

# LONDON NAUTICAL SCHOOL

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Positive Attitude to Learning Policy

## Document Information

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## **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**

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

### **2.2 Headmaster's Responsibilities**

- a) Ensure the policy is implemented
- b) Report to Governors on its impact
- c) Manage the permanent exclusion process as necessary
- d) Write to top 10 students following half-termly monitoring

### **2.3 SLT Responsibilities**

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

### **2.4 Deputy Headmasters' Responsibilities**

- a) Consult with Assistant Headmaster (AHT) before any external exclusion is given as a sanction, then inform the Headmaster
- b) Where the DHT considers that an incident / accumulation of incidents may warrant a permanent exclusion, notify the Headmaster immediately
- c) 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.

- d) 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 Headteachers**

### *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 Classcharts, 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 Classcharts analysis
- f) Coordinate 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 have various negative class chart logs, 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, class charts and Classcharts 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 class charts for both positive and negative comments
- h) Ensure that tutors monitor lateness of tutees and that this is dealt with appropriately
- i) Ensure that all students who are on detention 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 report.
- 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, this will be mainly done through student services team
- h) To write home to congratulate all students who are on making progress or effort, certificates awarded each week for top 10 of the week

## **2.7 SENCO Responsibilities**

### *Monitoring*

- a) Ensure that students with EHCPs 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 with an EHCP
- c) Monitor the internal and external exclusions of students with SEN, EHCPs, 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 class charts of tutees on a weekly basis and provide praise and warning as appropriate
- b) To monitor negative class charts 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.

*Action*

- a) To work closely with appropriate HoY in identifying barriers to learning using class charts 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 student who has mostly positive class charts points, we want tutors to do this for 2 students each week. **Two positive phone calls a week**
- d) To put on tutor report any students who have more negative class chart points following half termly monitoring, call parents and potentially a meeting arranged.



## **2.9 Head of Department Responsibilities**

- a) to oversee attitudes to learning in subject areas, to be responsible and control the corridor area around the department at changeover of lessons. Ensuring there is a visible presence in the department.
- b) To establish and oversee efficient and effective arrangement for lesson exits for students, which include:
  - Support for staff member
  - Swift arrangements for repair and rebuild meeting in the detention
  - Detention following exit
- c) to identify emerging issues concerning classroom management, and intervene, use the data from class charts to identify this.
- 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 negative attitude via class charts to the appropriate HOY/ AHT in charge of Year group, along with statements following incidents
- f) To ensure students who are constantly in trouble in their subject (following half termly monitoring) are placed on subject report and monitored, potentially withdrawn from the lesson
- g) To ensure staff in their department are using praise and sanctions appropriately 3-1

## **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 please use 3-1 ratio for class charts
- 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 students time to re-establish positive attitudes to learning before moving to the next consequence level
- h) to positively appropriately participate in repair and rebuild meetings following an incident in detention.
- i) to create an aspirational culture for all students in your care

## 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 the property and the environment, in and around the school
- Making sure we always give the right impression of the school by 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 **if 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.

Top ten- Each Year group celebrated each week and termly with certificates and prizes

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 Class 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 class chart comment
- h) Postcard home
- i) Phone calls home: staff should aim to make 3 positive phone calls home for each negative

Class charts is organised through a points system with the collation and monitoring of points through form tutors and heads of year. Points are awarded for; positive behaviour, attendance, punctuality, progress, attainment, commitment to the school and any other positive contribution made by pupils that members of staff feel is deserving of reward.

**Individually** – 'celebration assemblies' to create a positive culture each week. Celebrating the top 10 achievement point winners in each year, where certificates will be awarded:

We will do a weekly top 10, Team of the Term in each Year, Subject specific awards each term

There will be 9 Jack Petchey awards nominated by staff each Year, with the winner receiving £200 to spend on a chosen activity or club of their choice. Students will also be celebrated on stage in assembly and at a borough wide celebration event at the end of the academic year.

Pupils that receive a Gold Certificate will attend a meeting with the headmaster and have his name put into the 'Headmasters Book of Achievement'.

**Collectively** – In each year group the form that has accumulated the most watch marks will be rewarded with an off-site enrichment activity.

#### 4.2 In Assembly

- a) student of the week certificate awarded by HoY for students with the most positives (top 10)
- b) tutor group certificate awarded by HoY for tutor group with the most positives

- 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 positive class chart points, the greatest amount of progress, money raised for charity linked to Jack Petchey awards

#### **4.3 Rewards Trips- Top 10**

Run on a termly basis for the top 10 class chart points in the school, 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 Special Awards**

**Jack Petchey Award** – A pupil can be awarded a Jack Petchey Award across key stages 3, 4 and 5. Only ten 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/ removal from lesson into Class charts 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, the students will then be taken to student services, pastoral support.
- c) A repair and rebuild meeting will be held that evening in detention.
- d) The teacher is responsible for entering the Warning 3 on Class Charts within 3 hours of the incident.
- e) Only if the student has failed to attend an organised repair and rebuild meeting should they be excited for the next lesson

### **5.3 Unstructured Time**

Poor attitudes and behaviours demonstrated by students during unstructured time will be recorded on Class Charts 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
- Corridor behaviour. Staff are expected to ask students to move on in the first instance, but to LOG class charts if the incident for persistent non-compliance, followed up with a detention, a phone call home.
- 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.
- Mobile Phone are to be turned off at the gate and not be turned on until students leave the building. If a phone is seen out sanctions will be put in place by the member of staff

accordingly. If students are defiant with any instructions given then further sanctions will be put in place by HOYs/ SLT.

### **5.5 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 students 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 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 is a detention in the allocated year group room and are held for either 30 minutes or 1 hour.

On Friday there will be an SLT detention for 2 hours.

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 class charts.

**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 HOD/ HOY/ SLT for appropriate sanction.

**C4 Verbal Misconduct** - Needs to be passed on to HOD/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 class charts

**Corridor and community behaviour (C2) - 30 minutes** - Member of staff to log on class charts. 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 Classcharts - detention will then be set.

If a student misses a detention - they will be picked up the next day by the teacher who set the detention and will have to sit an hour the next day. They will also then be added to the SLT detention on Friday if they miss it again.

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.
- Log the incident on class charts
- Contact the parents of the student and explain the incident, reason for removal
- The student will be taken to the student service area, 208 (Pastoral support) and the incident will be discussed, evaluated.

If a student receives more than 2 detentions in any one day then the Pastoral Team/ 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 pastoral 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 students 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 class charts. A report will be run from class charts at 2.30pm by student services and the list of names would then be printed for the gate. All teaching staff period 5 are expected to go through the detentions that evening and remind students and escort them down to the detention rooms. Again emailing, if any student is defiant to any instructions given, ie going home or walking away despite being told they have a detention.

The Detention will be held each day by various middle leaders, SLT.

Friday detention will be a Leadership detention, held by SLT on a rotation which will run for 2 hours until 5pm. 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 callouts in any one week
- SLT and HOY discretion
- For those students that have repeatedly 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:**

- The teacher setting the detention will follow up on Missed 30 minute and one hour detentions, after missed detentions, phone calls home etc please refer to your HOD, HOY as well.

**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 appendix.

## **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.

Mobile phones can be confiscated if seen being used on school site, they need to be turned off at the gate and only switched on again when leaving school. Phones will be confiscated by any member of staff and given back after the arranged sanction is completed.

- (Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the [Education and Inspections Act 2006](#))

- **Warning 1-** Phone Confiscated by a member of staff and then returned after the detention is sat that night.
  - **Warning 2-** Phone confiscated by a member of staff and then returned after the student has sat SLT detention on the Friday, parents informed.
  - **Warning 3-** Phone confiscated and parental meeting held with HOY/ member of SLT, student based in LSC until the meeting takes place.
  - **Warning 4-** Phone confiscated and returned at the end of the half term to the parents collecting it.
- 
- Constant defiance could potentially result in internal exclusion, internal exclusion at another centre or fixed term exclusions.

### **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 authorised 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.)

**Note: A pupil may be placed at higher stage at the discretion of their respective Head of Year or member of Leadership Group. These stages link into class charts behavioural log, which then relates to the following actions**

20 points= Tutor Phone Call

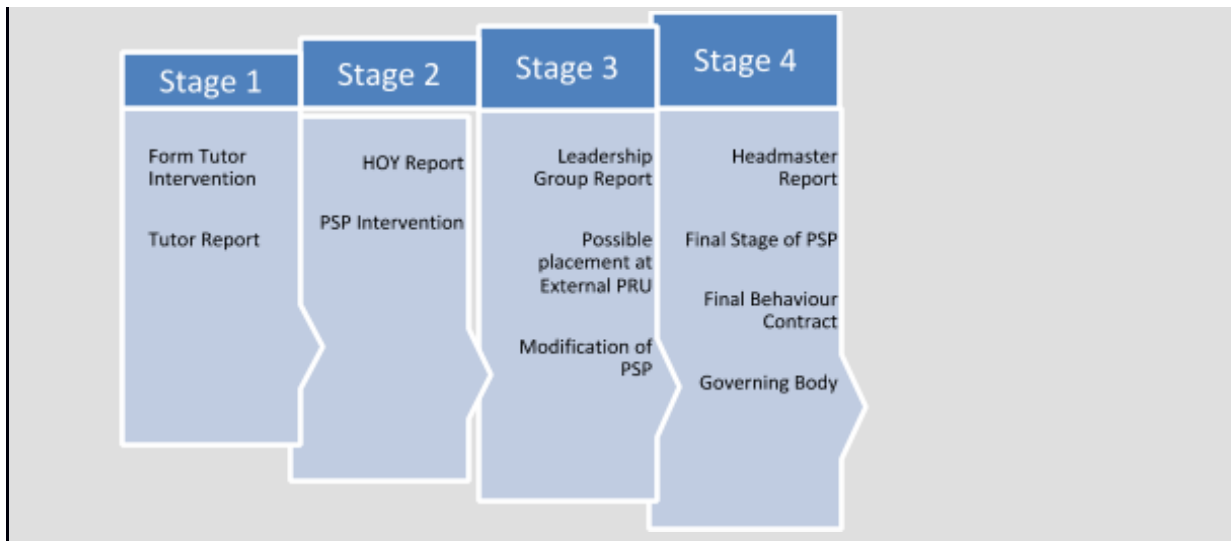
30 Points= Tutor Meeting with parents, report card

50 Points=HOY Intervention, meetings, report card

75 Points= Pastoral Support Plan, meeting

100 Points=Leadership Meeting/ Report Card

150 Points=Governors Behaviour Panel



## 7 Exclusions (Only THE Headteacher and Assistant Headteacher (Behaviour ) will action an exclusion)

7.1 There are four levels of exclusion:

- a) Internal Exclusion LSC
- b) External Internal Exclusion ( at another stated school at the schools )
- c) External Exclusion – Fixed Term
- d) Permanent Exclusion

7.2 In determining an appropriate exclusion, the following broad definitions should be considered: Only THE Headteacher and Assistant Headteacher (Behaviour ) will action an exclusion

- a) **Internal Exclusion**: behaviours which do not live up to our ethos and high expectations of students
- b) **External Internal Exclusion at another school**: behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitors, members of the public)
- c) **External Exclusion**: behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitors, members of the public)
- d) **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 all paperwork including statement forms, signed, must be completed by the first adult
- b) The paperwork must be passed to the relevant HoY/ HOD with as many statements attached as possible
- c) The HoY/ HOD 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 Headteacher/ Assistant Headteacher (pastoral )
- f) The Headteacher/ Assistant Headteacher (pastoral ) will decide on a length of exclusion 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, or continuous negative attitudes towards the PATLP students will be placed in the LSC until a parental meeting can take place. The Head of Year, Assistant Head recommends the sanction to the Headteacher/ Assistant Headteacher (pastoral ) who will make a decision.

The following conditions apply:

- a) Student arrives at school at 8.40 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 a member of staff.
- d) Student will leave school at 4.00pm.
- 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 at another school or as potential fixed term exclusion.

#### **7.5 External Exclusion – Fixed Term**

- a) The Headteacher/ Assistant Headteacher (pastoral ) 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.
- i) Following on from the external exclusion, there will be a reintegration meeting with the appropriate AHT/HM (see table below), along with parents/carers and student
- j) 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 email.

- c) Teaching staff must provide work for the excluded student until the 6<sup>th</sup> day of exclusion. On the 6<sup>th</sup> day the student's Local Authority has a 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:



- Continuous negative attitude towards the PATLP,
- Disruptive behaviour
- Defiant behaviour
- Non-compliance with a reasonable request by a member of staff
- Persistent gambling
- Waiting for a parental meeting to discuss an incident.

### **External Exclusion**

*Behaviour which has a negative impact on the learning, safety or well-being of others (staff, students, visitors, 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:

- Constant defiance to the PATLP over a period of time, affecting the learning of other students
- 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 2019-2020



### Reminders and key points:

- Log all incidents on Class charts.
- Set classroom detentions on class charts
- 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.
- Teachers should attend the detention and remove the student from it to repair and rebuild the situation before the next lesson takes place.
- 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.
- 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 (class charts, 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 Pastoral support Team may include:

- Behaviour Support
- Pastoral support
- Safeguarding Team
- Education Welfare
- Education Psychology
- Children's Services
- CAMHS
- Health
- YES

Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices

Focus on relationships and achievement of mutually desired outcome

## Appendix IV repair and rebuild

Dialogue and negotiation



Conflict and wrongdoing are recognised as interpersonal conflicts with opportunity for learning

**Repair and Rebuild Where misbehaviour is viewed**

**as an offence against human relationships**

**and where school rules are written to**

**protect safety and fairness in human relationships**

— **Accountability defined as understanding impact of actions, taking responsibility for choices and suggesting ways to repair harm**

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 Classcharts
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: <a href="http://www.transformingconflict.org">www.transformingconflict.org</a>	



## 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.

