ensure that all other students are removed from the room / area and the individual isolated. No attempt should be made to restrain physically or by creating obstacles or blocking path/doorways etc. Leadership staff can find and manage the student and may use physical restraint appropriately if the student is a danger to self or others.

In the event of a physical confrontation between student's verbal commands should be used and an urgent leadership call made.

Searching Students

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Staff may ask a student to empty out their pockets or a bag if they believe that a prohibited item is being hidden i.e. a mobile phone is heard. Staff **should not** physically search a student. If a student refuses to show the contents, or a serious item is believed to be hidden i.e. a knife, staff must use a leadership call, or refer the matter immediately to the Year Leader or leadership team. The leadership team will conduct a search (not physical) with a witness present. A refusal to be searched will result in the parents brought into school and / or police contact and a search made, or fixed term exclusion, as appropriate. A list of prohibited items include:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items

- Cigarettes
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence
- Any item banned by the school rules which have been identified.

Child on Child abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, Caludon Castle School will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The designated safeguarding lead or deputy is the most appropriate person to advise on the school's initial response. All aspects of sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

All victims will be reassured that they will be supported, kept safe, and will be taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

Online behaviour

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.** However, often incidents that occur online will affect the school culture. Where appropriate, we can sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Behaviour outside of school premises

Many behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.** However, often incidents that occur outside of school will affect the school culture. Schools can sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school.



Our Super Six Learning Expectations

Respect to all, from all.

1. Arrive to lessons, in the correct uniform, on time, with the right equipment and home learning.
2. Follow all instructions first time.
3. Listen to the person who should be talking.
4. Don't disrupt the learning of others.
5. Show RESPECT – be polite and kind to all - no swearing, rudeness or defiance.
6. Work hard, learn well and help others to learn.

Circle Process

Creative

*Respect to all, **from all***

Appendix B – Home school agreement

Caludon Castle Home and School Agreement

Name

Date

CALUDON CASTLE SCHOOL'S COMMITMENT TO YOU:

- ☒ High quality **teaching and learning**
- ☒ **High standards** and expectations regarding behaviour, attendance, punctuality and progress and achievement will be clear and consistently reinforced by all staff.
- ☒ A **varied curriculum** that will allow you to develop and prepare you for your future.
- ☒ **Excellent facilities.**
- ☒ A **supportive tutor and year team** to guide you through your studies and individual growth, preparing you to be a good citizen with employability and leadership skills.
- ☒ Regular **mentoring and target setting** with tutors, teaching staff and their year team.
- ☒ A programme of **careers support** and broadening horizons opportunities to guide, inform, support and inspire you to aspire.
- ☒ An opportunity to be a student leader and to **develop your skills to lead.**
- ☒ Opportunities to take part in **extra-curricular** activities to develop your interests and talents.
- ☒ Respectful **communication with your parents/carers** regarding your progress.
- ☒ The opportunity to attend **assemblies** that should motivate, inform, reinforce standards and inspire you.
- ☒ The provision of an **inclusion and welfare team** who will work with you should you need it.
- ☒ Your achievements and **successes will be celebrated.**
- ☒ Membership of the whole school family, where your rights will be respected and where you will learn to **respect and advocate for the rights of others.**

Signed

Date

YOUR PARENT(S)/CARER(S) AGREE TO:

- ☐ Support and **reinforce the high standards** and expectations regarding behaviour, attendance, punctuality and progress and achievement; including upholding the school's behaviour for learning policy.
- ☐ Support and encourage you **to engage with all of your lessons** and to understand the importance of learning and your responsibilities as learners.
- ☐ Support and encourage you **to engage with the full curriculum** allowing you to develop and to prepare for your future.
- ☐ Support and reinforce the importance of your **respect for your learning environment**, facilities for study, research, recreation and extra-curricular activities.

- ☐ **Work with staff**, including your tutor and year team, to guide you through your studies and individual growth.
- ☐ **Attend, where possible, school events** and meetings regarding your progress and experiences at school.
- ☐ **Communicate respectfully** with staff regarding your progress or concerns and try to find solutions and ways forward to overcome issues or barriers to development and progress.
- ☐ **Avoid the misuse of social media** with regards to the school community and instead work with the school community to develop and enhance its success.
- ☐ Support the school in encouraging and educating you on appropriate and **safe use of social media**.

Signed

Date

I AGREE THAT I WILL:

- ☐ Attend, be punctual and **engage with high quality teaching and learning**. Always give my best to all my class and home learning, meeting deadlines and classroom expectations.
- ☐ **Respect, foster and adhere to Caludon's high standards and expectations**. This should include adherence to the school uniform policy and being fully equipped and prepared for lessons.
- ☐ Enjoy and **treat with respect the excellent facilities** and environment for my study, research, recreation and extra-curricular activities. Keeping it clean and tidy and cared for.
- ☐ **Engage with all mentoring** and target setting with my tutors, teaching staff and my year team to enable me to know what my targets are and how I can achieve them.
- ☐ **Communicate respectfully** with my year leaders and all staff to allow my voice to be heard, working with staff and my peers to find resolutions to problems and respect and care for my whole school family.
- ☐ **Use social media appropriately** and avoid playing out conflict, cyber bullying and unsafe internet practices.
- ☐ Adhere to Caludon's **anti-bullying, pro-diversity** policy and culture.
- ☐ Try my best to be an advocate and **role model in my school community**.

- ☐ I understand and will adhere to my school's mobile phone and behaviour for learning policy.

Signed

Date

Appendix C

Guidance for Achieving Positive Behaviour

Positive Reinforcement Strategies

Another way of tackling poor behaviour is to use language (verbal and body) positively so that you are not focussing on one individual's behaviour when everyone else is behaving appropriately.

Class Teacher should:

- Praise and encourage
- Give positive notes in books
- Give Achievement points
- Recommend to Headteacher's tea party
- Provide positive marking
- Have appropriate learning displays
- Reinforce the sharp start policy

Subject Leader / Faculty Leader / Year Leader should:

- Praise in front of whole class
- Communicate with parents – letters / phone calls
- Use assemblies to praise and celebrate
- Give verbal praise
- Give achievement points
- Recommend to Headteacher's tea party
- Have effective corridor displays to show positive role models
- Give faculty / year group rewards
- Support all staff to implement the sharp start policy

The Sharp Start Policy

- At break and lunch time all duty staff to encourage students to move to lessons 2-3 minutes before the end of break and lunch.
- All staff to challenge students on corridors after bells for lessons 1, 2, 3, 4 and 5 have gone.
- No classes to be dismissed before the end of lesson bell.
- All classes to be dismissed upon the end of lesson bell.
- All classroom doors closed straightaway at the very beginning of each lesson and to remain closed for the first 10 minutes.
- All students who arrive (without justified and evidenced reason) when door is closed to be registered as late on register by subject teacher.
- No students to be sent out of classroom during the first 10 minutes of the sharp start.
- Any student given permission to leave classroom after first 10 minutes must be given a pass by the teacher.
- Any students on corridors must be challenged by staff to show the pass given to them by their teacher.

Strategies for Dealing with Challenging Students

The emphasis should be on the least intrusive behaviour management necessary during lessons. It is well documented that the assertive teacher, who takes the lead in the classroom, is confident, calm, well prepared, promotes positive behaviour and increase time on task will improve students' learning. The characteristics of this teacher are:

- Pro-active & confident
- Consistent & Positive
- Communicates clearly – does not shout
- Sets clear boundaries & stays calm always using neutral language

Stay Calm

If the child is angry or likely to become angry then staying calm (or appearing to do so) is essential. Stand back, drop your arms, drop your shoulders.

Allow 'cool-off' Time

It can take at least 20 minutes for a person to calm down. Don't try to resolve an issue with an angry student.

Use Positive Language

Try to avoid telling students they are wrong. As well as being de-motivating it does not encourage students to see mistakes as a vital part of learning. "You're a step closer to the right answer" is a very different message from "You're wrong again". Tell the students what you want them to do – not what you don't want, e.g. "please start work" rather than "stop messing about".

Accept Responsibility

"I'm sorry that was my fault, I didn't explain that very well..."

Avoid Using Sarcasm or Personal Remarks

It is the behaviour that is the issue, not the child!!

Remind and Restate the Rules

Ask "what's the rule about talking?" rather than "don't talk".

Tactical Ignoring of Behaviour

May be appropriate for attention seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student and not the behaviour. Ignore the "target" student but praise the nearby student. If "target" student changes their behaviour, praise them. Examples include: teacher may say to a nearby student "well done, you have remembered to put your hand up to answer a question".

Redirect Behaviour

Remind the students what they should be doing and avoid getting involved in discussions about what they are doing wrong. Focus their attention on the required task.

Ask Questions

Before giving directions if you see a student off task ask e.g. "Do you need some help with this?" rather than "stop doing that".

Allow Students to Make Amends

Allow students not to lose face. Watching and waiting for immediate compliance is in a way issuing a challenge. We need to be clear and confident about expressing expectations.

Follow an instruction with a pause to allow students time to comply. Example, "Could you open your book and start work now Jane? I'm going to see Jill who needs some help but I'll come back in a minute if you need anything."

Acknowledge Students' Feelings

Deflect confrontation with students by acknowledging concerns, feelings and actions, e.g. "I can see that you are angry. We can discuss this at the end of the lesson."

Choice/Consequence

Persistent or blatant non-compliance with an instruction will require a response which sets limits to student behaviour. Before a consequence is imposed, students should be given an explicit choice, to comply or to accept the consequence.

For example, "Sarah, I need you to move to that chair over there now, or you will stay behind after class. The choice is yours". Teacher detaches eye contact and moves away. Students are more likely to co-operate if they feel that they have some control over themselves and their choices.

Assertive Direction

Students need clear instructions and are more likely to comply if they are delivered assertively. Assertive instructions also help preserve positive relationships with students.

For example "I need you to move to that seat thank you."

"I want you to be quiet while I'm speaking thanks."

The use of "thank you" following the instructions allows teachers to model politeness whilst conveying an expectation that students will comply. Tone and projection of voice makes it clear that this is an instruction, not a request.

Use of Partial Agreement

Students who try to justify their non-compliance are trying to express their own needs that are not compatible with the needs of the teacher or class. Acknowledgement of these needs allows a connection that can stimulate compliance for example "I know Alex has been helping you with that work but I need you to move to that chair so that you can work independently."

Appendix D

Guiding principles to ensure effective learning

The climate in a classroom has an important effect on the quality of learning. Measures of a positive classroom climate include:

- a recognition by students that the teacher treats them fairly, is committed to and enjoys teaching them
- consistent classroom routines
- strategies for making learning dynamic, interesting and challenging.
- a necessity for students to feel secure, both physically and emotionally
- engaging classroom displays which support learning for all, and which are refreshed often
- seating arrangements which are varied to suit different teaching strategies and student groupings, in order to enhance the learning process for all.

Every time students enter a classroom, they respond according to their perceptions of how issues such as those above are being supported and implemented.

The classroom climate is more likely to be conducive to learning if teachers:

- make the most of lesson beginnings: be in the classroom before students arrive; greet them warmly and smile
- share intended learning with students
- plan for a hook to engage students as they enter the classroom
- plan for a starter which previews lesson content and/or skills
- review the learning regularly throughout the lesson
- leave time for consolidation/review of learning at the end of the lesson
- preview the next lesson, so that students look forward to it
- establish home learning routines which have real learning purpose
- arrange the classroom appropriately to suit different activities
- ensure that a question/comment is addressed to every student during each lesson
- use language positively, in a way that builds relationships and raises students' self-esteem.

Routines

Established classroom routines are common features of effective lessons, e.g.:

- The teacher is waiting at the door to meet and greet the students at the very start of the lesson. They should smile at all of them, each lesson is a fresh start for the students
- The teacher ensures that the students enter the classroom in an orderly manner and sets the expectation that they are ready to learn.
- The teacher begins the lesson promptly, making clear the context and learning intentions in ways that students understand. With the potential for learning at its greatest, the lesson beginning is the crucial moment during which to emphasise what the teacher wants all students to learn and why.
- The teacher gets straight into the lesson, collecting of home learning until later.
- The teacher may preview the learning and some of the activities, in order to hook and engage the students.
- Students are excited and stimulated by the starter. They are intrigued and curious about the lesson as a result of it.
- All latecomers are challenged at an appropriate point in the lesson, when others' learning is not disturbed.
- The teacher shows interest in the students and their learning. Consequently, the

- students engage positively with tasks and respond positively to the teacher.
- The teacher organises the time effectively so that there is an opportunity at the end to include a period of reflection on what has been learned. Students understand the importance of this to their learning. The teacher may ask students to identify two or three key points they have learned from the lesson; reviewing these key points could be part of the home learning routine.
- Home learning is seen as important. The teacher gives the necessary amount of time to introduce it, sets it in the appropriate way and to give the students a chance to ask questions and to check their understanding.
- The teacher praises the students on their learning during that lesson. The next lesson is previewed, so that students become excited at the prospect.
- The teacher controls how students leave the lesson, so that departure is orderly.

The Physical Environment

The physical environment has a significant impact on how students feel about their learning. When students enter the classroom, they should be seeing clear messages about the importance of learning and about what is expected of them; notices and displays reinforce these points. The furniture need not always be in the same place each lesson, but arranged most appropriately for the teaching activity, and organised to help them learn.

Research has shown that an important component of the classroom climate is the quality of the display. Display is intended mainly to support learning, but it can also reflect the teacher's enthusiasm for their subject, and can make a dull classroom attractive and exciting.

Displays can provide information such as key words or key facts, reinforce good habits through the use of key questions, or stimulate curiosity, by offering new information, a puzzle or a challenge. They should clarify assessment of and for learning, so that work displayed can be complete and/or in progress, with helpful formative teacher comments.

Language for Learning

What teachers say and how it is said has a significant impact on students. Teachers can role-model the language of learning to students, who will then learn to use it themselves: this will help them to learn more effectively.

The types of language that teachers can use to influence students' motivation and learning are:

- The language of success: give students the message that teachers have confidence in them and their abilities.
- The language of hope: encourage students to adopt a positive 'can do' attitude.
- The language of possibility: students often put limits on what they think is possible, believing in some way a task or subject is beyond their capability. By careful choice of language, teachers can create a climate of greater possibility which will influence students' views of themselves.
- Remove the language of failure: try to avoid telling students they are wrong. As well as being demotivating, it does not encourage students to see mistakes as a vital part of learning. Encourage them to get themselves 'unstuck'.
- The language of the subject: model subject-specific vocabulary and expect students to use it too. Praise them when they do this.
- The language of enjoyment: if the teacher's language is positive and enthusiastic about the subject, the classroom is more likely to become an interesting and lively place where learning can thrive.
- The language of Bloom's: use Bloom's vocabulary to discuss learning skills with

students and to frame learning intentions and outcomes.

- Use a 'no-blame' culture: avoid appearing to blame students for their lack of learning. If students do not understand, the teacher should explain in a different way.

The following strategies can also help to create a better climate for learning:

- Smile often: it promotes confidence.
- Use open and welcoming body language.
- Try to say something positive to every student individually every lesson.
- Make eye contact with students, especially as they are answering questions.
- Use polite language to model the tone of responses you expect.
- Try to keep the voice pitched low and avoid shouting.
- Try to use praise, frequently but not indiscriminately. Reward progress and achievement of targets. Students will value the praise if it is clear that it is deserved because of their efforts and achievements. Students in challenging classes tend to respond more positively to praise given to them directly.
- Encourage students to be supportive of each other, to listen and respond with respect.
- Avoid putting students on the spot: use strategies to ensure students feel safe to answer, and are not afraid make mistakes.

Reviewing every lesson

It is the teacher's professional responsibility to plan and resource every lesson so that learning is accessible, engaging and challenging for all students. Therefore it is important for the teacher to review each lesson, in order to improve his/her professional practice. Below are some suggested review questions:

- Was the lesson well planned, with a good pace, a variety of tasks (chunking) and teaching strategies?
- Was there deep learning, with periods of sustained focus by students, rather than lots of activities where pace detracted from learning and the embedding of it?
- Was work differentiated, so that all learners could access the learning at appropriate levels? Were extension activities sufficiently challenging?
- Was work sufficiently challenging?
- Was information on individual students accessed prior to the lesson – levels, SEND, most able, Pupil Premium, etc?
- Were different learning styles considered?
- Was questioning differentiated, challenging, purposeful and targeted?
- Were routines effective?
- Was the environment conducive to learning?
- Were students grouped appropriately? Did they learn effectively collaboratively?
- Did students get themselves 'unstuck' or did they rely on the teacher?
- Was feedback formative and constructive?
- Were learning skills made explicit and shared, so that there was not only a focus on the lesson content but also on the **how** of the learning?
- Were students given the opportunity to reflect on their learning?
- Did the lesson stimulate curiosity?
- Was the school's behaviour for success policy followed correctly? Were any incidents of misbehaviour challenged and appropriate action taken?
- Were students praised? Were students rewarded?
- Have students left the lesson with an understanding of what they have achieved, what they have learned and how they have learned it?

Appendix E –

Behaviour Incident Processes

