



The Maplesden Noakes School

Behaviour and Attitudes to Learning Policy

September 2019

Maplesden Noakes School is a well ordered school where all members of the school community have the right to be valued, to feel safe and have a pleasant environment in which to work. We recognise that the right atmosphere for effective learning requires a system of rewards and sanctions as well as a series of intervention strategies which are easily understood and implemented consistently.

Our focus is to reward positive behaviour and encourage an atmosphere of respect at all times. We will recognise positive behaviours such as regular attendance, commitment to the school, representing the school, positive attitudes to learning and academic success.

We aim to

- encourage students to exercise their right to learn and allow others to learn
- ensure students are courteous and show consideration for others
- develop independent and co-operative learners
- ensure students reach their learning potential

Section 1 Encouraging Positive Behaviour

Students are expected to support one another by

- attending school regularly and on time
- attending all lessons on time
- wearing the correct uniform
- following instructions given by a member of staff
- following the school policy on jewellery, make-up, mobile phones etc
- working quietly, sensibly and considerately at all times
- completing all classwork and homework to the best of their ability and on time
- moving around the site in a sensible and safe manner
- showing respect to the whole school community
- taking care of the school site and remaining in the designated areas
- being honest and trustworthy

1.1 Rewards

At Maplesden Noakes, we believe that positive recognition motivates students to choose appropriate behaviour, increases self-esteem, allows for more positive relationships with students and reduces behavioural concerns. Rewards are given for the values, attitudes and attributes below which we believe are fundamental for progress and success.

The reward is recorded on SIMS as follows:

Empathetic Values

Collaborative

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.

Concerned for Society

The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community

ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies

Confidence

The ability to develop in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.

Agile Values

Enquiring

The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.

Creative and enterprising

The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.

Open-minded

The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.

Risk taking

The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.

Hard working Values

Practice

The ability to train and prepare through repetition of the same processes in order to become more proficient.

Perseverance

The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

Resilience

The ability to overcome setbacks; remain confident; focused, flexible and optimistic; help others to move forward in the face of adversity.

Once a student achieves 10 VAAs of any one in an academic year they will receive a certificate. If they achieve 10 of each in a category, they will receive a badge to be awarded in assembly.

Positive recognition is given through a variety of strategies including verbal praise; formal recording of the reward via SIMS; E-mails/letters home to parents ; various commendations in subject areas, based on effort and attainment; reward assemblies; reward trips and awards evening.

1.2 Additional Strategies

We also use a number of additional approaches to encourage students to manage their behaviour -

- **Close contact between home and school**
- **In class Teaching Assistant support**
- **One-to- one mentoring**
- **Exeat Cards** – allows a student who is experiencing difficulty managing their behaviour to seek support from a designated member of staff in a pre-arranged area
- **Pupil Support Programmes (PSPs)** – PSPs are school based interventions to support individual students to manage their behaviour appropriately
- **Focus Room** – provides a nurturing environment to support students in focusing on their learning
- **Multi-agency referrals** – we have strong links with outside agencies who have a brief to address the issue identified
- **Alternative curriculum provision** – where our varied curriculum is not suitable for a student, referral to an alternative to mainstream education can be made
- **Inclusion panel** - discusses students at risk of permanent exclusion or those in need of an alternative curriculum placement and can suggest multi-agency support; alternative provision; a move to a new school for a fresh start.

Section 2 Consequences

We aim to offer all students high quality, personalised teaching, based on clear objectives that are shared with students throughout the lesson. However we are aware that not all students are necessarily motivated to behave well in school. We therefore adopt a structured 'Consequence' system to ensure students are aware of our behavioural expectations and are given the opportunity to learn how to choose responsible behaviour. Our strategies are grounded on the principle that most children can behave.

2.1 Choices and Consequences System – before entering the C System, the following strategies are used -

- Class reminders
- Sharp warning
- Class signals
- Student reminders, spoken/written
- Students spoken to quietly, positive/negative
- Tactical ignoring
- A discreet word with the individual
- A public reprimand

- Moving the student's position in class
- Isolating a student

If a student displays low level behaviour that cannot be resolved by using such strategies, then they will move on to the C System.

C1 - C1 is recorded in SIMS and there is a **subject teacher** consequence

C2 – if a student re-offends then C2 is recorded in SIMS, there is a **subject teacher** consequence **AND** home is contacted

A subsequent C2 will result in student being placed on **Subject Report** for 2 weeks. If there is an improvement, parents are informed and student comes off report. If no improvement, student remains on report for a further 2 weeks. After this, if there is still no improvement, the student will be placed on HoD report.

C3 – this is recorded on SIMS **AND** the student is referred to HoD, who will place student on HoD report. Parents are contacted. If there is no improvement after 2 weeks, parents are called in to school and the student is placed on an additional 2 weeks of HoD report. After 4 weeks of monitoring by HoD, if there is still no improvement, parents, HoD and Tutor meet to discuss action and consequences.

C4 –Red Card – Referral/Removal to SLT. Red cards are only issued by Heads of Department. If a teacher has a difficult situation in their lesson, they should refer it first to HoD, who will deal with the student(s) and issue an appropriate consequence. Only if there is no response to their intervention should a red card be issued. A red card will result in an internal exclusion.

2.2 Reports

The aim of a report is to support a student to effect some positive change relating to their behaviour and participation in lessons. Targets are set and reports are monitored and managed by relevant staff

Report booklets are important documents and should be carried by the student and signed by teaching staff for every relevant lesson. The targets set will relate to the aspects of the student's behaviour which need to be modified. Targets will be assessed using a numerical scale.

2.3 Detentions

In accordance with the recent Education Act, the school can give detentions without notice. However, it is the school's intention to use this only when the situation is extremely serious. On occasion, parents may be contacted on the morning of the detention. Detentions during school time, such as break and lunch- times, will be given without notice, as is the current practice. After school detentions will be notified to parents by letter, telephone or Parentmail.

2.4 Behaviour outside of the classroom

Around school - we expect the highest standards of behaviour at all times. Students should

- Behave politely and with respect at all times
- Be in full school uniform at all times
- Remove coats and bags whilst in the restaurant

- Take responsibility for their rubbish in the restaurant
- Remain on the courts/field/paved area at breaks and lunch times

Behaviour Outside of School - Students should be proud to be a part of Maplesden Noakes and will be rewarded for representing the school in a positive way outside of the school gates and school hours.

However, we do take seriously any issue which happens outside of school hours and brings the school into disrepute. The Education Act has extended the Headteacher's authority to maintain discipline beyond the school's gate. The power to exclude a student for activity outside of school is at the discretion of the Headteacher.

2.5 Exclusions – Internal and Fixed Term (external)

Exclusion is used as a sanction for breaches of school discipline and attitude to learning. Internal/external exclusions are used sparingly and only after consultation with the relevant Head of Year and Senior Leadership Team. Permanent Exclusion is reserved for serious misbehaviour. Support and advice are seen as important behaviour modification measures and will be used alongside sanctions such as exclusions as well as other intervention measures appropriate for the welfare of the student.

Section 4 Searching

Designated Senior Staff and/or the Safeguarding Team in the school have the authority to legally search a student if a student is

- in breach of school rules
- at risk of infringing the safety of students/staff in school
- suspected of using a prohibited article

The designated members of staff can search a student **without consent and with reasonable force** for weapons; alcohol; illegal drugs; stolen property; any other items specified in regulations.