



**STUDIO  
SCHOOL**  
ISLE OF WIGHT

## Behaviour for Learning Policy: IOWSS P1.6

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Adopted by Governing Body:

To be reviewed:

Policy Links:

- Health and Safety policy
- Behaviour policy
- *(This policy should be read in conjunction with the school's procedural guide lines for tackling incidents of racist harassment)*

## **BEHAVIOUR FOR LEARNING POLICY**

The purpose of this booklet is to tell you about the ways in which the Isle of Wight Studio School encourages your child to behave well, work hard and be successful.

It also tells you what will happen when your child does not behave well.

We hope that you will find this booklet useful and that you will help us make the Isle of Wight Studio School a safer and happier place to learn and work.

The term 'Parents' refers to Parents, Guardians and Carers throughout this policy.

### **Remember**

The purpose of our Behaviour for Learning Policy is to improve our staff's ability to teach and your child's ability to learn.

The emphasis is on praise and support for the vast majority of students who deserve it. It cannot work fully without your support.

**Mr R White**  
**Headteacher**

## BEHAVIOUR FOR LEARNING POLICY

At the Isle of Wight Studio School our policy for behaviour involves staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

### 1. Our policy is based on the premise that:

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Each participant in this partnership needs to be aware of these standards
- Every student is entitled to equal treatment

### 2. Acceptable behaviour

- Includes respecting others
- Includes listening to and responding to teachers
- Includes avoiding conflict with others

2.1 Above all it means students accepting responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

2.2 It is part of our policy at the Isle of Wight Studio School that every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, a Behaviour for Learning Policy has been developed which contains Classroom Rules and Corridor Rules - your child is entitled to be taught in classrooms free from disruption and to be able to walk about school free from harassment.

2.3 We also have a system that brings rewards to those who behave well. Letters are written by staff and those achieving the highest standards will receive a letter of commendation from the Headteacher. Good News Notes and termly certificates acknowledge students for having made an improved effort.

The three elements of: Rewards  
Rules are the 'Keys to Success'  
Consequences

form the basis of the discipline plan and is the foundation of our Behaviour for Learning Policy at the Isle of Wight Studio School.

2.4 Any student breaking our rules will be choosing a corresponding consequence - the rules and consequences are as included in this policy.

2.5 Parents will be informed by letter, email or telephone of any serious misbehaviour. In the most serious cases students may be sent home (excluded) and parents invited into school to discuss the situation. Parents play a vital role in the Behaviour for Learning Policy and we pledge to keep you informed should your child be giving cause for concern.

## BEHAVIOUR FOR LEARNING POLICY DOCUMENT

### 3. Aims

The aims of the Policy are to:

1. Clarify what is meant by 'good behaviour' to all members of the school community.
2. Encourage a positive learning environment where children behave well towards each other, and their teachers, and where effort, hard work and good behaviour are rewarded.
3. Ensure that all staff motivate their students by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way.
4. Ensure that all staff have an important role to play in encouraging good behaviour.
5. Ensure that students, staff and parents have a clear understanding of the consequences of misbehaviour.
6. Encourage all students to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

## 4. RESPONSIBILITIES

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school i.e. parents, staff, Governors and students.

### 4.1 Staff Responsibilities are to:

- abide by the Home School Agreement
- treat all children fairly and equally
- raise the self-esteem of all children and develop their full potential
- provide challenging, interesting and relevant lessons appropriate to the age and ability of all students
- create a safe and pleasant environment
- use rules and sanctions, outlined in the Isle of Wight Studio School Behaviour for Learning Policy, clearly and consistently
- form good relationships with parents
- share concerns about a child's education, welfare and behaviour with the parents

### 4.2 Students' Responsibilities are to:

- abide by the Home School Agreement
- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework to the best of their ability
- follow the Isle of Wight Studio School 'business attire' uniform correctly at all times during the school day. Students should arrive and leave school correctly dressed
- wear a conventional hairstyle and have no unusual piercings (including facial piercings or spacer earrings) and/or tattoos
- attend school and to arrive on time

### 4.3 Parents' Responsibilities are to:

- abide by the Home School Agreement
- support the Isle of Wight Studio School Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' Evenings and support school functions
- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child arrives at school, on time
- not take their child on holiday in term time
- ensure their child is dressed appropriately for school
- ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos (including facial piercings or spacer earrings)
- ensure their child has the time, space, encouragement and support to complete independent learning and all coursework to the best of their ability.

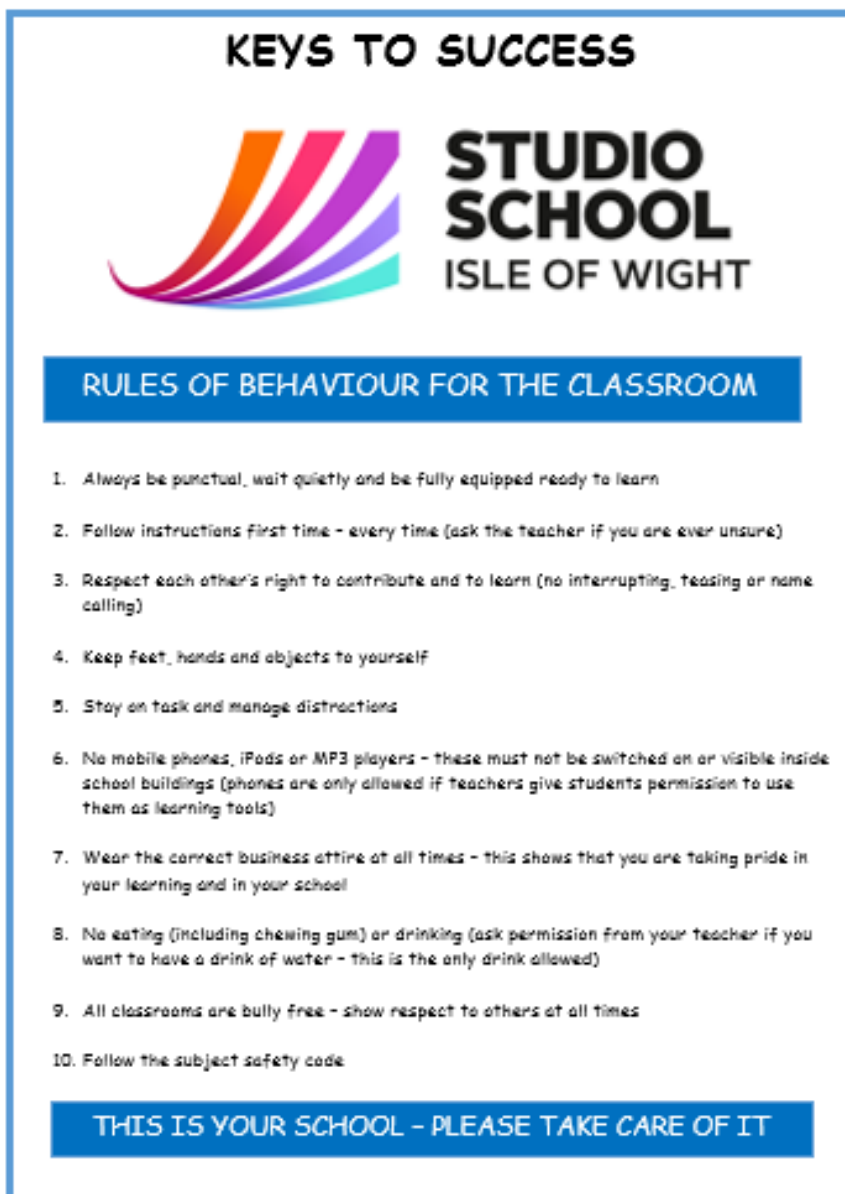
## 5. RULES

To help us achieve our aims we have agreed (following consultation with students) a set of rules for around the school - these form part of our Behaviour for Learning Policy and students are expected to follow this code at all times.


5.1 These rules are entitled 'Keys to Success' and are listed below:

### Keys to Success - Rules of Behaviour for the Classroom

These rules are displayed in each teaching room.



**KEYS TO SUCCESS**



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**RULES OF BEHAVIOUR FOR THE CLASSROOM**

1. Always be punctual, wait quietly and be fully equipped ready to learn
2. Follow instructions first time - every time (ask the teacher if you are ever unsure)
3. Respect each other's right to contribute and to learn (no interrupting, teasing or name calling)
4. Keep feet, hands and objects to yourself
5. Stay on task and manage distractions
6. No mobile phones, iPods or MP3 players - these must not be switched on or visible inside school buildings (phones are only allowed if teachers give students permission to use them as learning tools)
7. Wear the correct business attire at all times - this shows that you are taking pride in your learning and in your school
8. No eating (including chewing gum) or drinking (ask permission from your teacher if you want to have a drink of water - this is the only drink allowed)
9. All classrooms are bully free - show respect to others at all times
10. Follow the subject safety code

**THIS IS YOUR SCHOOL - PLEASE TAKE CARE OF IT**

## 5.2 Corridor Rules

The following rules are displayed in the main routes of the school.

**CORRIDOR RULES**



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1. Obey staff instructions without comment
2. Walk in an orderly fashion. No loitering
3. Wear business attire correctly at all times
4. No running or shouting
5. No bullying, teasing or name-calling
6. No eating or drinking (including chewing gum)
7. No mobiles, iPods or MP3 players in the corridors at any time

**THIS IS YOUR SCHOOL  
TAKE CARE OF IT**

## 6. REWARDS

Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be communicated to the Form Tutor.

At the Isle of Wight Studio School, we believe that children are motivated to learn by praise, reward and celebration of achievement. Some of the rewards that we use are given below:

### 6.1 Rewards

- Praise
- Certificates
- Good News Notes
- Headteacher Commendations
- Verbal Praise – we all like to know when we are doing well and we hope that members of staff will tell students when their work or behaviour is good
- Contact home
- Various prizes and privileges

### 6.2 Years 10 to 11

Students are awarded Good News Notes representing one of the five 'Isle of Wight Studio School Values' – these values of Co-operation, Community, Excellence, Perseverance and Respect were chosen by the Isle of Wight Studio School students following consultation. They will be given a Good News Note to take home and it will also be recorded on BROMCOM.

Throughout the academic year students will be awarded small prizes for achieving a certain number of Good News Notes in each of the five Isle of Wight Studio School Values. At the end of each term, the following prizes and rewards will be given in Year Group Celebration Assemblies.

#### Each Term, each Year Group

1. Student of the Term - Student with the most Good News Notes in the term.
  - Certificate, voucher, invitation to a celebration breakfast and a special trip/event at the end of the year.
2. Pastoral Awards - Student with the most Good News Notes in each of the five Isle of Wight Studio School Values
  - Certificate, invitation to a celebration breakfast and special trip/event at the end of the year.
3. Curriculum Awards – Student with the most Good News Notes in each Faculty Area
  - Certificate and invitation to a celebration breakfast.



4. Student of the year – Student with the most Good News Notes in the year.
  - Certificate, voucher, trophy, invitation to a celebration breakfast and a special trip/event at the end of the year.
5. Form Group of the Term/Year – decided by Year Terms taking average effort of students, good News Notes & Class contribution to the Isle of Wight Studio School Values
  - Certificate and special event.

#### **6.4 Assessment Rewards**

Using the data from the termly report:

- Top 10 effort per Year – will receive a letter home and a certificate
- Top 10 achievement per Year – will receive a letter home and a certificate
- The Headteacher will also meet with these students.

#### **6.5 Form Tutor Commendations**

At the end of each term, Form Tutors will be asked to nominate one female and one male student from their form. This may be someone who has done something special during the term or can be given to someone who works consistently well in lessons and these students receive a certificate.

#### **6.6 Attendance**

Attendance Certificates will be awarded to students who achieve 100% attendance in a half term, a whole term and a full year. A 'special event' will be awarded to a form who achieves 100% attendance for a full week.

#### **6.8 Contact Home**

Staff may contact home to comment about good work, behaviour or improvement in effort.

#### **6.9 Headteacher's Commendations**


A Commendation Certificate is awarded for students who produce outstanding work. If the work is exceptional the student may be awarded a Headteacher's Commendation.

**6.10** Students are also rewarded for a variety of special achievements and efforts in the annual Prizegiving evening.

**6.11** Faculties offer awards and certificates for students who have demonstrated the Isle of Wight Studio School Values in their subject area. These are awarded weekly or each half term.

## 7. CONSEQUENCES FOR MISBEHAVIOUR IN A LESSON

The following are the consequences for inappropriate behaviour in the classroom. This will be displayed in each teaching room.



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## CONSEQUENCES

Consequence 1 (C1):	Verbal Warning
Consequence 2 (C2):	Verbal Warning
Consequence 3 (C3):	Disciplinary meeting
Consequence 4 (C4):	Removal from lesson to another room in the subject area followed by subject report and/or other appropriate consequences.

<b>Severe Clause</b>	Removed from class by Senior Staff
<b>For severe misbehaviour (including but not limited to fighting, vandalism, bullying, rudeness towards any member of staff)</b>	Likely Exclusion

**CONTINUOUS DISRUPTION OF OTHER STUDENTS  
LEARNING WILL LEAD TO YOU BEING EXCLUDED  
FROM SCHOOL**

## 8. SANCTIONS AND CONSEQUENCES

At times it is necessary to impose a sanction on students who have behaved in an anti-social way, or failed to work to the best of their ability. The following is a brief guide to the sanctions that are used:

## 8.1 Disciplinary meeting

We have clear rules of behaviour and we make no excuses for being strict with students who break these rules.

## 8.2 On the Corridor

Students must be properly dressed (including ties done up and shirt tucked in) and behaving appropriately. Mobile phones and earphones should not be visible.

## 8.3 In the Classroom

8.3.1 A warning will be given to any student who is misbehaving, if they do not settle a second warning will be given. If the student still persists in disrupting the lesson a disciplinary meeting will be issued for the following day. The student will receive a blue slip, which they should give to you, the parent, with the reason for the disciplinary meeting. All warnings and disciplinary meetings will be recorded on BROMCOM. It is the student's responsibility to show you the slip and get you to sign it. The student is then expected to attend the disciplinary meeting on the agreed date. The disciplinary meetings are initially held by the member of staff who set the disciplinary meeting, in order to resolve the misdemeanour. If the disciplinary meeting is escalated to management disciplinary this will be held centrally and the student will be expected to arrive at the meeting promptly. If the student refuses to go, they will automatically be placed in a Senior Leadership Disciplinary meeting which could result in isolation and then an exclusion.

8.3.2 Of course, there are times when a child cannot attend a disciplinary meeting on the day it is set, if this is the case:

- Students must bring a note to the Headteacher or Deputy Headteacher by the end of break on the day of the disciplinary meeting.
- Staff can only book students into a disciplinary meeting for the following day. If a student has a problem with this they follow the procedure above. The exception is where students have an authorising note to show they have a twilight session etc.
- Staff must specify what 'other' refers to on the back of the stub and the back of the part handed to the student, otherwise the disciplinary meeting is not valid.
- The student's name and form, and the staff name, must be clear on both parts of the disciplinary notification slip otherwise the disciplinary is not valid.
- Staff must ensure that the disciplinary slip is given directly to the student rather than placed in a pigeon hole etc.
- Students who fail to attend the disciplinary meeting will have to serve a lunchtime detention the next day from 13.20-14.00 as well as completing their outstanding disciplinary that afternoon.

Outstanding behaviour allows our staff to do their job well and ensure success for your child

## **8.4 Homophobia**

The Isle of Wight Studio School will not tolerate any homophobic comment directed at any student or member of staff. The following consequences will be used:

Generic homophobia – C3

Homophobia aimed at another student or member of staff, contractor or visitor on site – C4. An SIS is to be raised and then dealt with through the normal system.

## **8.5 Racism**

The Isle of Wight Studio School will not tolerate any racist comment directed at any student or member of staff. The following consequences will be used:

Generic racism – C3

Racism aimed at another student or member of staff, contractor or visitor on site – C4. An SIS is to be raised and then dealt with through the normal system.

## **8.6 Senior Leadership Team Disciplinary meeting 3.10 – 4.50**

A student who fails to attend a disciplinary meeting when called will automatically be given a SLT Friday extended disciplinary meeting.

These are equivalent to two 50 minutes sessions long (3.10 –4.50) and are held fortnightly. Parents would receive a letter informing them if their child is booked into a SLT extended Friday disciplinary meeting.

## **8.7 Loss of free time**

Students may lose their right to spend time with their friends at break and/or lunchtime. Examples of the reasons for this sanction are because the student causes problems at those times or leaves the site without permission. In extreme cases a student may be banned from the site at lunchtime and the parents expected to make alternative arrangements. This will be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

## **8.8 Punctuality**

Promptness to school is an important discipline for life. If a student arrives late without good reason they are missing teaching time and disrupting the lesson. If a student arrives late in the morning they will receive a 20 minute disciplinary meeting. Students are registered electronically every morning and for every lesson.

## **8.9 C4 Sanction**

8.9.1 Students may be excluded from lessons for serious misbehaviour e.g. disruption of the lesson. On such occasions the student will be sent to the Lead coach for that subject where they will stay for the remainder of the period or for less time should the student demonstrate that they are ready to return to their learning and follow the 'Keys to Success'. This will be considered a calming down period. The

Lead coach for the subject will make a decision:

- (a) The student will be excluded from the next lesson within the Curriculum Area
- or
- (b) The student will be placed on subject report for two weeks with parents contacted.

8.9.2 If poor behaviour continues the Lead coach will contact the parent and the student will be referred to the Deputy Head teacher for an SLT disciplinary meeting

8.9.3 Should a student be sent for an SLT disciplinary meeting on a regular basis, the learning coach will examine the reasons and see if the student needs support. In some cases the student and parents will meet to discuss this with a member of the governing body. Poor behaviour may be caused by difficulty in accessing the curriculum. Strategies to improve the behaviour in this case might be:

- Modify the curriculum
- Provide in class support
- In some cases, placing the student on the Special Needs Register to formalise the support
- Referral to an outside agency

8.9.4 Staff are asked to carefully keep to the sequence defined below when they have to deal with offenders:

## 9. All Teachers

1. The normal first step should be for the teacher immediately involved to deal with any indiscipline by using the agreed Behaviour for Learning Policy.
2. *If bad behaviour is frequent or more serious, the teacher should inform the Lead Coach, Form Tutor, Deputy Head teacher and Head teacher with a Student Information Sheet (SIS), once the student has gone through the agreed consequences.*
3. If a student's behaviour is dangerous or quite outrageous, the 'severe clause' should be invoked and a senior member of staff should be sent to collect the student. The teacher should send a written account of the poor behaviour on an SIS to the Lead Coach / Deputy Head teacher on the same day.

## 10. Support for Staff

### Lead Coaches

The Lead Coaches play a key role within the Behaviour for Learning Policy. The vast majority of behavioural issues that arise in school are Curriculum based and so should be dealt with using a consistent approach through the different Curriculum areas,

## 11. Aims

1. To enable the lead coach to play an active role in monitoring / effective behaviour in their Curriculum area.
2. To maintain a consistent approach, across Curriculum areas, for dealing with poor behaviour.

To ensure the above aims are met, the following procedures highlight what action needs to be taken by the lead coach when a student receives a C4 in a lesson.

- When a teacher reports a student to the lead coach, the first decision is whether the teacher needs advice on how to deal with the problem or whether the lead coach needs to see the student.
- If the decision is that the lead coach should see the student, a written report of the incident should be made by the lead coach and passed to the Deputy Head teacher with a copy to the form tutor. It is essential that Behaviour For Learning is discussed regularly at staff meetings.
- Lead coaches should support subject staff, follow up truancy from their lessons by phoning parents and completing an SIS sheet showing action taken.

## 12. SIS Route:

**STEP 1:** C4 incident in the classroom reported to lead coach of department. SIS completed by class teacher and given to lead coach of department on the same day.

**STEP 2:** Lead coach of Department writes the action to be taken as a result of the C4 on the SIS. Lead coach contacts the Deputy Head teacher for immediate information by either a photocopy of the SIS, note, phone call, email etc. or the original SIS is sent to cabinet in staff break out area for logging. It is intended that all this takes place on the same day.

## Procedures for the SIS Route

**STEP 2:** On receiving the information about a C4 the lead coach must decide the action to be taken.

- Minor incident** – student to be excluded within the Curriculum area from the next lesson. This allows time for the lead coach to speak to the student about the incident.
- Major incident** – student to be excluded for a day or part of the day with the Deputy Head teacher. This exclusion triggers a subject report for the student. The report is for a fixed period of two weeks.
- Whatever the outcome the lead coach needs to write the action to be taken on the SIS.

## 13. Subject Report

**13.1 Placing a student on report** – If a student needs to be placed on subject report, the class teacher should make contact with the parent / carer to advise them of the reason behind the decision and to discuss the targets that are to be set for the student. All Curriculum areas have the same subject report (see Appendices). The report should be completed in consultation with the student and can include up to four targets. The report should be filled in at the end of each lesson. **The report needs to be checked at the end of week by the lead coach of Department and sent back to the parent / carer for their acknowledgement.**

**13.2 Monitoring the report** – The progress of the student on report should be monitored by the class teacher and lead coach of Department.

**13.3 Continuation of poor behaviour** – If a student continues to misbehave whilst on report or their behaviour has not significantly improved by the end of the two week fixed period then the **lead coach of Department should refer to the Deputy Head teacher and the lead coach** of Department should contact the parent/ carer to explain the action to be taken.

## 14. Behaviour for Learning Posters

It is the responsibility of the lead coach of Department to ensure that all posters relating to the Behaviour For Learning Policy are present in all teaching rooms and Faculty / Department offices.

## 15. Monitoring Behaviour at Lesson Changeover

Lead coaches of Department, along with class teachers, need to be an obvious presence on the corridor to ensure a smooth calm start to every lesson.

## 16. Use of Internet sites

The use of internet sites including social networking sites to abuse staff or students is not acceptable; this includes creating a group or becoming a member of a group already established. This will be considered as bringing the school into disrepute and a serious consequence will follow such as an exclusion.

## 17. Fixed Term Exclusion

Any behaviour that is deemed, in the judgement of the Headteacher, to undermine the authority of a member of staff, will warrant an external exclusion. This would normally be for 1, 3 or 5 days but in exceptional circumstances could be up to 45 days in any one school year. Parents will be expected to bring the student back to school to be formally readmitted once the exclusion is finished.

Examples of behaviour which has led to fixed term exclusion include:

- threatening behaviour
- bullying
- repeated disruption to the learning process (disrespect to other students)
- behaviour deemed to undermine the good order of the school
- vandalism
- violence
- deliberate disobedience

## 18. Role of the School, Governing Body and Parents Where Behaviour is Causing Concern

We do our best to redirect students whose behaviour continues to cause concern. Parents will be involved in various ways.

- The student may be put on report and parents are expected to look at and sign the report every school day.
- Parents may be invited to meet the Headteacher, pastoral staff and a governor where it is felt that a student may be getting close to a permanent exclusion. The aim of this meeting will be to discuss past behaviour patterns and make it clear to the parent and student that behaviour must improve. Strategies for improvement will be discussed.



- Once a student accumulates a total of 15 days exclusion in one term or 45 days exclusion in one academic year there will be a governors' disciplinary hearing to consider the circumstances of the exclusion. The parents and student will be expected to attend. The student's complete behaviour record will be discussed. The governors can either uphold or overturn the Head's decision to exclude.
- Where an exclusion takes place the Chair of Governors and the Local Authority are automatically informed.
- A student excluded for a violent incident will automatically meet with two governors and will be expected to sign a behaviour agreement on readmission to school.
- If students are persistently disrupting the learning of other students in the classroom, they may be invited to meet a member of The Governing Body with their parents to discuss expectations and targets for the future.

### **19. Extreme Clause**

The Headteacher will invoke an extreme clause where staff or students safety is put at risk or the student's anti-social behaviour is so extreme that the school has no other alternative. In these circumstances, the Headteacher will decide on the appropriate punishment.

### **20. Permanent Exclusion**

20.1 The Headteacher may decide that permanent exclusion is necessary. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or severe misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
- Carrying an offensive weapon.

20.2 If a student is permanently excluded by the Headteacher a governors' disciplinary panel will be called and the parents, student and the school will be

expected to attend.

20.3 The Headteacher, supported by relevant staff will present the case for a permanent exclusion. The parents and student will be able to make representations to the school and governing body.

20.4 The governors can either:

20.4.1 Uphold the permanent exclusion

20.4.2 Re-instate the student

20.5 If the governors uphold the decision to permanently exclude, the parents can request a review in an Independent Review Panel.

Decisions the Independent review panel can make:

20.6 'Quash' the decision and direct the Governing Body to consider the exclusion again.

20.7 Recommend the Governing Body reconsiders the decision.

20.8 Uphold the exclusion

An Independent Review Panel cannot order re-instatement.

20.9 If a student is re-instated the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to school.

20.10 Fortunately permanent exclusions are very rare at the Isle of Wight Studio School.