

## Behaviour for Learning Policy

### Appendix

#### The Code of Conduct

1. Arrive on time in an orderly manner, properly prepared for learning
2. Follow directions straightaway
3. Keep hands, feet and unkind words to yourself
4. Listen to the person who is supposed to be talking
5. Take care of materials, equipment, the environment and each other

#### Negative Consequences

Although these misdemeanours and their consequences are not set in stone, they represent the standard outcome of these particular scenarios. However, we pride ourselves at EWS on our sensitivity to individual students' needs and also to individual staff needs, and thus circumstances may dictate a slightly altered approach in some cases. This list is not exhaustive, and other incidents will be dealt in accordance with the Behaviour for Learning Policy.

Misdemeanour	Consequence (step-by-step, hierarchical)
Failure to follow reasonable instructions (hereafter called F2F)	Warning, using standard language Same-day detention (Break/lunch) Removal from lesson (automatically triggering HOD detention)
Arguing with teacher's decision	Treat as F2F
Failure to get down to work quickly	Warning Move to another seat (this was chosen by <b>students</b> as the most appropriate consequence). Treat as F2F
Talking out of turn, disrupting lesson	Warning Move to another seat. Treat as F2F
Eating/drinking in class (except water)	Warning Treat as F2F
Lack of equipment	Warning Liaise with FT/contact home
Mobile 'phone	Immediate confiscation, return via Divisional Head or Deputy Head Challenge becomes F2F
Jewellery	Immediate confiscation, return via Divisional Head or Deputy Head. After one warning, parents will be expected to collect the jewellery Challenge becomes F2F
Misbehaviour on school trip	Treated exactly as if in school; possible prevention of attendance on future trips
Poor behaviour on way to/from school	Dealt with exactly as if in school

Litter/graffiti	Referral to Divisional Head for community service
Swearing at staff	Exclusion
Aggression towards another student	Referral to Divisional Head
Aggression towards staff	Referral to Deputy Head
Bullying	In accordance with Anti-bullying Policy
Cyber-bullying	Referral to Divisional Head Removal of ICT access Police informed
Fighting	Referral to Divisional Head

It should also be noted that there is no ‘magic bubble’ around school whereby actions that would be considered illegal outside school are treated differently within school. The Police will normally be informed of anything that may constitute an illegal act.

### **Detentions**

Detentions will follow a simple, hierarchical structure:

1. Same-day break/lunch detention issued by subject teacher (in the event of a Period 7/8 problem, the detention will have to be next day)
2. Next-day 30 min detention issued by subject teacher, with 24 hours notice given to parents via note in Diary or telephone call
3. One-hour Head of Department detention, with at least 24 hours notice to parents
4. Divisional Head detention – one hour for community-related misdemeanours; for poor behaviour in Form Time/PSHE; or for poor behaviour across a range of subjects
5. Deputy Head’s detention – one hour on Friday after school
6. Headteacher’s detention – two hours or more on Saturday morning

It is imperative that detentions are used in a productive way, with activities given to correcting behaviour. These could range from simply talking to a student about her behaviour, discussing ways to modify it; getting the students to write down reasons for the behaviour, precipitating discussion; getting the student to write down ways to improve; catching up on work missed or not completed etc. etc.

### **Exclusions**

Section 89 of the Education and Inspections Act (2006) puts a duty on the Headteacher to determine disciplinary measures with a view to:

- (a) promoting, among pupils, self-discipline and proper regard for authority
- (b) encouraging good behaviour and respect for others and preventing all forms of bullying
- (c) securing that the standard of behaviour of pupils is acceptable
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education and
- (e) otherwise regulating the conduct of pupils

Exclusion should be regarded as a course of action to be followed when all other actions have failed. For further details, please refer to DCSF guidance on exclusions. All incidents will be investigated by the school, and the course of action will be based on the facts at hand; the school may base a decision on the 'balance of probability' after all available evidence as been weighed. There are four main types of exclusion:

1. Internal exclusion (isolation) – a student will be provided with work and sit in a quiet place away from other students, having breaks at a different time from other students
2. Short fixed term exclusion – between one and five days, with work provided by the school for the student to complete and bring with her to the post-exclusion meeting with the Headteacher
3. Long fixed term exclusion – more than five days: the school must ensure that the student has access to an appropriate learning environment from the sixth day of the exclusion; this could be another school, Ealing's Study Centre, or other possibilities e.g. from a list of providers available from the London Borough of Ealing
4. Permanent exclusion – this will only be used in the face of such persistent disruptive behaviour that the continued presence of a student at school would seriously prejudice the education of other students (after other avenues of action have been exhausted). The decision to exclude will also take into account the previous disciplinary record of the student. It may be used in response to a one-off incident of great seriousness e.g. possession of an offensive weapon or dealing drugs; serious acts or threats of violence to staff, students or members of the community; encouraging others to come to the school in order to threaten or assault a member of staff or student. Permanent exclusion is used at the discretion of the Headteacher.

*Sp 10/07*