



CAMBRIDGE HOUSE GRAMMAR SCHOOL

BEHAVIOUR FOR LEARNING POLICY

1. Rationale

- 1.1 Cambridge House Grammar School is committed to promoting personal excellence for all pupils. Appropriate behaviour for learning is essential within a school environment. It is crucial that all members of the school community understand what this is and why it is needed and acknowledge that positive behaviour is a shared responsibility.
- 1.2 This Behaviour for Learning Policy has grown out of the previous sets out the procedures and steps in place to provide a settled, studious, safe and disciplined environment for all of the school community.
- 1.3 Our school ethos is based on and promotes respect for self, respect for others and respect for property.

2. Aims

- 2.1 The aims of our Behaviour for Learning Policy and Procedures are:
 - 2.1.1 To develop in pupils a recognition of positive self-discipline and an affirmation of responsibility for their own actions;
 - 2.1.2 To create conditions for an orderly community in which effective learning can take place; and where there is mutual respect between all members of that community both for each other and the school environment;
 - 2.1.3 To provide equality of opportunity in a secure, well-ordered and supportive learning environment.
- 2.2 These aims are best achieved in the framework of a pleasant and mutually supportive atmosphere in which pupils are able to give of their best and realise their full potential within the curricular and extra-curricular provision. The academic, pastoral and behavioural systems and structures of the school set high but achievable standards through a consistent application of clear expectations at each Key Stage.
- 2.3 These expectations and standards are achieved through:
 - 2.3.1 The organisation, systems, structures and policies of the school where various teachers have areas of responsibility for the welfare and positive behaviour of pupils. It is recognised that every teacher contributes to the overall ethos of the school which is based on and promotes respect for self, respect for others and respect for property;
 - 2.3.2 The School centres on a Christian ethos where everyone is a member of a supportive and school family;

- 2.3.3 The physical condition of the school being bright, tidy, clean and interesting;
- 2.3.4 An induction programme for all new members of staff outlining the school's ethos and policy concerning the attitude of staff to pupils and parents coupled with a comprehensive Staff Handbook;
- 2.3.5 A clearly understood Behaviour Contract to be signed by pupils and parents on entry into school;
- 2.3.6 The use of a range of reward strategies including a programme of induction for all new students, parents' evenings and the recognition and celebration of all achievement;
- 2.3.7 Behaviour for Learning is a whole school issue and all staff have an implicit role to play in the maintenance of good behaviour within their own classroom and throughout the school;
- 2.3.8 Promotion of good Behaviour for Learning will be applied with consistency, impartiality and immediacy.

3. Promoting Good Behaviour for Learning

3.1 *Good Relationships:*

3.1.1 It is our belief that good behaviour is based, first and foremost, on positive relationships between staff and pupils and high expectations of pupils' work and their contribution to the life of the school. These principles extend to the interaction of the whole school community and Cambridge House Grammar School seeks to promote the development of friendly and positive relationships at all levels.

3.2 *Contribution of Staff to Behaviour for Learning:*

3.2.1 The professional conduct of all staff is of central importance for effective pupil behaviour. Positive teacher influence stems from attitude, character, example, teaching skills and the rapport established with pupils. In return, teachers have the right to be allowed to teach, to be listened to and to expect the full support of parents and pupils in upholding the school's standards. Support staff will treat all pupils with courtesy and professionalism and in turn may expect to be treated at all times with respect and dignity.

3.3 *Teacher Pupil Relationships:*

<i>Whole School</i>	<i>Classroom Practice</i>
<p>Teachers will:</p> <ul style="list-style-type: none"> • Greet pupils on coming to class Call all pupils by their first names • Listen to pupils and respect what they have to say Consider pupils' intentions as well as their actions • Value individuality • Deal diplomatically with anti-social behaviour • Meet pupils in extra-curricular activities Praise pupil achievement as often as possible • Use pastoral form-time to discuss implications of rules • Reward good behaviour in and out of the classroom • Avoid discussing individual incidents or pupils openly with uninvolved staff 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Arrive punctually to class • Plan lessons with clear aims and objectives • Share learning outcomes and success criteria with pupils • Maintain high, realistic expectations of pupils Establish a purposeful, listening environment • Check for and record absentees • Insist on silence when teaching to whole class • Move around the classroom and encourage active pupil engagement • Be consistent and fair

3.4 Contribution of Pupils to Behaviour for Learning:

- 3.4.1 Pupils have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly. In return, they are expected to be co-operative and well mannered, to respect others and to contribute positively to school life. They must be familiar with the Code of Conduct in their Student Planner and its implications for their behaviour.
- 3.4.2 The Code of Conduct is intended to be a positive encouragement towards caring for others. Within this framework, teachers will seek to draw pupils towards an understanding of a range of important issues through discussion in the pastoral programme, at Form Time and in conversation at break or lunchtime. Pupils will be encouraged to see the relevance of the school rules and parents will be informed of all such rules.
- 3.4.3 Every pupil in Cambridge House Grammar School is expected to:
- 3.4.3.1 Be trustworthy, courteous and considerate demonstrating good manners at all times;
 - 3.4.3.2 Demonstrate a sense of fairness through non-sexist/non-racist/non-sectarian/non-ageist attitudes;
 - 3.4.3.3 Perform to the best of their ability;
 - 3.4.3.4 Contribute fully to the community life of the school;
 - 3.4.3.5 Help to keep the school safe and welcoming;
 - 3.4.3.6 Demonstrate pride in their appearance and the school by conforming to the uniform code;
 - 3.4.3.7 Be punctual to class;
 - 3.4.3.8 Behave responsibly both inside and outside the school;
 - 3.4.3.9 Accept ownership for their own behaviour and learning.
- 3.4.4 The school rules protect the rights and responsibilities of pupils, parents and teachers. A pupil Support and Mentoring programme provides guidance by pupils for pupils facing disciplinary sanctions.

3.5 Contribution of Parents to Behaviour for Learning:

- 3.5.1 Parents have a vital role in promoting good behaviour in school and therefore effective home/school liaison is very important. The School expects every parent to give their full support in dealing with their daughter/son's behaviour. Close co-operation between home and school is essential for the maintenance of sound behaviour for learning in schools. Parents have the right to expect adequate information, to be listened to and to know that their children will be safe, secure and properly taught. In return, they have the responsibility to send their children to school punctually, adequately prepared and smartly presented; to monitor their child's progress, to offer relevant information regarding personal and academic details, to meet with staff when necessary and to support school policies. They are expected to sign the Student Planner each week and to immediately acknowledge teacher comments/notes. Parents should sign formal home works when requested to do so as an indication that they approve of the standard of presentation of work submitted. Where a pupil is placed on Behaviour or Progress Report, parents should sign the report daily.

3.5.2 Parents are expected to:

- 3.5.2.1 Keep pastoral staff informed of behavioural difficulties they may be experiencing at home;
- 3.5.2.2 Inform the school of any trauma which may affect their daughter/son's performance or behaviour at school;
- 3.5.2.3 Inform the school about their daughter/son's ill health and any absences connected with it;
- 3.5.2.4 Be aware of the school's rules and policies and ensure that their daughter/son abides by them;
- 3.5.2.5 Attend all parents' meetings called by the school with teaching staff to discuss their daughter/son's progress and support school functions.

4. School Rules

4.1 Travelling to and from school

- 4.1.1 Pupils must wear the full school uniform in school, whilst travelling to and from school and at all school functions, unless otherwise permitted by the Principal. (See uniform rules for full details)
- 4.1.2 All pupils are expected to be well behaved in the school, whilst travelling to and from school and when in school uniform.

4.2 The school day

- 4.2.1 Registration takes place at the start of Period 1 class. Pupils who arrive late (after period 1) must report to reception. A pattern of lateness will result in detention.
- 4.2.2 Lockers are provided for pupils in Years 8 – 12 and these are to be used as directed by Form Teachers. Pupils are not permitted in locker areas during class times and all books and bags must be stored in the locker provided.
- 4.2.3 Pupils must attend the classes, study periods and Assembly rota as set out in their timetable.
- 4.2.4 Pupils line up in an orderly fashion in the corridor and must not enter a classroom without the teacher's permission. If a 'cover teacher' does not arrive within 5 minutes of the beginning of the lesson a class representative should contact the School Office.
- 4.2.5 The Student Planner is used to record homework and pupils must ensure it is signed weekly by Parents/Guardians and immediately when a comment is entered by a subject teacher.
- 4.2.6 If a pupil misses class due to a music lesson, sporting activity, etc. he/she is expected to find out what work has been missed and catch up in advance of the next lesson.
- 4.2.7 Textbooks are the property of the school (unless otherwise stated) and must be kept in good condition and returned as required by the subject teacher. Lost textbooks etc. will incur a cost.
- 4.2.8 Pupils must bring the books and stationery required to complete their work in class.
- 4.2.9 Pupils should visit the toilets before registration and at breaktime/lunchtime only. Pupils with special pastoral needs requiring to leave class to go to the toilet must have the passes provided for such situations.
- 4.2.10 Pupils are not permitted to leave the school grounds without the permission of a Form Teacher/or a member of the Senior Leadership Team in receipt of a note from a Parent/Guardian and having signed out through Reception.
- 4.2.11 Pupils must follow the instructions of staff at all times. This includes lunchtime supervision staff and Prefects on duty as requested.

4.2.12 Pupils must not be in possession of cigarettes or alcohol on school premises or en route to and from school.

4.3 *Extra-Curricular Club Attendance:*

4.3.1 The school offers a wide range of Extra-Curricular Clubs. Pupils who attend these must be registered at 3.40 pm. Pupils remaining in school for revision classes or private study must sign an appropriate register.

4.4 *School opening/closing times:*

4.4.1 School opens at 8.30 am and closes at 4.30pm for pupils, unless specific permission is granted to attend a school activity.

4.5 *Sickness:*

4.5.1 If a pupil is unwell during a lesson, he/she should inform the teacher who will send the pupil to Mrs Westerhuis or one of the other First Aiders, who will make a decision about a pupil going home. No pupil is permitted to make independent arrangements to leave school under any circumstances. Parents collecting pupils must sign them out at the main office.

4.6 *Absences:*

4.6.1 If absent from school, a pupil, on his/her return must present the completed Absence Form to the Form Teacher.

4.7 *Communications:*

4.7.1 The School's Internet Policy must be strictly adhered to at all times otherwise ICT facilities may be withdrawn.

4.7.2 Mobile phones and other electronic devices should be switched off and out of sight (i.e. stored in secure blazer pockets or bags) during assembly, timetabled lessons (other than for curricular use as agreed by a teacher) and in the corridors between lessons.

4.7.2.1 Pupils are permitted to use their mobile devices at break and lunchtime but there is an expectation that usage must be appropriate. Videos or photographs should not be taken without the express permission of others.

4.7.2.2 Misuse of mobile phones at any time in during the school day will be sanctioned according to the school's Behaviour for Learning Policy.

4.7.3 Data collection forms are completed annually. Any changes to these details during the course of the academic year must be confirmed in writing to the School Office immediately.

4.8 *School Environment:*

4.8.1 Pupils are expected to keep all areas of the school tidy by using the litterbins provided. Accidental damage should be reported immediately to a member of staff. Any damage by a pupil(s) to school property or property of other pupils or staff will be billed and sanctions applied.

5. Rewards

- 5.1** The encouragement of Positive Behaviour will:
 - 5.1.1 Help to create the conditions in which effective learning and teaching may take place;
 - 5.1.2 Help pupils to develop an awareness of the need for personal responsibility and self-discipline;
 - 5.1.3 Promote an atmosphere of tolerance and respect for the rights, ideas and feelings of others;
 - 5.1.4 Contribute to a sense of order and create a safe and secure environment for all in School.
- 5.2** All members of staff have the responsibility to promote good behaviour amongst pupils through acknowledging pupils' active participation in the life of the School and all of their attainments within and beyond the school day.
- 5.3** Achievements are awarded to recognise:
 - 5.3.1 High standards of homework and classwork;
 - 5.3.2 High test and assessment scores;
 - 5.3.3 Evidence of hard work and improvement;
 - 5.3.4 Helpfulness to staff, other pupils and visitors.
- 5.4** Achievements are recorded on the Behaviour Management Module of SIMS, and parents who have registered for SIMS Online Services will receive a notification. Achievements are also recorded on Conduct Cards.
- 5.5** Pupils' achievements are recognised in a number of ways, including in Assembly announcements, on the school's Facebook page, on the school website, and in events such as Awards Day.
- 5.6** Rewards Afternoons are organised in the Summer Term.

6. Sanctions

- 6.1** Working actively together, teacher, parents and pupils are able to focus on the positive rather than punitive side of behaviour. It must be recognised, however, that there will be occasions when more serious breaches of discipline will occur and that some pupils will contravene school rules and accepted patterns of behaviour. Consequently, it is necessary to have a set of procedures and sanctions for dealing with such offences, clearly understood and agreed by all staff.
- 6.2** The sanctions to be employed in respect of indiscipline will depend upon the nature and seriousness of the misdemeanour. Persistent misbehaviour is regarded by the school as a serious breach of discipline liable to the most serious sanctions. Teachers will record in the Form Book/Lesson Monitor any misbehaviour and the punishments imposed, if relevant, for possible future referral. Teachers must inform parents using the Student Planner or an appropriate school pro forma, of any misbehaviour or lack of work if these are considered to be serious.

6.3 Failure to abide by the stated rules of the school:

6.3.1 There are key school rules within our code of conduct of which pupils are made aware at the beginning of each school year and a breach of such rules is thus regarded as sufficiently serious to merit specific sanctions.

6.3.2 Pupils may have mobile phones in school for use in an emergency on the way to or from school or to contact parents after school hours. Mobile phones may not be used during the school day for any purpose and, if brought to school, must be switched off. Where a pupil is found to be using a mobile phone without prior permission, the mobile phone will be confiscated and placed securely in the office until the end of the school day. The use of a mobile phone in school to take photographs/videos is a serious breach of school rules liable to suspension.

6.3.3 Indiscipline may be work or behaviour related and may fall into one of three categories which will dictate the nature of the responses as identified below. The following summary table of consequences for inappropriate behaviour is indicative only and should not be regarded as fully inclusive of pupil misbehaviour which would result in sanctions being imposed:

INCIDENT	EXAMPLES	LIKELY OUTCOME
<p>Stage 1</p> <p>Minor Indiscipline</p>	<p>Lack of compliance with expected standards of behaviour:</p> <ul style="list-style-type: none"> • Lack of punctuality; • Incorrect Uniform/poor personal presentation; • Chewing gum/eating/drinking beyond designated areas; • Failure to maintain student planner; • Irresponsible behaviour in any area of the school (vandalism); • Lack of co-operation in the Dining Hall; • Discourtesy shown to fellow pupils/staff/visitors. <p>Lack of positive participation in prescribed programmes of study:</p> <ul style="list-style-type: none"> • Inattention/talking in class/failure to engage positively in group tasks/failure to bring required books [including planner]/equipment to class; • Poor maintenance of books and materials provided by teachers; • Homework of poor standard/not presented; • Failure to co-operate with arrangements for controlled assessments/fieldwork, etc. <p>Failure to follow instructions in school:</p> <ul style="list-style-type: none"> • Inappropriate verbal responses to any member of staff/senior Prefects on duty; • Failure to comply with general health and safety precautions in school and whilst travelling to and from school; • Unauthorised use of mobile phone; 	<p>Minor indiscipline is based on a one off transgression. In such cases the <i>possible</i> sanctions will include signing of conduct card/Detention/Form/Year Head Report.</p> <p>At this level of transgression staff may use discretion regarding the choice of sanction.</p> <p>All pupils will carry a Conduct Card to promote and sustain good pupil behaviour for learning. Three signatures result in a Head of Year Detention. (See 'Promoting and Sustaining Good Behaviour' in the student planner pg. 13).</p> <p>Further Conduct Cards result in Head of Key Stage response and an issue of a Head of KS Card.</p> <p>A scaffolding of these cards can merit suspension.</p> <p>Comment entries on SIMS should be maintained to provide a consistent record of pupil organisation for learning</p> <p>A further minor indiscipline, of a different nature, could include the sanction of Formal Detention. This sanction may only be implemented by Middle Leaders and above.</p>

		<p>Formal Detentions are recorded electronically on a pupil's permanent record.</p> <p>Failure to attend a Formal Detention may result in a Senior Teacher Formal Detention, held on a Friday.</p> <p>Parents will be informed of the situation and may be required to meet with the Year Head/ Head of Key Stage/ Vice Principal.</p> <p>Repeat incidents of behaviours in this category may lead to higher levels of sanctions, which could include suspension. Persistent misbehaviour during lunch break, may include the removal from the school premises into parental/guardian care for the duration of this time.</p>
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<p>Stage 2</p> <p>Serious Indiscipline</p>	<ul style="list-style-type: none"> • Wilful incidences whilst travelling to and from school/on school trips; • Dishonesty; • Theft; • Disrespect shown to any member of staff; • Abuse of the internet; • Bullying; • Trading unauthorized goods in school • Failure to attend for detention/examination; • Deliberate vandalism; • Truancy from class; • Unauthorised taking of photographs of pupils/members of staff; • Failure to comply with school rules relating to 'out of bounds'; • Smoking or possession of cigarettes /vapes, including use and/or possession of e-cigarettes and vapes. 	<p>Parents will be informed of the situation and will be invited to meet with the Year Head/ Head of Key Stage/ Vice Principal /Principal.</p> <p>Withdrawal from class to supervised study may be implemented, where suspension is perceived as the possible next stage. This is to provide individual pupils with a time to reflect on their behaviour and to allow time for a consideration of the next steps within a positive management process.</p> <p>Behaviours which are included in this Category could result in suspension.</p> <p>Internal suspension (time out, supervised study by senior staff) will be used where it is considered to be a more effective sanction for the individual pupil.</p> <p>Alternative sanctions which could be considered: Behaviour Contract Level 2, 3, and 4; loss of all school privileges (temporary or permanent); Vice-Principal/Principal Report.</p>
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<p>Stage 3</p> <p>Very Serious Indiscipline</p>	<ul style="list-style-type: none"> • <u>Physical assault on pupil or staffmember;</u> • Vandalism; • Misbehaviour likely to bring the school into disrepute, e.g. plagiarism of coursework; • Possession of illegal substances; • Possession of dangerous weapons; • <u>Repeated bullying, truancy, smoking (including e-cigarettes and vaping);</u> • Serious immoral conduct including abuse of internet; • Distribution of indecent material; • Persistent misbehaviour; • Foul language addressed to a member of staff; • Publication of malicious, threatening or offensive material on internet/mobile phone; • Assault on another pupil. 	<p>Behaviours within the category belong within the most serious level and carry not just suspension but referral to the Board of Governors with the possibility of expulsion.</p> <p>There is a requirement to report to Social Services and the PSNI: Possession of illegal substances; Possession of dangerous weapons; Serious abuse of the internet/mobile phone, including the distribution of indecent, malicious, threatening or offensive material</p>
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6.4 In the event of a pupil being placed in detention, parents will be given twenty-four hours notice of when the detention will take place; parents should sign the detention notice which will give the reason for and time of the detention period, to indicate that they are aware of the detention. **Parents should note that the notice is for information only and not seeking parental permission.** When a pupil fails to return a signed detention notice without good reason, a second detention will be issued.

6.5 *Suspension and Expulsion:*

6.5.1 When a misdemeanour is of a serious nature or all other sanctions imposed have not succeeded, a pupil may be suspended from school. Parents will be asked to meet with the Principal or Vice-Principal to discuss the suspension.

6.5.2 Suspension may also be considered:

6.5.2.1 Where the Principal judges that a pupil is causing serious problems for organisation and discipline within the school.

6.5.2.2 Where the Principal judges that a pupil's continued presence is infringing the rights of other pupils to be taught and to learn.

6.5.2.3 Where the Principal judges that a pupil's presence is placing unreasonable physical or psychological demands on a member of staff, thereby infringing their rights to a safe, healthy working environment.

6.5.2.4 Where expulsion is being considered.

6.5.3 Expulsion of a pupil is the ultimate sanction for very serious misbehaviour. The Board of Governors reserve the right to decide what actions constitute such behaviour.

7. Conclusion

- 7.1 Cambridge House Grammar School seeks above all to promote good Behaviour for Learning through the reinforcement of its ethos as a caring, listening school. Its primary aim is to negotiate difficulties initially with the pupil, then by involvement of parents. Through cooperation and consideration of the concerns of each party, it is hoped that the college can promote a safe, purposeful learning environment.
- 7.2 The Behaviour for Learning Policy is reviewed annually by the staff. Copies are made available to the Board of Governors for review each year. Parents, pupils and staff are consulted on the policy through a biennial school audit and the Student Council will be asked to review the policy annually.

Signed:



Principal

Signed:



Chair of Governors

Date:

14/11/2023