# Cavendish School
# Behaviour for Learning
# Procedures for Secondary Phase

## To be read in conjunction with the CET Behaviour Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

# BEHAVIOUR FOR LEARNING (Secondary Phase)

Behaviour Management Procedures

## 1    Acceptable Behaviour

1.1    Acceptable behaviour is defined by the school as that which promotes learning through courtesy, co-operation and consideration. It includes all members of the school in terms of their relationships with young people, school staff, visitors and members of the local Community.

## 2    Unacceptable Behaviour

2.1    Unacceptable behaviour includes:

- Disruption to learning, including that of other young people
- Abuse - verbal and/or physical
- Threatening language or behaviour
- Intimidation
- Bullying and/or harassment - including prejudiced based insults
- Failing to follow the school rules and expectations (**Appendix 5**)
- Failing to follow the school policy on uniform and equipment. (**Appendix 6**)

## 3    Behaviour for Learning Expectations

3.1    The expectations for learning are highlighted in the Secondary – Cavendish Expectations for Learning.  Behaviour for learning is based on the three core values of the school

- Respect
- Resilience
- Responsibility

In lessons our pupils in the secondary phase are expected to adhere to the following:

- We **respect** ourselves, each other and our learning environment
- We always **do our best** and never give up
- We take **pride** in our achievements and the success of others
- We are **responsible** and co-operative

Further explanation as to what each of these mean is displayed in every classroom and can be found in **appendix 1** and **appendix 2**

3.2 Staff are encouraged to refer to the expectations when issuing a consequence.

## 4    Attitude to Learning

To help in fostering and maintaining a positive learning environment across the school a new Attitude to Learning criteria has been created which has four different grades that are applied across the four pillars of learning here at Cavendish.

4.1    At each data capture, teaching staff will assign ATL grades to their pupils, based on the ATL criteria.  These grades will be shared with parents/carers along with the ATL grading criteria (**Appendix 3**), so that parents/carers can support their child in achieving the best here at Cavendish.

4.2    Pupils will receive their ATL grades throughout the school year and are required to record them in their school planner.  Using the ATL pupil criteria sheet (Appendix 4) pupils are asked to set themselves termly targets as part of their tutor programme to improve or maintain their ATL.

## 5    In-class Behaviour Management

The following section is designed to provide procedural assistance and guidance with regard to behaviour management strategies.  The focus remains on ensuring that a language of positive regard is utilised across the school, incorporating both staff and young people alike.  Similarly, the importance and use of rewards is key whilst the adoption of a restorative approach to resolving issues between young people remains a major strategy in ensuring a calm, safe and secure academy environment.  The use of the emergency 'on-call' system is designed for use in extreme cases only.

Here at Cavendish detentions (including detention outside of school hours) can be used as a possible sanction and this is reinforced to parent/carers on their application to the school.  The guidance on the use of detentions is set out in **Appendix 7**.

5.1    The school has adopted a positive discipline system for class behaviour.

5.2    Neither consequences nor rewards should be withdrawn once issued, unless medicating reasons are evident.

5.3    Consistency is vital; if a young person does not follow the agreed Expectations for Learning and  disrupts learning they should be issued with a consequence, the reason must be given and behaviour linked back to the code.  For example, a teacher might say 'That comment was not respectful. You have a C1'.  Strategies to counter low level disruption should be employed initially.

5.4    The young person must have time to correct their behaviour before any additional consequences are issued.

5.5    A C2 must also be issued by the teacher following the same procedures as a C1.

5.6    A C3 should only be issued after a C1 and C2. It is also imperative that young people have time to reflect and rectify their behaviour before another choices is issued.

5.7    A Calm-Connect-Support approach is to be used by all staff when dealing with pupils here at Cavendish.  It is imperative that pupils are given time to make the correct choice and to modify/change their behaviour.  All staff should look to create calm in their learning space to promote a positive learning environment.

5.8    If a C3 is issued it must be linked back to the Expectations of Learning and explained to the pupil.

- Teacher sends the pupil to the head of faculty (each faculty may have their own rota as to where a pupil needs to be sent).  If, in their professional judgement, a teacher feels a Guidance Leader is needed then this should be done to support the relocation. Appropriate work must be provided for the pupil.
- The pupil will then be expected to continue their learning.  They will receive a same day choices detention.
- If poor behaviour continues in the relocated lesson ECO will be called. This will result in a C4 internal isolation being set.

- If a pupil receives a C3, the class teacher must record the incident preferably at the end of the lesson on ARBOR, clearly stating the reason given linked to the code of conduct.
- Pupil must attend a 45-minute centralised detention at the end of school day. A message is sent to parents/carers via ARBOR. If the pupil does not attend the Head of Year or Guidance Leader will upscale the detention on ARBOR for it to be attended the next school day.  The pupil will have to sit a 60-minute detention at this point. Failure to attend will result in an internal isolation the following day (which will include attending  a 60 minute choices detention at the end of the day)
- The class teacher to contact parents/carers and inform them of the incident, plus consequences. The aim of the phone call is to seek/promote parental support. If the class teacher has concerns about making the call the Head of Faculty should support. Poor behaviour is less likely to occur, if a reconciliation meeting has taken place.
- The Head of Faculty will have access to the reports logging all C3 incidents within their faculty/department. The Head of Faculty will support subject teachers who are having repeated issues with any individual or classes.
- Detentions will be staffed by all teaching staff on a rota, with the support of Guidance Leaders
- A straight C3 can only be issued for exiting a lesson without permission.
- A C3T should be issued if a pupil intentionally truants an entire lesson, part of a lesson once it has started or arrives 5 minutes or later to the lesson.

5.9    **Serious issues concerning behaviour C4 (internal isolation)**

- A pupil may receive a C4 if they are directly abusive towards a member of staff
- Refusal to follow Emergency Call Out request.
- Physically assaults another pupil
- Disruptive in choices detention
- Failure to attend x 2 choices detention
- Going into a toilet cubicle with another person without good reason
- Setting off a vaping sensor in the toilet area
- Persistent (x3 in a term) choices detention
- Please report directly to the guidance team

5.10    C5 Internal Exclusion

A pupil may be placed in internal exclusion, where they will work in the dedicated internal exclusion room.  Pupils will be required to attend school at a staggered time to ensure no interaction socially with other pupils.  Parent/carers will be informed of the sanction and the time the pupil should attend school.

Pupils may be placed in internal exclusion for the following reasons.  The list is not exhaustive and is at the discretion of the headteacher.

- Disruptive in internal isolation
- Persistant C4 isolation (x3 in a term)
- Behaviour deemed worthy of internal exclusion

## 6    Electronic Device Policy

6.1 The school has a clear phone and electronic device policy (**Appendix 8**)

## 7    Parent/Carer Involvement

7.1 The school ensures that parents/carers are informed promptly of any concerns regarding their child.

7.2 The school ensures that parents/carers are informed of any rewards regarding their child.

7.3 Parents/carers are expected to work in partnership with the academy in ensuring that the Behaviour for Learning policy, consequences and rewards procedures are supported.

7.4 All parents/carers are requested to sign the home school agreement in the school planner, although acceptance of a place here at Cavendish constitutes acceptance of the rules and expectations of the school

## 8    Monitoring/evaluation Procedures

8.1 Behaviour incidents are monitored by the DHT Climate for Learning and Head of Year to identify trends and frequency of occurrence. Feedback will be given to Subject Teachers or Form Tutors to act upon.

8.2 Staff receive feedback on behaviour management issues and outcomes of referrals.

8.3 Behaviour is monitored in terms of:

- Teacher
- Types of behaviour
- Actual days/subjects/times/teachers
- Actual places
- Pupils involved
- Profile / Sub Groups of pupils involved
- Responses
- Outcomes

8.4 The effectiveness of the behaviour policy is measured through:

- School progress
- Improvement of individual behaviour, including misdemeanours, C3, C3T and C4 data
- Isolation Rates
- Exclusion rates
- ANP (Additional Needs Plan) and PSP (Pastoral Support Plans) targets

8.5 The effectiveness of the policy is communicated to the governing body through regular reporting by a member of the senior leadership team.

# Expectations for learning – what do they mean?

- ## We **respect** ourselves, each other and our learning environment
  - We won't call out
  - We will listen to others – staff and young people
  - We will not graffiti in our books
  - We will not tear pages out of our books
  - We will take care of our classrooms and the school buildings
  - We will not use inappropriate language at any time

- ## We will always **do our best** and never give up
  - We will complete tasks given to us by our teachers
  - We will ask for help if we do not know what to do
  - We will arrive at lessons with the correct equipment – pen, pencil, ruler, rubber, calculator, reading book, exercise books
  - We will not distract others from their learning
  - We will complete all homework and hand it in on time
  - We will work hard and the teacher decides if that is happening!
  - We take an active and independent approach to our learning

- ## We take **pride** in our achievements and the success of others
  - We arrive at school with a suitable bag – one that can carry A4 exercise books without folding them.
  - We will follow school expectations regarding presentation of work in our books
  - We will respond positively to the success of others

- ## We are **responsible** and co-operative
  - We follow all teacher instructions and do not question them.
  - We accept that C1 & C2 warnings can be written on the board or verbal.
  - We work with our classmates to help all achieve
  - We sit where we are told to and know that this can change at any time
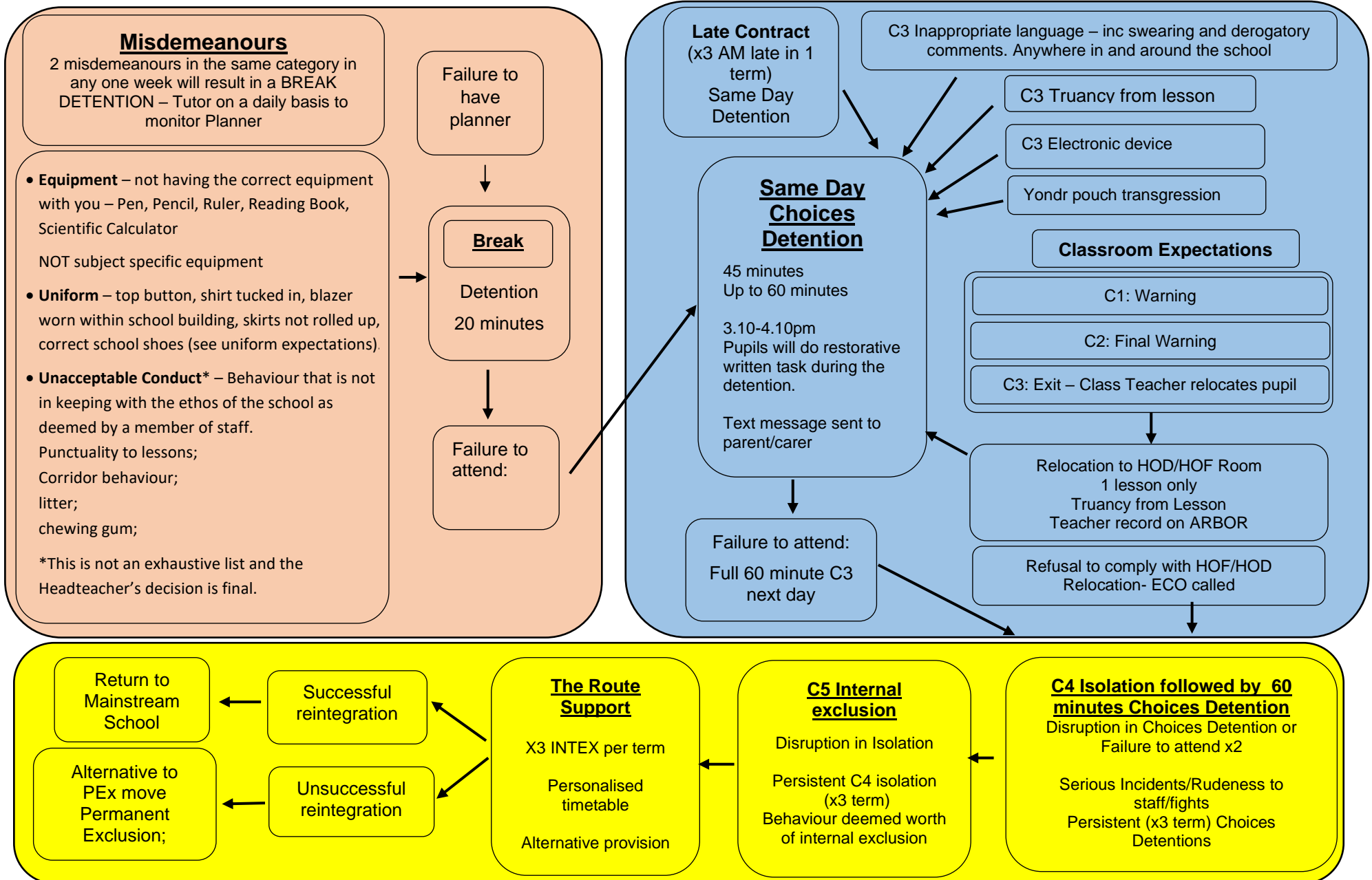
# Cavendish School
## Believing in Excellence

# Expectations for Learning

- We **respect** ourselves, each other and our learning environment

- We always **do our best** and never give up

- We **pride** in our achievements and the success of others

- We are **responsible** and co-operative

RESPECT
RESILIENCE
RESPONSIBILITY

| | 4<br>Ineffective | 3<br>Inconsistent | 2<br>Committed | 1<br>Outstanding |
|---|---|---|---|---|
| **Challenge** | • You lack willingness to embrace tasks.<br>• You fail to produce a good **effort towards your learning**.<br>• You do not demonstrate a commitment towards overcoming difficulties. | • Your **aspiration levels** and willingness to embrace tasks is **inconsistent**.<br>• You inconsistently produce a good **effort towards your learning**.<br>• You **lack commitment** in the face of difficulties. | • You are **aspirational** and you **embrace** tasks.<br>• You consistently produce a good **effort towards your learning**.<br>• You are **committed** in the face of difficulties. | • You are highly **aspirational** and you **actively embrace** difficult tasks.<br>• You produce your **best effort** - every time.<br>• You are **persistent** in the face of difficulties. |
| **Engagement** | • You do not make the most of your **learning opportunities** and do not **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**.<br>• You do not display **good behaviour, attitudes and self-control, which has a negative impact** on yours and others' learning. | • You are **inconsistent** in making the most of your **learning opportunities** and **willingness** to try new ways of learning, either **individually** and as **part of a group**.<br>• **Your behaviour, attitudes and self-control are inconsistent,** which has an impact on yours and others' learning. | • You make the most of your **learning opportunities** and **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**.<br>• By displaying **good behaviour, attitudes and self-control,** you support yours and others' learning. | • You make the most of every **learning opportunity** and **actively demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**.<br>• By displaying **exceptional behaviour, attitudes and self-control,** you facilitate yours and others' learning. |
| **Feedback** | • You do not show a willingness to learn and improve from your **previous attempts/mistakes**, or to act on **feedback/targets**. | • You are **inconsistent** when learning and improving from your **previous attempts/mistakes**, acting on **feedback/targets** and offering feedback to others. | • You are **committed** to your learning and improving from your **previous attempts/mistakes**, acting on **feedback/targets** and offering **useful** feedback to others. | • You are **proactive** in learning and improving from your **previous attempts/mistakes**, utilising **feedback/targets** and offering **insightful** feedback to others. |
| **Independent Learning** | • You do not take responsibility **for** your **own learning** and are often **ill-equipped** and late to lessons.<br>• You do not complete homework and when you do, it is of a poor standard.<br>• You **do not** demonstrate the capacity and **willingness** to be able to take the next step in learning. | • You **inconsistently take responsibility for** your **own learning** by being **equipped** and **on time** for school.<br>• You **inconsistently** complete homework, you **sometimes miss deadlines** and it is **not always** of a good standard.<br>• You **do not always** demonstrate the capacity and **willingness** to be able to take the next step in learning. | • You **take responsibility for** your **own learning** by being **equipped** and **on time** for school.<br>• You complete homework **on time** and to a good standard.<br>• You demonstrate the capacity and **willingness** to be able to take the next step in learning, **often without** teacher support. | • You **drive** your **own learning** by **consistently** being **equipped** and **on time** for school.<br>• You complete **all** homework **on time** and to the **best of your ability**.<br>• You **consistently** demonstrate the capacity and **willingness** to be able to take the next step in learning **without** teacher support. |

| | 4<br>Ineffective | 3<br>Inconsistent | 2<br>Committed | 1<br>Outstanding |
|---|---|---|---|---|
| **Challenge** | • I lack willingness to embrace tasks.<br>• I fail to produce a good **effort towards my learning**.<br>• I do not demonstrate a commitment towards overcoming difficulties. | • My **aspiration levels** and willingness to embrace tasks is **inconsistent**.<br>• I inconsistently produce a good **effort towards my learning**.<br>• I **lack commitment** in the face of difficulties. | • I am **aspirational** and I **embrace** tasks.<br>• I consistently produce a good **effort towards my learning**.<br>• I am **committed** in the face of difficulties. | • I am highly **aspirational** and I **actively embrace** difficult tasks.<br>• I produce my **best effort** - every time.<br>• I am **persistent** in the face of difficulties. |
| **Engagement** | • I do not make the most of my **learning opportunities** and do not **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**.<br>• I do not display **good behaviour, attitudes and self-control, which has a negative impact** on mine and others' learning. | • I am **inconsistent** in making the most of my **learning opportunities** and **willingness** to try new ways of learning, either **individually** and as **part of a group**.<br>• **My behaviour, attitudes and self-control are inconsistent,** which has an impact on mine and others' learning. | • I make the most of my **learning opportunities** and **demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**.<br>• By displaying **good behaviour, attitudes and self-control,** I support mine and others' learning. | • I make the most of every **learning opportunity** and **actively demonstrate** a **willingness** to try new ways of learning, both **individually** and as **part of a group**.<br>• By displaying **exceptional behaviour, attitudes and self-control,** I facilitate mine and others' learning. |
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## Misdemeanours

2 misdemeanours in the same category in any one week will result in a BREAK DETENTION – Tutor on a daily basis to monitor Planner

- **Equipment** – not having the correct equipment with you – Pen, Pencil, Ruler, Reading Book, Scientific Calculator

  NOT subject specific equipment

- **Uniform** – top button, shirt tucked in, blazer worn within school building, skirts not rolled up, correct school shoes (see uniform expectations).

- **Unacceptable Conduct*** – Behaviour that is not in keeping with the ethos of the school as deemed by a member of staff.
  Punctuality to lessons;
  Corridor behaviour;
  litter;
  chewing gum;

  *This is not an exhaustive list and the Headteacher's decision is final.

Failure to have planner

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**Break**

Detention

20 minutes

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Failure to attend:

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Late Contract
(x3 AM late in 1 term)
Same Day Detention

C3 Inappropriate language – inc swearing and derogatory comments. Anywhere in and around the school

C3 Truancy from lesson

C3 Electronic device

Yondr pouch transgression

## Same Day Choices Detention

45 minutes
Up to 60 minutes

3.10-4.10pm
Pupils will do restorative written task during the detention.

Text message sent to parent/carer

**Classroom Expectations**

C1: Warning

C2: Final Warning

C3: Exit – Class Teacher relocates pupil

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Relocation to HOD/HOF Room
1 lesson only
Truancy from Lesson
Teacher record on ARBOR

Refusal to comply with HOF/HOD Relocation- ECO called

Failure to attend:

Full 60 minute C3 next day

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Return to Mainstream School

Successful reintegration

Alternative to PEx move Permanent Exclusion;

Unsuccessful reintegration

**The Route Support**

X3 INTEX per term

Personalised timetable

Alternative provision

**C5 Internal exclusion**

Disruption in Isolation

Persistent C4 isolation (x3 term)
Behaviour deemed worth of internal exclusion

**C4 Isolation followed by 60 minutes Choices Detention**
Disruption in Choices Detention or Failure to attend x2

Serious Incidents/Rudeness to staff/fights
Persistent (x3 term) Choices Detentions

**Term One – Misdemeanours**

| 2 Misdemeanours in the same category in any one week will result in a BREAK DETENTION |
|---|

| **Equipment** – not having the correct equipment with you – Pen, Pencil, Planner, Ruler, Book * NOT subject specific equipment | **Uniform** – top button, shirt tucked in, blazer worn within school building, skirts not rolled up, correct school shoes (see uniform expectations). |
|---|---|

**Unacceptable Conduct**\* – Behaviour that is not in keeping with the ethos of the school as deemed by a member of staff, including:
punctuality to lessons; corridor behaviour; litter; chewing gum.

   \*This is not an exhaustive list and the Headteacher's decision is final.

| Equipment | | Uniform | | Unacceptable Conduct | |
|---|---|---|---|---|---|
| Date & Staff Code | Reason | Date & Staff Code | Reason | Date & Staff Code | Reason |
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**Guidance on the use of detentions -**

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

What the law allows

Teachers have authority to issue detention to pupils, including same-day detentions (break times or after school)

A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

The headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and the detention is held at any of the following times:

a) any school day where the pupil does not have permission to be absent;

b) weekends during term - except a weekend during, preceding or following the half term break; or

c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term

Parental consent is not required for detentions that satisfy the conditions mentioned in above.

With lunchtime detentions, pupils will be allowed to eat, drink and use the toilet.

The school will liaise with parents/carers where they feel there is a reason for their child not being able to attend after school detentions. Ultimately as a mainstream secondary school, pupils are expected to follow the rules and expectations of the school.

# PUPIL PHONE AND ELECTRONIC DEVICE POLICY & GUIDELINES

**Phones, smart watches, headphones and other electronic devices are not to be accessed/used during the school day.** Every pupil is assigned a personal Yondr Pouch. It is each pupil's responsibility to bring their pouch with them to school every day and keep it in good working condition. The pouch has a personal number on it that is logged on a central school register, to assist with any pouches being misplaced.

# DAILY PROCESS

## Beginning of the Day

Pupils must bring their pouch to school with them each day – even if they don't have a mobile phone or electronic device.

## School Entrance

As pupils arrive to school they will:

1) Turn their phone, headphone and smart watch off.
2) Open their Yondr Pouch by tapping against the Unlocking Base.
3) Place their phone and any electronic devices inside the pouch and lock it in front of school staff.
4) Store it in their school bag for the day.
5) Place on desk at the start of tutor time along with school planner.

## End of the Day

Pupils will:

1) Open their pouch by using the unlocking devices at the front of the school.
2) Remove their phone and any electronic devices.
3) Lock their Pouch (important to stop the pin bending in the bag).
4) Keep in their school bag overnight.

## Late Starters or Early Leavers

Pupils arriving late or leaving early will lock/unlock their pouch using the unlocking base outside of Pupil Attendance.

**Pouches will be checked to make sure they have not been damaged**

Pouch Damage or Lost Pouch

If a pupil damages or loses their pouch, we will collect the phone and call home to arrange for the parent to come and collect the pupil's device at the end of the school day from the main reception (open until 4pm).

If a pouch has been broken accidentally, the pupil must inform their Head of Year at their earliest convenience.

**The cost of a replacement pouch is £25.**

Examples of damage:
● Ripped fabric
● Cut
● Torn
● Bent/cut pin
● Signs of force to black button on flap
● Damage to the black ball
● Pouch opens without unlocking station
● Graffiti on the pouch

Phone seen during School

If a pupil is found in possession of a phone or electronic device outside a Yondr pouch, the item will be confiscated and an after school detention will be issued for inappropriate behaviour. Repeat violation will result in an isolation being set.  The item will have to be collected from the main school reception by parent/carer.  The pupil will not be allowed to collect this.  The reception will be open until 4pm each day.

Forgotten Pouch

If a pupil forgets their pouch, **their phone or electronic device will be collected and the office will call home to remind the parent of the policy**. The item will be returned to the parent/carer in the main reception. The pupil will also be asked to inform the member of staff where the phone has been left, so parents can check.

If a pupil constantly forgets their pouch, it is considered Lost.
**Refer to the Lost Pouch policy above**.

Unlocking Stations

If a pupil is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offense, and could lead to a suspension.

<u>Accidental Damage</u>

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the pupil has raised it previously.

**The school will not be held responsible for any damage to mobile phones or electronic devices brought in to school**