



Climate for Learning Policy

Revision Schedule

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Climate for Learning Policy

Policy Statement

Our Ethos and Vision

Sir Thomas Fremantle School will be a school which has at its heart an ethos that thrives on trust and mutual respect. It will be a forgiving, secure and inspirational place which promotes confidence, humility and success.

To achieve this ethos Sir Thomas Fremantle School will have:

- ^ high aspirations and outstanding teaching leading to academic success
- ^ exceptional pastoral care and support for the holistic development of the individual
- ^ a clear sense of community and parental involvement within the school
- ^ a highly disciplined and well-mannered atmosphere based on a mutually respectful approach to teaching & learning.

Sir Thomas Fremantle School places relationships at the heart of education. The design and organisation of the school is being formed with this in mind and will create a strong support for learning.

Sir Thomas Fremantle School believes in establishing and maintaining a positive learning culture, where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect. We believe that establishing a calm, purposeful and respectful learning environment is a responsibility shared by staff, students and parents.

Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with respect, dignity and consideration. Our Climate for Learning Policy underpins the rights and responsibilities which are at the core of our beliefs as a school.

We believe in a restorative practices approach to the management of behaviour which focuses on building understanding between all members of our community and accepts that where conflict arises, our role as a school is to re-build relationships for the benefit of the individuals concerned and the school community as a whole.



Our Code of Conduct

The expectations listed below will form the basis of Sir Thomas Fremantle School Code of Conduct which all students, staff and parents will be asked to sign.

- ^ Bullying is not acceptable
- ^ The views of all members of the school community are equally valid as long as they are expressed appropriately and at a timely opportunity
- ^ Aggressive and insulting language towards anyone is not acceptable
- ^ All members of the school community take pride in their work
- ^ All students wear their uniform smartly at all times understanding and valuing their role as an ambassador for the school
- ^ Everyone should be considerate, respectful and punctual
- ^ Everyone attending, working in and visiting the school should be made welcome
- ^ Behaviour outside school, that is of concern to the school, will be dealt with by the school
- ^ Behaviour out of school, when on school visits and when representing the school, is expected to be as good as when at school
- ^ Students should conduct themselves in a calm and orderly manner when moving around the school.
- ^ The physical environment is respected by all and is cared for and respected at all times
- ^ All students and staff take responsibility for the physical environment
- ^ All property of others is respected at all times. All members of the community should be careful not to damage the property of others.
- ^ Smoking is not permitted on the school site or by any student wearing the school uniform or by anyone representing the school
- ^ Substances and items which are illegal, harmful or unsuitable are not allowed.

As a school, we value:

- ^ Honesty
- ^ Fairness
- ^ Trust
- ^ Loyalty
- ^ Tolerance
- ^ Diligence
- ^ Kindness
- ^ Politeness
- ^ Perseverance
- ^ Patience
- ^ Respect for others, for authority and for property

To ensure that high standards of behaviour are engendered in our students and maintained consistently throughout the school, the school expects all students, with parental support, to abide by the Climate for Learning Policy. Whilst acceptance of our policy is explicit through parental and student signature of the Home School Agreement and the Planner, attendance at the school is taken as implicit acceptance of our policy.

The school has a positive approach to managing behaviour, known as 'Climate for Learning', by which students are expected to take responsibility for their actions and behaviour and staff are expected to treat students in a way which supports and rewards positive behaviour.

Communicating the Climate for Learning Policy to the School Community

The school will ensure that students are aware that they are expected to adhere to the school values and high standards of behaviour. The Climate for Learning Policy and code of conduct are communicated through tutorial sessions, assemblies, information within the student planners and notices in classrooms. The policy will be published to parents once a year through the Newsletter and will be added to the school website. The school values its partnership with parents and expects parents to support the school in establishing and maintaining high standards of behaviour.

Linked Policies

The Governors have agreed a number of policies which are linked to the Climate for Learning (CfL) policy. These include:

- ^ Exclusion policy
- ^ Detention policy
- ^ Smoke free policy
- ^ Drugs & Alcohol policy
- ^ Use of force policy
- ^ Hand Held Electronic Device (HHED) policy

- ^ Confiscation Policy
- ^ ICT – Appropriate Use Policy

Copies of these policies are available on request.

Behaviour Outside School and When Using Technologies Including ICT

The school's behaviour policy allows the school to regulate students' behaviour where the students are not in school or in the charge of the school e.g. in the immediate vicinity of the school, on the journey to and from school or when clearly identifiable as a member of the school. Students may be outside school on school business including for example school trips and educational visits, college courses, sporting activities and work experience placements. In such circumstances, breaches of the behaviour policy will be dealt with as if they had taken place in school.

The behaviour policy extends to when students are using technologies including mobile phones and the internet. For behaviour outside school, but not on school business, including through the use of the technologies such as mobile phones and the internet, the school may discipline a student with a sanction, including an exclusion decided upon by the Headteacher, if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

The school will act in any case where the reputation of the school is brought into question by the behaviour of its students.

The Harassment of Staff

The harassment, abuse or intimidation of staff, both on and off the premises, including via the use of technologies such as mobile phones and the internet, is considered a serious breach of the school's behaviour policy. The school will discipline a student who breaches the school behaviour code in this way with a sanction, including an exclusion decided upon by the Headmaster.

The Code of Behaviour

We expect students to:

- ^ Attend school regularly.
- ^ Arrive in school and in class on time, ready to learn, with the correct equipment.
- ^ Comply with the uniform policy and wear the uniform correctly.
- ^ Comply with instructions from staff, including support staff.
- ^ Respect all people and not to discriminate against others based on race, religion, gender, sexual orientation or disability.
- ^ Respect and take care of the school premises, buildings and property.

- ^ Respect the property of other people in the school community.
- ^ Keep work areas and social areas tidy, clean and free from litter.
- ^ Focus on their learning, taking a pride in their work, including presentation.
- ^ Complete homework and coursework assignments on time and to the best of their ability.
- ^ Have due regard for the health and safety of others.
- ^ Comply with the health and safety procedures and instructions in lessons and around the building.
- ^ Move around the building in a calm, quiet, orderly and safe way.
- ^ Safeguard themselves and others by not leaning over or playing near the balcony or stairwells.
- ^ Use the social eating areas in a safe, orderly fashion.
- ^ Maintain safe practices in queues and large groups – with no play fighting, pushing or pulling.
- ^ Make visitors to the school welcome.
- ^ Provide good example of behaviour to students in younger year groups.
- ^ Maintain a high standard of behaviour, on the way to and from school, when representing the school as well as when clearly identifiable as a member of the school community.
- ^ Respect the school's neighbours and the local community.

The following behaviours are not acceptable:

- ^ Poor punctuality.
- ^ Truancy from school or from lessons.
- ^ Leaving the school premises during the school day without authority.
- ^ Refusal to comply with instructions.
- ^ Disruption of lessons.
- ^ Misbehaving in examinations.
- ^ Violence and threatening behaviour, either verbal or non-verbal.
- ^ Bullying and harassment, including cyber-bullying.
- ^ Racist, sexist and homophobic behaviour and language.
- ^ Misuse of technologies including mobile phones, ICT and the internet.
- ^ Taking unauthorised photographs on school premises.
- ^ Smoking on the premises and on the way to and from school.
- ^ Theft of property from the school, staff, visitors or students.
- ^ Destruction of property including malicious damage and graffiti.
- ^ Eating in areas not designated as eating areas; chewing gum in the school building.
- ^ Dropping litter.
- ^ Students endangering their own health and safety and endangering the health and safety of other members of the school community or those in the local community.
- ^ Bringing the reputation of the school into disrepute.
- ^ Lack of care and consideration for residents and businesses in the local community.

In addition the following are not allowed in school:

- ^ Alcohol, illegal drugs and substances (*see drugs & alcohol policy*).
- ^ Stand-alone electronic games, MP3, MP4 players, tippex, aerosol cans, and laser pens (*see HHED policy*).
- ^ Chewing gum, carbonated drinks – cans.
- ^ Cigarettes, tobacco, cigarette lighters, matches etc. (*see smoke-free policy*).
- ^ BB guns, pen knives, modelling knives, catapults etc.

Students bringing weapons onto site will be automatically excluded from school.

Rewards

As a school we believe strongly in the role of rewards in promoting and rewarding positive behaviour. Members of staff are encouraged to recognise and reward positive behaviour which supports the 'Climate for Learning'. Through positive feedback and support, it is our overall aim to encourage students to develop positive images of themselves and nurture a self-confidence that will allow students to feel responsible and committed towards their own learning, both in and out of the classroom.

The right sort of praise and support at an early stage can often avoid potential problems.

Recognition for Students

We feel that the following are worthy of recognition by staff.

Consistently good or improved standards of work

Good or outstanding pieces of work

Completion of homework

Effort in class

Good, Excellent and/or improved attendance

^ 100% - *Special recognition and attendance certificate*

^ 95% - *Letter home*

^ *Most improved -letter home*

Improved average effort grade

Outstanding effort or achievement in extra-curricular activities

Supporting aspects of school life - e.g. parents' evening, concerts

Service to the school or local community

Supporting the work of others in your subject

Contributing to form/year activities e.g. inter-form competitions

This list is not exhaustive.

The Nature of Rewards

It is recognised that as a new school, we have the ability to involve parents and students from the outset and review our rewards as the school develops. The rewards system is therefore as yet not fully developed, allowing for full involvement from students and parents.

The nature of praise and acknowledgement of achievement will change as students progress through the school, reflecting their various developmental stages. The rewards' structure will vary from Key Stage 3 to Key Stage 4 and Key Stage 5. The criteria for awarding achievement, however, remain constant throughout the school.

The House system is central to the rewards system at both Key Stage 3 and 4 and rewards will be available to both individuals and at whole House levels.

The achievements of each House will be monitored and published regularly and displayed. Form tutors will receive regular details of house points received by their own tutor group. This will give an overview of groups who are performing well and groups who are not receiving achievements, enabling us to identify and monitor more easily.

Effort

During each report cycle, staff members award an effort grade to each student. Grades available are 1,2,3,and 4 with 1 being excellent and 4 being unsatisfactory. The effort grades for all subjects are added for each student and an average calculated – Average Effort Grade. These will be displayed and will be used as a basis for rewards throughout the year.

The effort league will be reviewed by the Leadership Team after each reporting cycle and this will lead to the following actions:

- ^ Meeting with the Headmaster/Deputy Headmaster for the students with the highest average effort grade at each report cycle.
- ^ Reward letter & certificate from Headmaster for all students with effort scores of 1 in 5 subjects and nothing less than 2.
- ^ Meeting with students with an average effort grade of under 3 or a number of 4 grades. *This may involve a meeting with the student and their parent(s)/carer(s) and is in line with Class Charts*

Key Stage 3 Rewards

Positive feedback at Key Stage 3 is crucial to creating a positive work ethos and a positive Climate for Learning. Constructive communication between school and home helps in this aim.

The House system is central to the rewards system at both Key Stage 3 and 4.

Examples of praise and rewards:

Verbal recognition and praise

House points

House point letters home

Attendance letter home

Effort letter home

Headmaster's Tea

Individual House Shield

Winning House Cup

Winning House Term Dinner

Key Stage 4 Rewards

Positive feedback at Key Stage 4 is crucial to creating a positive work ethos and a positive Climate for Learning. Constructive communication between school and home helps in this aim.

Rewards trips

The school is committed to regularly reviewing and improving the rewards open to students and welcome suggestions from parents/carers, staff and students.

Sanctions

STFS have introduced Class Charts. This system allows the school to log, monitor, intervene and resolve any form of low level disruption. This will be regularly reviewed and students will be invited to meeting with their parents and the Headteacher to discuss reasons for behavior not meeting our expectations. Our primary focus is to allow teachers to teach and students to learn.

Staff are expected to be proficient in a range of low level strategies to de-escalate situations in school. Explicit training will be provided to all staff in using:

- ^ Discrete prompts as to the inappropriate nature of a student's behaviour (from teachers, in class support).
- ^ Use of body language and facial expression may be used appropriately.
- ^ Use of humour to defuse the situation.

- ^ Moved seat within the classroom environment.
- ^ A quick and quiet word outside the classroom (as the situation permits)

Where students choose not to respond to these prompts or in other ways breach the behaviour policy, then they must accept that consequences will be imposed.

Consequences form part of a student’s school record. There are a variety of sanctions, with the ultimate sanction being exclusion where the Headmaster considers this appropriate. Within the Climate for learning policy, there are stepped levels of recorded inappropriate behaviours ranging from C1 – through to C4, with a corresponding and proportionate levels of sanctions.

For more serious breaches of discipline the decision regarding which sanctions to impose will take into account a number of factors including: the nature of the incident, a student’s age and any special educational needs or disability they may have as well as the individual student’s behaviour record.

Within the school various staff have direct responsibility for managing the behaviour of students and ensuring that the smooth running of the school is maintained. All school staff are empowered to award house points and to determine sanctions subject to the following:

Type of sanction	Who can determine
One to one admonishment	All
Temporary removal from class or a group	Teacher
Confiscation of property	All
Additional work to be completed at home	Teacher
Withdrawal of access to the school’s ICT system	Subject Lead, SLT
Withdrawal of participation in a school trip or other educational visit	Headmaster / Deputy Headmaster
Withdrawal of participation in a sports event	Subject Leads, SLT, Learning Leader
Withdrawal of break or lunch-time privileges	All
Carrying out a period of community service e.g. either during social times or enrichment time	All
Detentions at break or lunchtime	All
Loss of enrichment time	Subject Leads, SLT, Learning Leader
Weekend detentions	Headmaster / Deputy Headmaster
Working in isolation for a fixed period of time	Subject Leads, SLT, Learning Leader
Fixed term exclusions	Headmaster
Permanent exclusions	Headmaster & Governors

**See the Detention policy for full details.*

Tracking Behaviour and Managing Persistent Breaches of the School Behaviour Policy

The school monitors breaches of the school climate for learning policy electronically. This enables the school to identify individual students with persistent poor behaviours. This is managed through Class Charts.

If a student is identified as continuing to misbehave by breaching the school's behaviour code, despite a range of strategies being used, the school will work on various behaviour management / restorative practice strategies to refocus the student.

Other than sanctions listed above, the school has various strategies to support students in changing their behaviour. The choice of which strategies to employ is based on an assessment of an individual student's needs but might include any of the following:

The school engaging with the parents

Regular reviews, including interim reports

Close monitoring including different levels of monitoring reports

Changing tutor group or teaching group

Discussion at a staff meeting or senior team meeting

Consideration by the SENCo in school

Blue 'cool down' card – Only given to a student following advice from the SENCo or SLT

Referral to a mentoring programme

Curriculum alternatives at key stage 4

Behaviour contract with student, parents and school

Pastoral Support Programme

Restorative justice or mediation meetings

Meeting with the governors' discipline committee

Referral to a specific support service such as the Education Welfare Service, Children's Services, Educational Psychological Service, Child Adolescent Mental Health Service

Intervention from an external behaviour team

Parenting contract or Parenting Order

A managed move to another local school with the consent of all parties, following the local Fair Access Policy

Exclusions

For detailed guidance, see separate policy on Exclusion.

Pastoral Support Programmes

If a student is considered to be at risk of permanent exclusion a pastoral support programme (PSP) may be recommended. This may be organised at the re-integration meeting.

CAF meeting

A Common Assessment Framework (CAF) meeting may be recommended where there is a range of support needed from internal and external teams or individuals or where it is felt that existing intervention has stalled or has not been successful.

The Discipline Committee

The Governing Body delegates its functions in respect of exclusions to a committee of governors, the Discipline Committee.

The Discipline Committee reviews all permanent exclusions and fixed term exclusions of more than 15 school days in one term (or which brings the student's total number of days of exclusion to more than 15 in one term) and, should parents request it, will meet to consider a fixed period of exclusion of more than 5, but not more than 15 school days in any one term.



We expect that our students will behave appropriately at all times. Where this is not the case, the following acts as guidance for staff and students.

Consequence Steps – Staff & Student Guide

C1	<p>To be given a green mark you may be:-</p> <ul style="list-style-type: none"> ^ <i>talking when the teacher is talking</i> ^ <i>distracting or disrupting the learning of others</i> ^ <i>failing to settle quickly to tasks set</i> ^ <i>not sitting where instructed</i> <p>As long as you settle back to your work / task, no further action will be taken. Green marks are not recorded on the school behaviour management system.</p> <p><small>Possible outcomes: Verbal warnings issued (usually no more than 2). You may be asked to stay behind and speak to the member of staff at the end of the lesson.</small></p>
C2	<p>To be given a yellow mark you may have:-</p> <ul style="list-style-type: none"> ^ <i>continued to disrupt the learning of others</i> ^ <i>continually been talking out of turn</i> ^ <i>repeatedly failed to settle to tasks or work se</i> <p><small>Possible outcomes: This will be recorded on the school behaviour management system. A note will be made in the planner / short detention (lunch/break) / restorative meeting with teacher. Opportunity to complete a restorative form and return to class.</small></p>
C3	<p>To be given an amber mark you may have:-</p> <ul style="list-style-type: none"> ^ <i>ignored repeated requests from your teacher</i> ^ <i>been argumentative or non-compliant</i> ^ <i>repeatedly disrupted the learning of others</i> ^ <i>refused to complete work</i> <p><small>Possible outcomes: This will be recorded on the school behaviour management system. You may be removed to another teacher (usually within the faculty) / loss of enrichment time for one or more days / letter home / subject report / restorative meeting with teacher</small></p>
C4	<p>To be given a red mark you may have:-</p> <ul style="list-style-type: none"> ^ <i>been removed to another classroom and not settled</i> ^ <i>exhibited serious behaviour which risked the safety of others</i> ^ <i>been violent or threatened violence towards a member of staff or a student*</i> ^ <i>been verbally abusive towards a member of staff or a student*</i> ^ <i>made homophobic or racist comments*</i> <p><small>* In or out of school</small></p> <p><small>Possible outcomes: This will be recorded on the school behaviour management system. Removal from faculty, loss of enrichment time for one or more days / letter home / subject report / restorative meeting / work in isolation / fixed term / permanent exclusion from school</small></p>

To be displayed in all classrooms and teaching spaces.

Climate for Learning Policy

Agreed by the Full Governing body

Signed by: Chair of Governors

Date

Signed by: Neale Pledger; Headmaster

Date

This policy will be reviewed annually in the Summer Term.