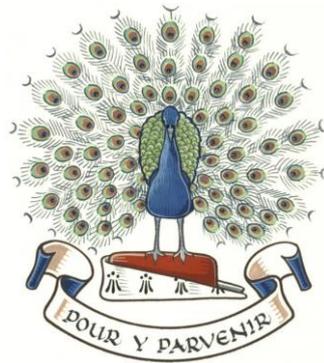


LADY MANNERS SCHOOL

BEHAVIOUR FOR LEARNING

POLICY



BEHAVIOUR FOR LEARNING POLICY

AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

GENERAL PRINCIPLE STATEMENTS

- All members of the school community are treated with equal high regard.
- All members of the school are entitled to work and learn in a safe and secure environment.
- The school promotes respect, fairness and inclusion, equality of opportunity, welfare and good relations across the whole community.
- The school works to eliminate all forms of discrimination, harassment and bullying.
- We identify and support vulnerable students, those with special needs, physical or mental health needs and looked after children.
- This policy will apply at all times when students are on site, are taking part in off-site school led activities or are travelling to and from school.

PRINCIPLES OF BEHAVIOUR FOR LEARNING

- The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- All staff model positive behaviour and promote the positive behaviour of students.
- Good behaviour is rewarded and any sanctions are applied in a fair and consistent manner.
- All members of the school community show consideration towards the individual and learning needs of each individual and support the school as a learning community.
- Guidance is available to all staff with information about the desired criteria for 'outstanding' and 'good' behaviour for learning. See **Appendix 6**.

CURRICULUM

- All staff have the responsibility to ensure that the curriculum is delivered in a manner which addresses the individual needs of students and a variety of teaching and learning styles are adopted in order to minimise disruptive behaviour.

CODE OF CONDUCT

A Code of Conduct is in place for all to implement and follow to support the ethos and values of Lady Manners School. In short:

- Be Safe
- Be Honest
- Be Organised
- Be Respectful
- Be Tidy

See **Appendix 1 and 2**

SCHOOL RULES

A set of School Rules are in place to support the Code of Conduct. See **Appendix 3**.

REWARDS SYSTEM

The school operates a Rewards System to promote and encourage good behaviour and achievement. School rewards are explained in **Appendix 5**

BEHAVIOUR FOR LEARNING

- A clear referral route to help manage low level classroom disruption is identified. See **Appendix 4**.
- In extreme cases the Red File System should be operated. **See Appendix 4**.
- Sanctions are to be applied fairly and consistently. Students will always be made aware of why they are being sanctioned and what must be done to restore good working relationships.
- The procedures will be regularly updated.

SIGNATURE CARDS

All students in Lower and Upper School are issued with a signature card at the beginning of each term. This can be signed by any member of staff for out of class infringements. Three signatures generate a lunchtime detention. Students are expected to carry these cards at all times and failure to do so will also generate a lunchtime detention.

ISOLATION

In cases where a student's behaviour seriously breaches the Code of Conduct or School Rules, then isolation at social times or lesson times is applied.

MULTI-ELEMENT PLANS

In cases where a student's behaviour continues to breach the code of conduct or school rules, then a multi-element plan will be considered.

ADDITIONAL SUPPORT FOR BEHAVIOUR MANAGEMENT

- Students can be referred to Student Support for both planned and supportive measures.
- Multi-agency professionals meet regularly to support individual students
- Senior pastoral staff attend the Peak 11 Pastoral Panel to share good practice, ideas and solutions and to agree any managed transfers to prevent permanent exclusions where possible.

FIXED TERM AND PERMANENT EXCLUSIONS

Exclusions relate to serious breaches of the Code of Conduct or School Rules. These will be used as a last resort in line with current legislation and policy (see Exclusion Policy).

December 2016

Appendix 1

A CODE OF CONDUCT FOR STUDENTS

1. Introduction

All students must follow the Code of Conduct. This is the foundation from which school expectations and rules are established. By maintaining a consistent outlook we can create a safe, friendly and productive learning environment.

The Code of Conduct exists in three parts. The principles are established by the Short Code of Conduct, greater detail is provided in the School Rules.

Staff in school have guidance regarding the implementation both of the Code of Conduct and the overall document, the Behaviour for Learning Policy. Parents are also provided with information about the Code of Conduct both on the school website and in the School Prospectus.

2. The Short Code of Conduct

This Short Code of Conduct is communicated to students in a number of ways. It is printed in the Homework Diary, displayed within school and used as the basis of some Assembly, PSHE and Form Tutor themes when working with students. Whenever appropriate, it is also referred to by staff as part of the process of reward or sanction.

The wording of the Short Code of Conduct is provided as **Appendix 2**.

3. The School Rules

The School Rules provide students with further details about our expectations. These School Rules are made clear to students as part of their pastoral curriculum and aspects of them are also printed in the Homework Diary.

The wording of the School Rules is provided as **Appendix 3**.

LADY MANNERS SCHOOL

SHORT CODE OF CONDUCT

Five Easy Rules to Follow

BE SAFE

- Behave sensibly at all times to avoid accidents
- Keep to the left on corridors and don't run
- Stay on site

BE HONEST

- Always tell the truth
- Take responsibility for your actions and pride in your achievements
- Let a member of staff know if you are worried about something

BE ORGANISED

- Come to lessons on time and with the right equipment
- Do the best work you can and present it well
- Use your Homework Diary to help organise your week

BE RESPECTFUL

- Show concern for all members of the school community
- Consider your environment including the school buildings and equipment
- Take care of your belongings and respect those of others

BE TIDY

- Always create a smart appearance – wear your uniform correctly
- Don't drop litter - use the bins provided
- Use lockers properly

Appendix 3

Lady Manners School

School Rules

The School Rules exist to help ensure safety, the welfare of all members of the school community and the smooth running of our school. They are based on the principle that it is always appropriate to behave thoughtfully and responsibly.

These Rules are arranged according to the logic of the '**SHORT**' abbreviation and provide a developed form of those five areas.

1. Safety

- (a) When you move around school, do so carefully by just walking. Always keep to the left when walking along corridors.
- (b) When you are queuing, make sure that you behave sensibly and quietly.
- (c) Bags should be carried with you at all times or stored in lockers.
- (d) Sit on chairs or stools – not on table tops, radiators or window sills.
- (e) Emergency equipment and alarms exist for our safety and must not be misused in any way.
- (f) Any electrical equipment and sockets must be used carefully and only when you have been given permission to do so.
- (g) When approaching the bus bay you must always walk and use the recognised crossing points. When in the queue you must wait sensibly behind the white line. Only get on or off a bus when it has completely stopped; and do so safely and sensibly.
- (h) You must remain on the school premises at all times unless staff permission has been granted by your Head of School or Head of Year.
- (i) Some areas are 'Out of Bounds' and you must not go there – these areas include the Boiler House, Pavilion, Substations, the Main School Drive or anywhere at the front of the school. Depending upon the time of year, weather conditions, or work in progress on site, it may sometimes be necessary to add to these 'Out of Bounds' areas.
- (j) No alcohol, tobacco, e-cigs, lighters, aerosols, drugs, solvents, fireworks nor any weapons are allowed in school. Lady Manners School is a 'No Smoking' establishment for all members of the school community and all visitors.
- (k) Mobile phones or other electronic devices can only be brought to school for emergency use before and after school. They must be kept switched off and out of sight during the school day.

2. Honesty

- (a) As a member of this school it is your responsibility to tell the truth.
 - (b) If you become aware of a serious problem or dangerous situation then you must report it to a member of staff.
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- (c) Any breakages or accidental damage must be reported immediately.
 - (d) Valuable items should not be brought to school. If, despite this rule, students choose to do so, school will not be held responsible for any damage or loss of the item.

3. Organisation

- (a) Take all essential equipment to lessons.
- (b) For particular subjects, like PE, appropriate items of kit will be needed and must be remembered every time.
- (c) Work should be written in blue or black pen.
- (d) Diagrams, maps and sketches should be completed in pencil and rulers should be used to help draw straight lines.
- (e) Headings should be underlined and work should be named, given a title and dated.
- (f) Use the Homework Diary to help organise your work.
- (g) Make sure that you arrive for school and for individual lessons on time.
- (h) Work must be completed to the set deadlines.

4. Respect

- (a) Always show respect and concern for all.
- (b) Always display courtesy and good manners.
- (c) Look after the school, its buildings, furniture, equipment and the environment.
- (d) Take care of your belongings and respect those of others.
- (e) Whenever a register is being taken, sit quietly and answer your name appropriately.
- (f) Any forms of pornography or offensive material are banned from school.
- (g) It is disrespectful to use offensive language and you should not do so.

5. Tidiness

- (a) It is important to create a smart appearance and wear your uniform correctly. This includes the whole of the school day and your journeys to and from school.
- (b) Put litter in the bins provided and leave all areas clean and tidy. This includes ensuring that your own work area is clean and tidy before you leave a lesson.
- (c) Chewing gum is not allowed in school.
- (d) Use lockers properly.
- (e) All packed lunches and any food and drink purchased in the dining halls must be consumed there. Good table manners are always appropriate.
- (f) All your work should be presented well and you should keep your book in good order.

Appendix 4

MANAGEMENT OF LOW LEVEL CLASSROOM DISRUPTION

Below is a suggested hierarchical approach to help all staff deal with low level disruption in a consistent manner.

Low level disruption occurs:

- Step 1** A verbal command or use of body language to show the student you have noticed the unwanted behaviour
- Step 2** A repeat of Step 1 but with an indication of the consequences of the continued behaviour e.g. possible name on the board; move the student to another seat - low level intervention.
- Step 3** A clearer firmer warning of the consequences of the continued behaviour. Onus placed upon the student to make the correct choices or they could they could face consequences like remaining behind at the end of the lessons; extra work etc.
- Step 4** Member of staff is now clearly stating consequences of continued behaviour - definite intervention. Length of detention has increased; severity/length of task has increased. Remaining behind at end of lesson to reaffirm expectations.

Step 5 (Stage 1 of the Formal Disciplinary Procedures)

Referral to Curriculum Leader - the referral is only made if all the stepped approaches have been used in the same lesson - that is the member of staff has tried to deal with the situation in a calm and reasoned manner to no avail.

A referral to Curriculum Leader should also be made if a student is repeatedly getting to Step 3 in a series of lessons. At all times, the class teacher is attempting to deal with the situation in the first instance and then, if not successful, seeks support from the Curriculum Leader appropriately

CLARIFICATION OF WHEN A RED FILE SHOULD BE USED:

A red file is a request for a student to be removed from a lesson. Examples of incidents that may lead to a red file:

- violent conduct in the classroom
- high level disruption which continues after 'strategies' have been exhausted
- abusive language directed to a member of staff
- bullying of another student
- medical (or other) emergency
- other requests for immediate help

Appendix 5

REWARDS

We cater for students of all abilities and interests and are committed to praising and rewarding positive success both inside and outside the classroom.

The rewards system promotes desired behaviour, effort, achievement and attitude.

A formal rewards system operates whereby subject staff issue house points to a student for recognised work and effort.

The onus is upon staff to recognise achievement and effort and log the house points on SIMS.

Students are recognised in achievement assemblies held regularly.

House points contribute towards the house system's 'Wrench Shield'. There is also a day out for the students achieving the most house points.

Individual congratulatory letters may be sent home acknowledging specific individual achievements.

The annual speech night recognises diligence shown by students in each year group, along with many other awards recognised in various fields.

OFSTED GUIDELINES FOR 'OUTSTANDING' AND 'GOOD' BEHAVIOUR

Grade descriptors for behaviour

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
 - Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
 - Pupils show respect for others' ideas and views.
 - Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
 - Pupils conduct themselves well throughout the day, including at lunchtimes.
 - The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
 - Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
 - Parents, staff and pupils have no well-founded concerns about behaviour.
 - Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge
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stereotyping.

- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.