

LONDON NAUTICAL SCHOOL

Positive Attitude to Learning Policy



September 2018

Approved by:

FGB

Date: Autumn 2018

Last reviewed on:

Autumn 2017

Next review due by:

Autumn 2019

Our Mission at London Nautical

Nautical ethos of mutual respect, hard work, self-discipline and care for others leading to learning to become a self-disciplined leader

Achievement: learn and achieve beyond my expectations within an internationally-enriched and expansive curriculum, using world-class technology, with people who care

Understanding of me as an individual: staff who know me by name and help make my experience of school rich and happy

Teaching that inspires me, that challenges me, that gives me a lifelong love of learning

Interact with our local community and develop strong partnerships between it, school and home.

Care and value my education and to be challenged, engaged and excited about learning

Aspire to make a difference through our academic, moral and social formation

Learn and prepare for life beyond school and learn to respect the world around us.



Introduction & Purpose of Policy

1.1 The aims of this policy reflect our ethos as the London Nautical School.

The purpose of this policy is to provide a framework to ensure that:

- We work together to make our school a happy and successful community
- We celebrate achievement
- We support each other through mutual trust and respect
- The welfare and safety of all students is assured
- All students are given the best opportunity to learn, including those who may have a special learning need

1.2 As a school, we believe:

- In mutual respect between staff and students
- In showing respect for the school environment and property
- In telling the truth
- In sharing
- In encouraging students to take responsibility for their own attitudes to learning and their own achievement
- In building the confidence of our students through using good words to encourage
- In listening, understanding and forgiving
- In providing every student with the skills, knowledge and understanding to give them the widest possible choice now and for the next steps in their lives
- In developing a positive learning environment where adults and young people are polite and courteous to each other
- That all learners are able to behave appropriately, thus allowing all to learn
- That working together, with mutual support and consistency will result in positive attitudes to learning, thus raising the achievement of all

1.3 To do this we will:

- Have a shared definition and expectation of good behaviour and positive attitudes to learning
- Create a positive, safe and disciplined environment for learning
- Encourage and secure acceptable and consistent standards of behaviour
- Encourage the highest standards of teaching and learning
- Provide information about student attitudes to learning for teachers, tutors, pastoral managers, parent/carers and students
- Reward good attitudes to learning and attendance in a consistent way
- Provide a consistent approach to attitudes to learning in the classroom
- Promote a culture based on achievement, care and support
- Support each other to achieve excellent standards for ATL

- Promote an atmosphere of mutual respect where each individual will be listened to
- Ensure that the school's system of rewards, sanctions and support is understood by everyone: students, governors, staff and parents/carers
- Ensure the building of high quality relationships between teacher and teacher, teacher and student, student and student, teacher and non-teaching staff, student and non-teaching staff

Roles & Responsibilities

2.1 Governors' Responsibilities

- Review the policy and data relating to attitudes to learning
- Include a learning walk as part of link Governor visits to observe and monitor the implementation of the policy
- Attend Governor Behaviour panel meetings to support the SLT in managing behaviour (where needed)
- Attend the discipline committee to consider permanent exclusions

2.2 Headmaster's Responsibilities

- Ensure the policy is implemented
- Report to Governors on its impact
- Manage the permanent exclusion process as necessary
- Write to A1 students following half-termly monitoring

2.3 SLT Responsibilities

- Model policy and procedure at all times
- Respond to Leadership call outs as required
- Support staff with the consistent implementation of the policy

2.4 Deputy Headmasters' Responsibilities

- Consult with Assistant Headmaster (AHT) before any external exclusion is given as a sanction, then inform the Headmaster
- Where the DHT considers that an incident / accumulation of incidents may warrant a permanent exclusion, notify the Headmaster immediately
- Meet with student and family, along with HoY (and SENCO, where appropriate), when a student is placed on Red Report card. Ensure a written record of the discussion is kept on file and sent home.
- In consultation with AHTs, identify classroom teachers needing support with establishing a positive learning environment and refer them to the Head of Department as appropriate, so that appropriate support is put in place and monitored.

- e) DHT and AHTs will consider and approve recommendations for exclusions from HoDs for Gross Misconduct of students during lessons

2.5 Assistant Heads in Charge of Key Stages 3, 4 & 5

Monitoring

- a) To monitor report targets with any student on report, regardless of level
- b) To monitor punctuality and ensure appropriate sanctions are put in place if students are late
- c) Monitor, with HoYs, attitudes to learning of students who have been internally or externally excluded
- d) Hold HoYs to account for records kept for attitudes to learning of their year group and ensure that the agreed monitoring and support mechanisms are in place for named students

Action

- a) Ensure that all barriers to learning, including attendance, punctuality and behaviour are tracked regularly and appropriate support provided
- b) Meet regularly with the Heads of Year they line manage to monitor SIMS, students on report and attendance
- c) Consult with HoYs to monitor the progress of students who are on report and ensure regular reviews are in place to assess the need for continued or alternative support
- d) Meet with student and family, along with HoY, when a student is placed on Amber Report card. Ensure a written record of the discussion is kept on file and sent home.
- e) Monitor the attitudes to learning of students in their respective key stage, through regular visits to lessons, conversations with staff and students, and SIMS analysis
- f) Co-ordinate the work of HoYs to ensure that the school's rewards policy is implemented and that celebration of success in tutor groups and assemblies are consistent
- g) Consider and approve recommendations for exclusion from HoYs for persistently poor attitudes in a range of subjects and during unstructured time
- h) Consult with Deputy Headmaster before any external exclusion is given as a sanction, then ensure that all this is documented according to school procedures (See Appendix I)
- i) Report concerns of staff demonstrating difficulties with establishing a positive learning environment to the Deputy Headmaster for Teaching and Learning so that appropriate support can be put in place
- j) Speak to students who are A2 on average, following half-termly monitoring

2.6 Heads of Year Responsibilities

Monitoring

- a) To ensure that all barriers to learning, including attendance, punctuality and behaviour are tracked regularly and appropriate support provided
- b) Monitor the attitudes to learning of students in their year group, through regular visits to lessons, conversations with staff and students, and SIMS analysis

- c) To ensure that tutors are consistent in their approach to monitoring students on report
- d) To monitor every week all students in their year group who are on report
- e) To identify students requiring further and appropriate support and to discuss and coordinate this with appropriate AHT
- f) Ensure rewards and celebrations of success are administered according to policy procedure in assemblies and tutor time
- g) Ensure that tutors monitor SIMS for both positive and negative comments
- h) Ensure that tutors monitor lateness of tutees and that this is dealt with appropriately
- i) Ensure that tutor puts students those students who are on average a C1 or C2 in half-termly monitoring on white report
- j) Ensure that all students who are on average an A3 are spoken to by the tutor, to encourage an improvement in Attitude to Learning

Action

- a) Deal effectively with low level disruptive behaviour in all areas of the school e.g. corridor, playground etc. This can either be done directly or through the tutor
- b) To contact home when internal exclusion is used as a sanction and ensure that this is documented according to school procedures (See Appendix I)
- c) To contact home, notify the SENCO, tutor and appropriate AHT when a student is placed on a Green Report. To ensure the appropriate letter regarding the use of reports is sent
- d) To contact home and arrange to meet (where appropriate) with parents/carers to alert them to concerns about the attitudes to learning of their son/daughter
- e) Liaise between home, school (SENCO, school counsellor, CPLO, tutors etc) and outside agencies for students in difficult / on report/PSP
- f) Promote positive attitudes to learning through assemblies and competition
- g) provide pastoral care for students who are going through periods of difficulty in their lives and who need particular support
- h) To write home to congratulate all students who are on average an A2 following half termly monitoring
- i) Ensure accurate records and files are kept for each student

2.7 SENDCO Responsibilities

Monitoring

- a) Ensure that students with BESD have an appropriate PSP and that their attitude to learning/behaviour is considered in the context of their learning need
- b) Lead the monitoring of the Pastoral Support Programme (PSP) for students in danger of permanent exclusion
- c) Monitor the internal and external exclusions of students, including appropriate intervention programmes in collaboration with the HoYs and SLT
- d) Lead the monitoring and record-keeping for student interventions (See Appendix III)

Action

- a) Liaise with HoYs when outside agencies are involved with a particular student
- b) Delegate the above responsibilities to the Associate SENCO where appropriate
- c) Ensure all staff are aware of PSP targets
- d) Monitor impact of PSP targets on learning, reviewing where necessary

2.8 Tutor Responsibilities

Monitoring

- a) To review the SIMS of tutees on a weekly basis and provide praise and warning as appropriate
- b) To monitor negative SIMS for poor attitude/behaviour of tutees during unstructured time and put in place an appropriate sanction, letting the member of staff and HoY know, via email, what sanction has been put in place
- c) To monitor students on reports
- d) To monitor report targets with any student on report, regardless of level
- e) To monitor punctuality and ensure late detentions are put in place if students are late twice or more in a week

Action

- a) To work closely with appropriate HoY in identifying barriers to learning using SIMS and engaging in regular conversation with teachers/students
- b) To liaise with parents/carers if attitudes to learning are becoming a concern
- c) To phone home for any students who has mostly C2s
- d) To put on white report any students who are mostly C2s following half termly monitoring
- e) Tutor detention for students with 3 or more negatives in one week. Tutor makes phone calls home for this.

2.9 Head of Department Responsibilities

- a) to oversee attitudes to learning in subject areas
- b) To establish and oversee efficient and effective arrangement for lesson exits for students, which include:
 - An exit timetable
 - Swift arrangements for repair and rebuild meeting
 - Detention following exit
- c) to identify emerging issues concerning classroom management, and intervene
- d) To refer to the Deputy Headmaster i/c teaching any teacher who continues to have significant classroom management issues, following standard departmental support
- e) To indicate any incidents of Gross Misconduct via SIMS to the appropriate AHT in charge of Key Stage, along with statements following incidents
- f) To ensure students who are mostly C2-3 in their subject (following half termly monitoring) are placed on subject report and monitored

- g) To delegate appropriately the above responsibilities of Heads of Key Stage within their departments
- h) To ensure staff in their department are using praise and sanctions appropriately

2.10 Classroom Teacher Responsibilities

- a) To follow agreed procedures for welcoming and dismissing students
- b) to create a positive and engaging climate for learning in the classroom
- c) to recognise desired attitudes to learning/ behaviour and comment on it
- d) to regularly reinforce positive attitudes to learning in the classroom
- e) To use non-verbal signals, quiet reminders or withdrawal of attention as the first stage of behaviour management
- f) to apply the consequence system (Appendix II) clearly and fairly with names displayed on board and relevant actions taken
- g) to allow student time to re-establish positive attitudes to learning before moving to next consequence level
- h) to positively appropriately participate in repair and rebuild meetings following an incident

2.11 Parents/Carers' Responsibilities

- a) to support the school's ethos, Positive Attitudes to Learning Policy and Home School Agreement
- b) To attend meetings to discuss attitudes to learning or return from exclusion as requested
- c) To alert the tutor of any circumstances which might trigger a decline in positive attitudes to learning/behaviour

3 Pupil Code

As part of our whole school policy to ensure that high standards are maintained within the school community, the following Code of Behaviour (The Pupil Code) outlines a set of rules for all pupils who attend The London Nautical School.

Pupils are expected to follow this Code whenever they are on the school premises, on a school journey, attending an off-site venue, or on their way to and from school.

Pupils and parents should read their copy of the Code and sign a copy of the Home-School Agreement as an indication of their support for the Pupil Code.

A copy should be retained for reference at home.

NOTE: Amendments and additions to the Code may occur from time to time and temporary suspension of certain school rules and regulations may occasionally be granted by the Headmaster.

The outline of our expectations for our students is:

We will all do our best to behave in a way which shows **Respect for Learning**. This means:

- **Attending:** each day and arriving on time for school and lessons
- **Prepared:** Bring everything we need to lessons
- **Listening:** One voice in the room so that the thoughts and answers of all are respected
- **Behaving:** Be on task throughout the lesson - making it easy for everyone to learn and for the teacher to teach

We will all do our best to behave in a way that shows **Respect for Self**. This means:

- **Uniform:** Wearing our uniform properly and proudly
- **Integrity:** Always doing the right thing, even when others are not looking
- **Best:** Doing our best and taking pride in all class and independent learning
- **Care:** Taking good care of ourselves, our property and our time

We will all do our best to behave in a way that shows **Respect for Others**. This means:

- **Kind:** Being courteous, co-operative, friendly and showing consideration for other people's feelings and points of view
- **Humble:** Always thinking the best for others before ourselves, being respectful in victory and defeat
- **Language:** Always speaking in a respectful way towards students and staff, never using racist, sexist or homophobic terms
- **Safe:** Moving around the school safely and sensibly, taking care of other people's property

We will all behave in a way that shows **Respect for the School**. This means:

- Wearing the correct clothes for school – both on the way to and from school
- Taking good care of property and the environment, in and around the school
- Making sure we always give the right impression of the school
- Playing an active part in helping improve the school and the local community

The 2006 Violent Crime Reduction Act now authorises teachers to search a pupil if suspecting a pupil has an offensive weapon. The Headmaster will authorise which members of staff he wishes to carry out this task. It should be highlighted that the legislation is very clear on one point that if anything is found "it must be delivered to a police constable" as soon as is practicable.

4 Rewards

The praise and recognition from a member of staff can be very powerful. Praise should be clear and specified (e.g. "I am very pleased by how focused you have been during that task", "You listened very carefully to other people in the group. Well done."). We aim to encourage students to reach the highest standards in all that they do. Motivated students are unlikely to present behavioural problems, but praise must be deserved. Indiscriminate praise rapidly becomes devalued and worthless.

Rewards help develop the self-esteem of students, recognise effort as well as achievement, raise students' aspirations and encourages an ethos where students' contributions are publicly recognised by the whole school community.

We use SIMS/Class charts charts to monitor the contribution made by students, both positive and negative. Positive comments are logged for achievement, attitude to learning, contribution to learning, contribution to the school community. The school publicly recognises contributions in a variety of ways, listed below.

4.1 General Praise

Praise can be given in many ways and as often as possible through:

- a) A quick word and a smile
- b) A specific written comment on a piece of work
- c) Sending a student to a Head of Year / member of SLT to look at a piece of great work
- d) An email to tutor/parents/HoY/SLT
- e) A public word of phrase in front of a tutor group/year group
- f) Displaying students' work
- g) Positive SIMS comment
- h) Post card home
- i) Phone calls home: staff should aim to make 3 positive phone calls home for each negative
- j) Achievement points – logged in class charts (under the different headings)

Collectively – In each year group the form that has accumulated the most achievement points will be rewarded with an off or on-site enrichment activity.

4.2 In Assembly

- a) tutor group certificate awarded by HoY for tutor group with the most positives
- b) House certificate awarded by Head of House for house with the most house points
- c) Termly success certificates awarded by HoY/AHT for achievement, attendance, positive participation in class, contribution to the school community
- d) SLT and HoYs will award whole group/class certificates from observations made during learning walks
- e) Mid-term rewards awarded to whole year groups for attendance, a rise in achievement points, greatest amount of progress, money raised for charity etc.

4.3 Success Buses

Run on a yearly basis for each year group, where the students who have consistently exceeded expectations in achievement, effort & participation, contribution to the school community and with outstanding attendance, are taken on a day trip. Specific criteria for this are published for each year group.

4.5 Annual Celebration Evening

The Annual Celebration Evening for the whole school in the summer term where the school's top performers are invited to receive prizes.

4.6 School Colours (introduce summer term 2019)

Criteria for awarding

Junior Colours - material badges sewn on epilates

Years 7-9

Year 7 will only be able to receive Junior Colours at the end of their first year at the school
Year 8 and 9 can receive them at Christmas and at the end of the year.

Pupils can only be awarded a Junior Colour once in each area

Nautical – Exceptional skill and dedication displayed over the whole year to their Nautical Studies

Drill – Commitment to all the various events that the school participates in and representing the school well

Academic – Consistent effort is displayed in achieving the very highest grades that they can

Sport – Representing the school on 15 separate occasions across 2 or more sports

Performing Arts – Consistent effort is displayed in achieving the very highest grades that they can and excelling

Citizenship – Embodying the school ethos of respect, supporting and helping

Senior Colours

Years 10-11

These colours will be awarded at Christmas and at the end of the year for Year 10

Pupils can only be awarded a Senior Colour once in each area

Nautical – Exceptional skill and dedication displayed over the whole year to their Nautical Studies

Drill – Commitment to all the various events that the school participates in and representing the school well

Academic – Consistent effort is displayed in achieving the very highest grades that they can

Sport – Representing the school on 15 separate occasions across 2 or more sports

Arts – Consistent effort is displayed in achieving the very highest grades that they can and excelling

Citizenship – Embodying the school ethos of respect and supporting and helping

Community - Excellent effort and dedication to an activity outside of school

These colours will be awarded as ties.

Impact

- Boys are recognised publicly for their efforts
- Pupils feel valued
- Uniform is worn with pride
- Parents are aware of awards

4.7 Special Awards

Jack Petchey Award – A pupil can be awarded a Jack Petchey Award across key stages 3, 4 and 5. Only twelve Jack Petchey awards can be awarded in any one year under the following criteria; outstanding achievement, progress, behaviour, conduct, commitment to the school community. Pupils can receive nominations from both staff and pupils.

5 Sanctions

The school has the statutory power to discipline students for breaches of the school rules, failure to follow instructions or any other unacceptable conduct. All teachers and other staff in charge of students have the authority to discipline

5.1 Lessons and Tutor Time

- a) Often the disapproval of a member of staff shown by tone, body language, a look or a quiet word to refocus is enough to reset poor behaviour
- b) Where this does not have impact teachers should use the Warning 1-3 system as outlined in Appendix III
- c) Consequences should be given in a calm, professional controlled way with a clear explanation of the reason for the action. The consequences are non-negotiable and it is important that a student is given a little time to accept the sanction.
- d) The student's name and consequence level must be clearly displayed so that there are no grounds for ambiguity
- e) The teacher is responsible for entering the Warning 2 into SIMS within 3 hours of the incident

5.2 Reaching a Warning 3 and lesson exit

- a) It should be a rarity for a student to reach a Warning 3. In this event, the teacher should use the Leadership Call out procedure so that a member of SLT or a HoY can collect the student
- b) By the time the SLT/HoY arrives, the teacher must have organised and explained the work to be done and filled in the exit slip with details of the exit room and date for the repair and rebuild meeting.
- c) A repair and rebuild meeting should be organised before the next lesson with that class and every reasonable effort must be made to ensure it happens. The teacher, student and HoD/Head of Key Stage for the Department concerned should be present at the meeting
- d) The teacher is responsible for entering the Warning 3 on SIMS within 3 hours of the incident.
- e) Only if the student has failed to attend an organised repair and rebuild meeting should they be exited for the next lesson

5.3 Gross Misconduct

- a) When behaviour in class falls into the context of Gross Misconduct, this must be entered in the Gross Misconduct section on SIMS for investigation by the Head of Department or Head of Year. The Head of Department/Head of Year will then present the case to the AHT who will then propose a sanction to the Deputy Headmaster or the Headmaster.
- b) The Gross Misconduct comment on SIMS must be accompanied by a statement from the adult involved, the named student and, where possible, at least one other staff member and student statement

5.4 Unstructured Time

Poor attitudes and behaviours demonstrated by students during unstructured time will be recorded on SIMS by the member of staff dealing with the student's behaviour and tutors will be expected to monitor this and issue appropriate sanctions.

Poor attitudes and behaviours include:

- Rudeness e.g. inappropriate tone of voice or language. We expect staff to ask the student to apologise and correct this behaviour. Non-compliance will result in a tutor-imposed sanction
- Defiance e.g. deliberately ignoring a member of staff. We expect that in these situations staff explain to the student that they will receive a tutor sanction

- Boisterous behaviour e.g. moving around the building in an inappropriate manner, including running, shouting, queue-jumping, pushing while in a queue and play-fighting.
- Dangerous behaviour i.e. an escalation of boisterous behaviour, where the behaviour begins to jeopardise the health and safety of others
- Out of Bounds. Staff are expected to ask students to move on in the first instance, but to SIMS the incident for persistent non-compliance, followed up with a tutor sanction
- Uniform e.g. wearing any item of non-uniform such as hoodies, coats of the wrong colour, non-regulation jewellery, make-up, trainers etc not justified with a note.

Examples of tutor sanctions could include:

- Litter picking
- Display duty
- Taking recycling bins from classroom to the main bin
- Tidying cupboards
- Folding lost property
- Clearing up in the dining hall

5.5 Gross Misconduct during Unstructured Time

- a) Where the behaviour is potentially excludable, the staff witness (1st adult) should complete the Gross Misconduct form
- b) The GM form must be accompanied by a statement from the 1st adult, the named student and, where possible, as many other witnesses as possible
- c) The statements and GM form should be given to the Head of Year who, in conjunction with the appropriate AHT/DH propose a sanction

5.6 Reports and Pastoral Support Plan

The **Pastoral Support Plan** is an intervention programme based on the principles of repair and rebuild, which aims to ultimately prevent a student reaching permanent exclusion. LNS staff, outside agencies, parents and the student are involved in a number of meetings, over a 16 week period, during which we focus on strategies to help the student modify his/her behaviour.

- a) There are four levels of PSP: White, Green, Amber and Red to monitor and collect positive evidence of the student's success in meeting specific targets.
- b) Three behaviour targets are agreed with the student based on progress in learning and on attitude to learning.
- c) Pastoral Support Plans cover one week of lessons at a time and the normal monitoring period is four weeks.
- d) Parents are updated each week on their child's progress. In line with repair and rebuild there are opportunities for negotiation, discussion and consideration of the student's issues.
- e) A student may be placed on **subject report** for subject specific concerns and is monitored by the Subject Teacher and Head of Department. This will, again, last 4 weeks and parents are informed by the Head of Department when their child is placed on report and updated weekly on their child's progress

5.7 Detentions

School staff have the statutory authority to put students in detention after school sessions and non teaching days i.e. INSET days. Parental consent is not required.

Centralised detention system:

At the end of each day, there are detentions for all the year groups along the first floor corridor, for either 30 minutes or 1 hour.

On Friday there will be an SLT detention for 1hr and 30 minutes.

The centralised detention system is for both classroom (Learning) and corridor (community) behaviour and will be linked explicitly to consequences in the PATLP and on SIMS.

C6 Bullying/ Homophobia/ Racism/ Sexism - Needs to be passed on to HOY / SLT for appropriate sanction.

C5 Physical altercation - Needs to be passed on to HOY/ SLT for appropriate sanction.

C4 Verbal Misconduct - Needs to be passed on to HOY/ SLT for appropriate sanction.

3 warnings disruption and a removal (C3) - 1 hour that same day - SLT to communicate and request it logged on sims from Arnold Moore Email.

Corridor and community behaviour (C2) - 30 minutes - Member of staff to log on sims. Detention will then be set for 30 minutes.

No Homework/ No Equipment/ poor attitude/ Late to class - 30 minutes. (C1) - Staff should log this on sims - detention will then be set.

If a pupil misses a detention - they will be picked up the next day by HOY/ SLT and will have to sit an hour the next day. They will also then be added to the SLT detention on Friday.

Failure to attend the SLT detention parents will be contacted and invited in for a meeting. That student will remain in the LSC for one week and will then sit the SLT detention on the following Friday to be allowed back into the school community.

When a Student is removed from a lesson, staff will:

- Request the removal on the Leadership call out system.

The classroom teacher will then log this on Class charts and set the detention to save staff having to enter the information twice.

If a student receives more than 1 detention in any one day then the HOY needs to intervene (phone call home and possibly parents in) as well as the pupil serving a day in the LSC. A member of the admin team will communicate with home via text/email/phone call to inform home that HOY will be in contact.

Repair and rebuild:

If a member of staff sets a detention, they will be expected to come down to the detention and speak with the student about why they had the detention and what they need to do the next time the same issue arises. The teacher's name who set the detention will be printed on the report and SLT will ensure that the member of staff comes to see that student in detention. If the teacher does not, they will be held accountable for this by the SLT members who are allocated to that detention.

Teachers will log this on SIMS. A report will be run from class charts at 2.40 by reception and the list of names would then be displayed outside the Heads of year office and be emailed round to all staff.

The Detention will be held each day by a members of SLT, Head of Department and Heads of Year.

Friday detention will be a Leadership detention, held by SLT on a rotation which will run for 1hr and 30 minutes. Students will be placed in this detention for:

- Being late more than three times in one week

- 3 detentions or more in any one week
- 2 or more call outs in any one week
- SLT and HOY discretion
- For those students that have missed the centralised detention

Students will be expected to read or complete homework. If they do not have work, they will be provided with pastoral reflections.

Persistent non-attendance will result in an extended stay in the LSC or a fixed term exclusion.

For after school detention:

- HOYs and Tutors will follow up on Missed 30 minute and one hour detentions

For SLT detention:

- SLT will follow up on those students who fail to attend.

Late detentions:

When pupils are late to school they will have an immediate detention at break time. Tutors will bring pupils to the detention room and it will be staffed by the HOY that is on Break duty that day. These detentions will take place in the Basement exam hall.

3 lates in one week results in an SLT detention for 1 hour 30 minutes on a Friday afternoon, parents will then be contacted by the HOY.

Consequences flow chart is an appendices.

5.8 Confiscation

School staff can confiscate a student's property if it is to 'maintain an environment conducive to learning and/or safeguards the rights of other students to be educated'

Items listed in the School Rules must not be brought into school and may be confiscated if used by students on the school premises. Items of value that are confiscated are normally placed in safe, locked area for collection by parents at an agreed time.

5.9 The Power to Use Force (See Use of Force Policy)

School staff may use reasonable force to prevent a student doing, or continuing to do, any of the following:

- a) Committing an offence
- b) Causing personal injury to, or damage to the property of, any person (including the student himself/herself)
- c) Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

This applies both on and off the school site where a member of staff has lawful control or charge of the student.

5.10 The Power to Search

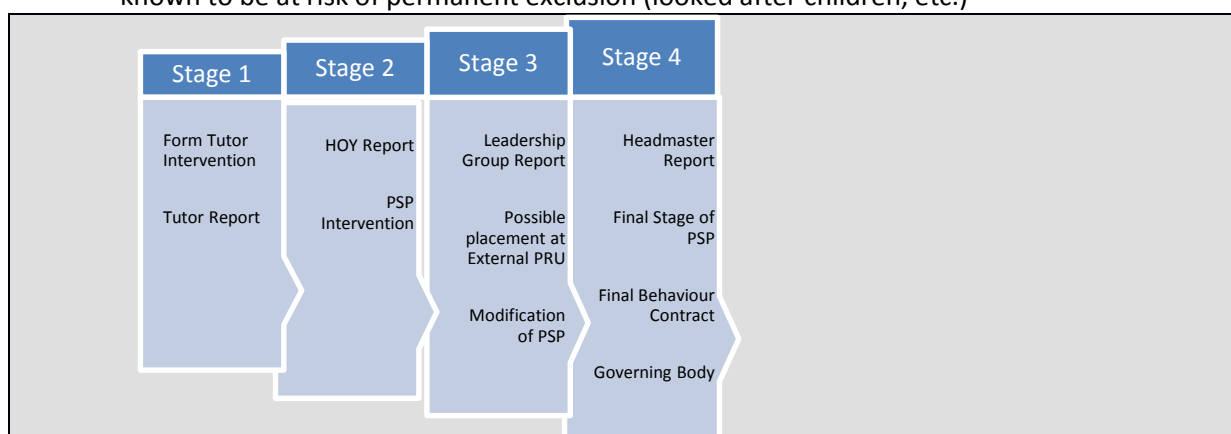
The Violent Crime Reduction Act 2006 authorises Headmasters and staff authorised by them to search a student for a weapon without the student's consent if they have reasonable suspicion that there is a weapon with the student or in his/her possession. Persons authorised by the Headmaster to search for weapons may use such force as is reasonable in the circumstances for exercising that power.

- a) School staff may ask a student to turn out his/her pockets, or empty their bag, if there is a suspicion of an unlawful substance, stolen items or any such item that may be causing disruption.
- b) If the student refuses the parents will be contacted and asked to come to the school to assist in the search.
- c) In the case of unlawful substances or stolen property the police may be contacted to carry out the search.

6 Taking into Account of Individual Student Needs

The Single Equality Act requires schools to take account of individual students' needs and circumstances when applying the school's behaviour policy.

- a) We are committed to ensuring the welfare of all students, and to ensure there is no bullying or discrimination.
- b) We are especially aware of the needs of some children who may need special support to help their Behavioural, Emotional and Social Difficulties (B.E.S.D).
- c) We ensure that the student's behaviour is not linked with any learning difficulty, disability, medical condition or that the student speaks English as an additional language.
- d) Our Single Equality Scheme notes that we will take into account student's disabilities, even where that involves more favourable treatment. We also acknowledge the groups of students known to be at risk of permanent exclusion (looked after children, etc.)



7 Exclusions

7.1 There are three levels of exclusion:

- a) Internal Exclusion
- b) External Exclusion – Fixed Term
- c) Permanent Exclusion

7.2 In determining an appropriate exclusion, the following broad definitions should be considered:

- a) Internal Exclusion: behaviours which do not live up to our ethos and high expectations of students
- b) External Exclusion: behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitors, members of the public)
- c) Permanent Exclusion: behaviour which constitutes a serious threat to the safety or well-being of others or behaviour which is unlawful

7.3 These definitions are detailed in Appendix I

- a) for any recommended exclusion a form must be completed by the first adult
- b) The form must be passed to the relevant HoY with as many statements attached as possible
- c) The HoY will liaise with the appropriate AHT to determine whether further evidence is required
- d) Where more evidence is required, the HoY will collect it by the end of that same day
- e) The AHT will review the evidence, the exclusion history of the student and will make a recommendation to the DHT
- f) The AHT will fix a date and time for the reintegration meeting with the appropriate member of staff and will include this in the letter
- g) The AHT will call the family to advise them of the exclusion decision
- h) The letter will be prepared, proof-read and passed to the Headmaster for signature and posting that same day where possible and certainly within 24 hours

7.4 Internal Exclusion (Supervised study in a separate area, away from peers in the Learning Resource Centre)

For serious infringements of the school’s Pupil Code, The Head of Year, Assistant Head or Deputy Head recommends the sanction to the Headmaster. The following conditions apply:

- a) Student arrives at school at 8.30 a.m on the day of the exclusion.
- b) Work is provided for the student in the separate area (usually in the LSC).
- c) Students will have break/lunchtime at a different time to that of their peers and will be escorted by member of staff.
- d) Student will leave school at 4.00p.m.
- e) If a student misbehaves whilst on an internal exclusion their parents will be contacted and asked to come into school to take the student home.
- f) The student will then repeat the internal exclusion on the following day.
- g) If the student misbehaves on the second day, the student will be externally excluded

7.5 External Exclusion – Fixed Term

- a) The Headmaster or Deputy Headmaster makes the decision on any external exclusion.
- b) The procedure for an External Exclusion is the same as for 7.3 above
- c) In addition to the letter sent home to parents, a copy is also sent to the Chair of Governors
- d) Staff are informed and work is sent home to the student. This must be completed by the student and then marked by staff on the student’s return
- h) External exclusions will be incremental in length. The first External Exclusion will be for one day, the second External Exclusion for two days and so on until the fifth External Exclusion. Following the Fifth External Exclusion the student will be given a final warning by the Headmaster. If a student reaches exclusion number 5, the HM will permanently exclude if there is another serious misdemeanour. This warning is final. If there is a long period of improved behaviour the student will have earned the right to have another chance, at the Headmaster’s discretion.
- e) Following on from the external exclusion, there will be a reintegration meeting with the appropriate AHT/DHM/HM (see table below), along with parents/carers and student

	Exclusion 1	Exclusion 2	Exclusion 3	Exclusion 4	Exclusion 5
Reintegration meeting led by	HoY	HoY & AHT	AHT	AHT & DHT	HM
Attended by	HoY, parents,	HoY, AHT, parents, student	HoY, AHT, parents, student	AHT, DHT parents, student	DHT, HM parents, student

	tutor, student				
Report card colour for reintegration	Green to tutor	Amber to HoY	Amber to AHT	Red to DHT	Final Warning: Red to DHT

- i) In exceptional circumstances the external exclusion may be longer.

Permanent Exclusion

- a) The Headmaster makes this decision
- b) A letter is sent to parents together with an explanation of their rights, with a copy to the chair of Governors and Chair of Discipline (Student) Committee.
- b) The student's Local Authority is informed by e-mail.
- c) Teaching staff must provide work for the excluded student until the 6th day of exclusion. On the 6th day the student's Local Authority has the statutory duty to provide work.

7.6 Permanent Exclusions will be considered by the Discipline Committee.

- a) The Discipline Committee, comprised of three school Governors, will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.
- b) The Committee will hear representations from the parents and the Headmaster.
- c) The Committee may either uphold the exclusion; or direct reinstatement of the pupil immediately or on a particular date.
- d) If the Committee decides to uphold the exclusion, then the parents may appeal to an independent review panel.

Links to other policies / documents

- Bullying Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Relationship and Sex Education Policy
- Parental Complaints Procedure
- Home School Agreement
- Single Equality Scheme
- Use of Force Policy

Appendix I - Exclusions

Internal Exclusion, usually in the LSC

Behaviours which do not live up to our ethos and high expectations of students

For example:

- Disruptive behaviour
- Defiant behaviour
- Non-compliance with a reasonable request by a member of staff
- Persistent gambling

External Exclusion

Behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitor, member of public)

For example:

- Serious or persistent defiance
- Persistently non-compliant behaviour
- Persistent disruptive behaviour
- Hostile behaviour to a member of staff or student
- Physical assault on a student
- Verbal abuse or threat to a member of staff
- Bullying or persistent harassment
- Anti-social behaviour towards a member of the public outside school
- Gambling with extortion
- Theft
- Vandalism

Permanent exclusion

Behaviour which constitutes a serious threat to the safety or well-being of others or behaviour which is unlawful

For example:

- Possession of or dealing drugs or alcohol
- Possession of an offensive weapon
- Serious physical assault on a student
- Assault on a member of staff
- Sexual assault

Appendix II – Warning and Consequence System

IF YOU CHOOSE TO MISBEHAVE IN A LESSON AND DISRUPT LEARNING:

Warning 1:

You will be spoken to by your teacher and your name written on the board



Warning 2:

You will be moved from where you are sitting in the class and where your teacher tells you to move to is FINAL and given another warning

Warning 3 Exit:

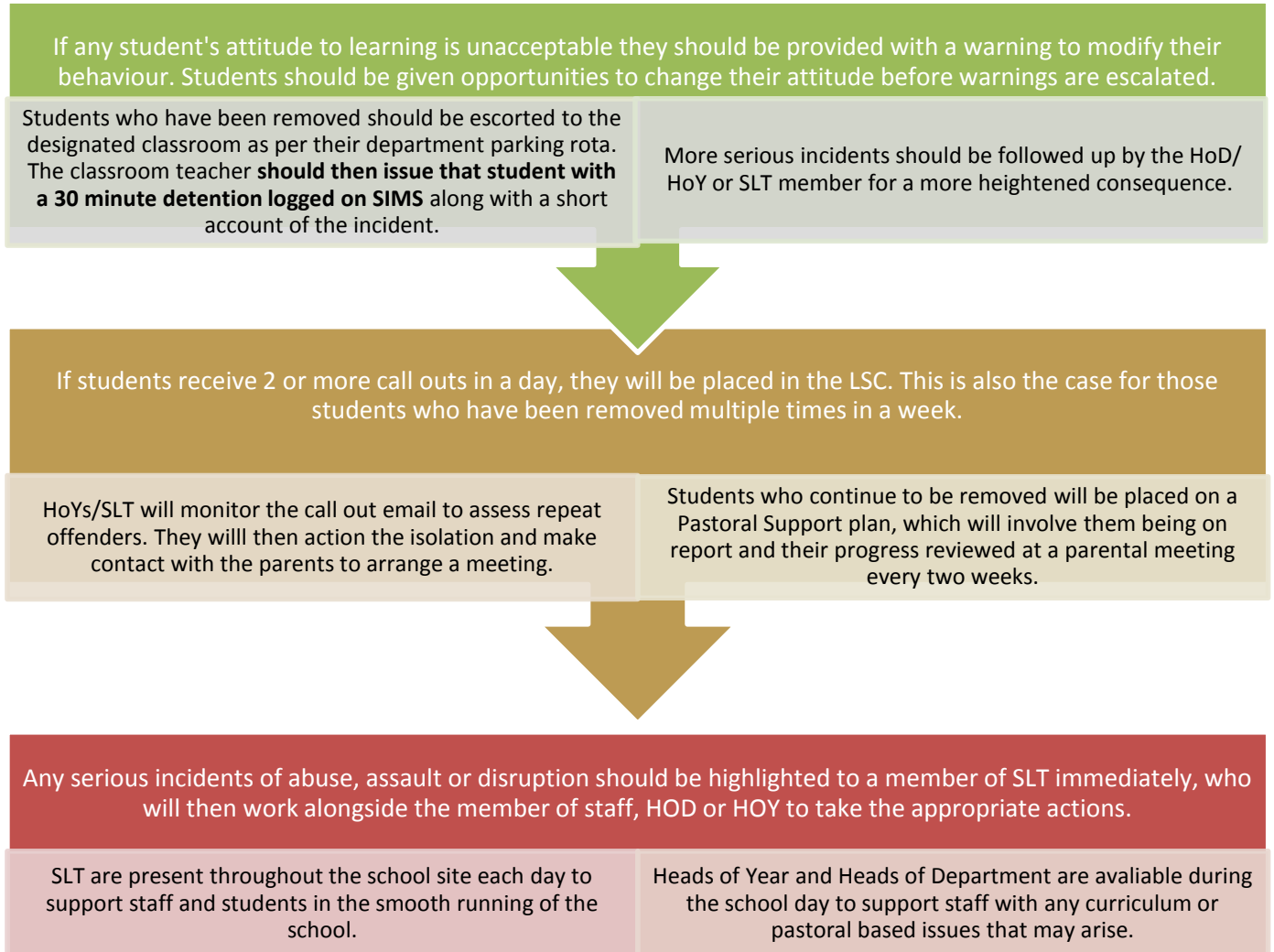
You will be exited to another classroom within that department. You will be taken there by the member of leadership on Learning Walk.



If a student is in breach of the Code of Conduct, a sanction will be issued by the teacher

Positive Attitude to Learning Policy

Protocol for staff 2018-2019



Reminders and key points:

- Log all incidents on SIMS in the behaviour management section.
- Set classroom detentions on SIMS in the behaviour management section, so that there are no clashes with other departmental or LG detentions. This also ensures a paper trail of the sanctions and incidents for the pupil.
- If a student is exited from your classroom, their parents or carers should be informed of this before or immediately after the student has sat the detention.
- In addition to this protocol, staff should continue to follow their normal behaviour management practices and use their professional judgement with regards to rewards and sanctions. For example, if staff feel that a student needs to be spoken to outside and that it is appropriate to send them out for 2 or 3 minutes before they can speak to them, this is acceptable.
- Students should not be left outside in the corridor for periods of time longer than 5 minutes. Those students who cannot remain in the classroom should be exited.
- Year 11 students who are exited from lessons will not be able to go out for lunch on that day.
- All staff must implement this protocol consistently for further improved attitudes to learning.

Responsibilities of the Monitor

- The monitor is expected to discuss concerns with student (SIMS, poor academic monitoring, issues in lessons).
- The monitor should, at all times, use the principles of repair and rebuild (Repair & Rebuild)
- If the student has a statement of special educational needs, or is on the Code of Practice, the monitor must ensure strategies have been discussed with the SENCO and shared with staff

The Locality Team may include:

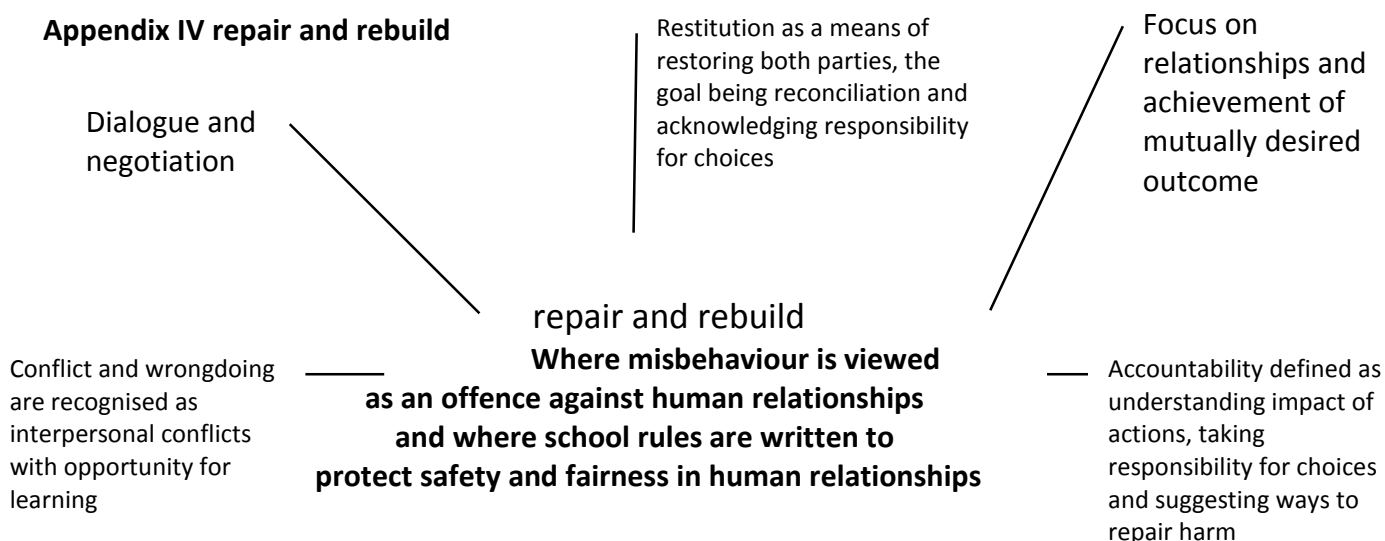
- Behaviour Support
- Education Welfare
- Education Psychology
- Children's Services
- CAMHS
- Health
- YES

Interventions may include:

Provision Type Code	Provision Type Explanation	Internal/External	Person Responsible
AM	Anger Management	Int	SENCO
AP	Attendance Plan	Int	Attendance Officer
ASDSUP	ASD Support / Mentor	Int	SENCO
CAMHS	CAMHS	Ext	SENCO
COUN	Counselling	Int	SENCO
CPP	Child Protection Plan	Ext	CPLO
EAL	English as Additional Language	Int	SENCO
EP	Educational Psychologist	Ext	SENCO
EW	East to West	Ext	SENCO
FSW	Family Support Worker	Ext	SENCO
Lit Sup	Literacy Support	Int	SENCO
Ment	Mentoring	Int	HoY
Num Sup	Numeracy Support	Int	SENCO
PSP	Pupil Support Programme	Int	AHT
Rdg	Reading	Int	SENCO
SALP	Surrey Alternative Learning Programme	Ext	SENCO
SALT	Speech and Language Therapy	Ext	SENCO

SE	Self Esteem Course	Int	SENCO
SpGr	Spelling Group	Int	SENCO
SS	Social Services Involvement	Ext	CPLO

Appendix IV repair and rebuild



Skills	Processes in place
non-judgemental listening	taking statements
developing empathy and rapport	restorative justice meetings
ability to 'role-model' responses	letters of apology/contracts
understanding and managing anger	family/school conferencing
restorative debriefing after critical incidents	pastoral support plan meetings
guiding difficult conversations	peer counselling and mentoring
diffusing conflict	School Counsellor appointments
remaining impartial	Positive Behaviour Management
respecting the perspective of all involved	re-entry meeting to subject area
calm communication	re-entry meeting after an exclusion
directed questioning that prompts self-awareness responses from the student	Implementing immediate solutions/RJ where possible
patience	care committee meetings
compassion	assemblies
impartial body language	school council
being able to resist the temptation to express personal opinions	anger management support for identified students
being able to give a 'fresh start'	self-esteem support for identified students
development of own and students' skills to engage in repair processes	behavioural targets that have been negotiated with the student
acknowledging and appreciating diversity	accurate overview for each student's behaviour on SIMS
constructively challenging oppression and prejudice	individual mentoring

empowering participants to come up with solutions rather than imposing ideas	respite for students and teachers
ensure that the ethos and principles of repair and rebuild are embraced at every stage of the process	discipline committees
Website: www.transformingconflict.org	



London Nautical School - Consequence Pyramid

If you are late to school you will receive a 20 minute detention at Break.

If you are late more than twice in one week you will have an SLT detention.

Persistent Lateness over weeks will result in an SLT Detention.

All detentions will take place in the basement exam hall.

It is your responsibility to attend your detention.

Isolation, Fixed term exclusion - Failure to adhere with school rules, attend detention and for continual disruption

SLT Detention - Failure to attend a detention. Continual Poor behaviour. Late 3 times in ones week - 1 hr 30 mins

C3 - Exceed three warnings for negative attitude to learning and disruptive behaviour - Removed from the lesson behaviour -

C2 - Community and Corridor Behaviour - 30 Minutes

C1 - Late to class, No homework, no Equipment, Poor attitude - 30 Minutes

