

# De–Young Group of Schools

*The school with standard, Character and Service...*



**DE - YOUNG**  
Comprehensive College



**DE - YOUNG**  
Nursery & Primary School

## Behaviour for Learning and Good Manners Policy

## **GUILDING PRINCIPLES**

In De-young Schools, we strive to provide a caring ethos where everyone in the school is able to maximise their academic performance and social development because they feel safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and academically.

The primary aim of our behaviour policy is to promote good behaviour for learning and good manners. We have school rules and the staff do not ignore the unacceptable behaviour, but having high expectations, being good role models and rewarding students enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions') This policy is designed to promote good behaviour rather than merely deter-antisocial behaviour.

## **RULES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR**

### **Students will be:**

#### **'Safe and Calm' around the school premises by**

- Ensuring that electronic equipment/phones/MP3s/earphones are out of sight in the school and are switched off. If seen or heard they will be confiscated and returned only to parents
- Leaving valuable or expensive items or large sums of money at home: the school does not accept responsibility for the loss or replacement of any valuable items
- Always wearing the correct uniform and observing the uniform code. The school does not tolerate excessive jewellery. One pair of plain stud earrings is allowed. Facial piercings are forbidden. Makeup, nail polish, acrylic nails and hair dye, hand ban are not allowed. Further information is described in the uniform policy.

#### **'Safe and Calm' in lessons by**

- Remaining silent and listening carefully when the teacher is talking in the class.
- Sitting in lessons according to the teacher's seating plan
- Remembering that the bell in lesson times is the teacher's signal to end the lesson, not your signal to move

#### **'Safe and Calm' in the Corridors by**

Observing the 'Corridor Code':

- Walking quietly and quickly while the period change over the jingled bell.
- Wearing the school uniform with waist cost, and no outdoor clothing in the building
- Showing good manners
- Adhering to the movement plan

**'Arriving on time' by**

- Arriving at the school no later than 7:40 a.m.
- Being punctual to all your lessons • Aiming at 97% attendance to school.

**'Ready to Work' by**

- Being properly equipped: a bag that fits A4 books, books, pencil case, pens, pencils, ruler, eraser, mathematics equipment, PE kit on a relevant day.
- Never eating or chewing in lessons.
- Always listening carefully, always doing your best.
- Putting your hand up if you wish to contribute to the lesson.

**'Taking Pride in Your Work' by**

- Doing your best.
- Looking after your workbooks and ensuring they are free from scribble.
- Underlining titles with a ruler set out your work neatly and date it.
- Meeting all your deadlines for classwork and homework.
- Knowing your most recent levels/grades, your target levels/grades and how to reach them.
- Acting on teachers' advice, commenting on the marking in the space provided.

**'Being Thoughtful of Others' by**

- Demonstrating the FIRST core values
- Encouraging good relationships with others.
- Being courteous at all times.
- Remembering that a classroom is always a place of learning.
- Not calling out in class; raise your hand to make a contribution.
- Encouraging everyone to work hard.
- Respecting and being proud of the environment, keeping it litter-free.
- Showing good manners and respect to all staff and visitors in the school, as well as to one another.
- Working together to ensure that everyone connected with the school is free from prejudice and bullying/ragging, including the inappropriate and hurtful use of the internet/mobile technologies, reporting any abusive language, aggression, homophobic, racist or sexist comments.

**Parents, Carers and Families will:**

- Support the school when reasonable sanctions to discipline a child have been used.
- Promote positive behaviour at home in order to have continuity between home and school.
- Share concerns constructively with the school.
- Attend meetings to discuss any concerns with your child's behaviour.

**The Management** has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The management may permanently exclude a child for repeated acts of anti-social/poor behaviour or a one off very serious act of unacceptable behaviour.

**The class teacher responsible for behaviour and safety will:**

- Lead arrangements for the implementation of the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.

## Anti - bullying/ Ragging Policy

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### Aims

- To ensure that all students will learn and grow in an environment free of intimidation and bullying/ragging
- To create a supportive, caring and safe learning environment for all students
- To ensure that all incidents are dealt with swiftly and effectively to ensure the well-being of all
- To clarify for staff, students and parents the expectations and procedures that are in place to ensure that De- Young School is a school where all can thrive

### What is Bullying/ragging

There are various types of bullying/ragging, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### There are various forms of bullying/ragging which include:

- 1) Physical – hitting, kicking, and taking of student belonging.
- 2) Verbal – name calling, teasing/tormenting
- 3) Emotional – excluding people, starting rumours, offensive gestures
- 4) Interfering with other's property e.g. stealing, hiding or demanding it
- 5) Cyber – on email, text, photo messaging, social networking. This includes forwarding/posting of retweeting something that is inappropriate
- 6) Bullying/ragging with regard to race/colour/culture/appearance/learning ability/gender/sexual orientation

## ROLES AND RESPONSIBILITIES

### All Staff

- To model high standards of personal and social behaviour and enforce expectations with students
- To respond to and deal with issues of bullying/ragging inside and outside the classroom
- To take all allegations of bullying/ragging seriously and to act upon the allegations in an appropriate manner

### Students

- All students have a role in ensuring that De - Young FIRST core values are demonstrated and adhered to at all times
- All students have a responsibility to report bullying/ragging to a disciplinary committee.
- No student should stand by and watch someone being treated unkindly. It is important that you speak up
- All students are expected to support each other and treat others how they would want to be treated

### **Parents**

- To be aware of how to report bullying/ragging
- To communicate with the school early if you have any concerns
- To attend meetings with the school as requested
- To support the school in ensuring it is an effective and successful environment where all are secure and able to learn effectively

### **Some signs a child may be being bullied**

- Changes in personality – may become withdrawn
- Feels unwell each morning
- Reluctant to attend school
- Sleep disruption
- Exhibits anxiety behaviours
- Begins to underachieve - Unexplained injuries

### **Sanctions**

- Allocated a place in the classroom by teacher
- Withdrawal from extra-curricular activities
- Parental meeting/phone calls
- Placement on report
- Set a punishment
- Permanent exclusion Verbal apology and assurance that bullying/ragging will not continue. Reconciliation between the parties involved. This is to be made in front of a member of staff.
- Written apology as above

Each case of bullying/ragging will be examined and the severity of the bullying/ragging taken into account when deciding upon the most appropriate sanction(s). Restorative justice should be used where possible, and an effective apology and reconciliation should take place. These can cure bullying/ragging in the most effective way, by making the aggressor confront their own behaviour.

## The required uniform for De - Young School:

Uniform should be worn smartly at all times. No coats, scarves, gloves or other outerwear should be worn at any time inside the building.

<p><b>Boys Secondary:</b> De - Young School waist cost De - Young School tie De - Young School shirt Plain Ox-blood trousers / short (ankle length and knee length) Plain black shoes and white soaks.</p> <p><b>Boys Primary School:</b> Pink checked Shirt Plain Pink short. Plain black shoes and white soaks</p> <p><b>Girls secondary:</b> De - Young School waist cost De - Young School tie De - Young School shirt Plain Ox-blood skirt / Pinafore (knee length) Plain black shoes</p> <p><b>Girls Primary School:</b> Check pink pinafore Plain black shoes and white soaks</p> <p><b>P.E. UNIFORM</b> Physical Education is an important and compulsory part of your child's education at De - Young School and is especially important in supporting your child to maintain their personal health and fitness. It is compulsory for students to wear the De - Young tracksuit during all lessons on the PE / Sports activities day.</p>	<p><b>Please note the following items are not allowed in school and are unacceptable school wear:</b></p> <ul style="list-style-type: none"><li>▪ Trainers, including black trainers (except for PE)</li><li>▪ Pumps or trainer designed shoes</li><li>▪ Boots</li><li>▪ Plimsolls or pumps</li><li>▪ Open toe, slingback or high heeled shoes</li><li>▪ Patterned tights</li><li>▪ Shorts or cropped trousers</li><li>▪ Short skirts</li><li>▪ Hooded tops</li><li>▪ Hats/caps</li><li>▪ Jeans or denim</li><li>▪ Cropped trousers, pedal pushers and leggings</li><li>▪ Sweatpants or jogging bottoms (except for PE)</li></ul> <p><b>Other general rules related to school uniform and appearance:</b></p> <ul style="list-style-type: none"><li>▪ Shirts must be tucked in at all times</li><li>▪ Top buttons buttoned</li><li>▪ Hair should be neat and tidy—no ostentatious hair styles or hair colour allowed. Hair should not have patterns or designs cut into it</li><li>▪ Boys must be clean shaven</li><li>▪ Ties must be done up properly</li><li>▪ No facial piercings permitted</li><li>▪ No lapel badges allowed apart from those which are issued by the school</li><li>▪ No face coverings allowed</li><li>▪ No nail varnish or false nails</li><li>▪ No eyebrow slits</li><li>▪ No items may be worn at any time that impedes or contradict with the schools uniform expectations.</li><li>▪ Belts should be black with a plain metal buckle</li></ul>
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### **Mobile phones, MP3 players and headphones/ earphones**

These items should not be used or seen at any time inside the building (including before and after school hours).

Mobile phones are expensive items and we advise that they are not brought into school. Should they be brought to school they should be kept in the student's bags throughout the school day and not used inside the building at any time (including before and after school hours). Students using phones in the building (lesson or corridor) risk having them confiscated and a parent will need to come into school to collect the item. Refer to the confiscation section of the Behaviour for Learning and Good Manners Policy.

## **Further Points of clarification of this policy**

1. Trainers and boots are not school uniform and should not be worn during the school day. Trainers can be worn when students are taking part in an organised sporting activity.
2. Shoes are defined as an item that can be re-soled; canvas or plimsolls footwear is not permitted.
3. Jewellery – the wearing of jewellery is not appropriate for school and is therefore not allowed. Students with pierced ears may wear one small discreet stud in each earlobe only. (These will need to be removed for PE lessons.)
4. Facial piercings are not allowed under any circumstances.
5. Necklaces must not be tucked under shirts and bracelets are not permitted.
6. Only school-type belts and trousers are permitted. Belts should be black with a simple buckle.
7. Mobile Phones – Mobile phones are expensive items and we advise that they are not brought into school. Should they be brought to school they should be kept in the student's bags throughout the school day and not used inside the building at any time (including before and after school hours). Students using phones in the building risk having them confiscated and a parent will need to come into school to collect the item. Refer to the confiscation section of the Behaviour for Learning and Good Manners Policy.
8. Makeup – natural, discreet make-up is allowed. No nail varnish of any colour is permitted. Nails should be natural and short in length. Acrylic or false nails may be damaged in school or cause damage to other students and are therefore not permitted.
9. Haircuts of extreme fashion or unnatural colours are not permitted. This includes, but is not limited to, reds, purple, blue, pink, extreme bleaching or any combinations where some sections of hair are very different from the rest. E.g. - red highlights, or a bleached blond section.

The school will remove any student from lessons who does not conform to our guidelines. It is the responsibility of the parent or guardian to ensure that the child is appropriately dressed upon arrival to school at all times.

### **Uniform infringements**

It is a professional responsibility of staff to be aware of students who are not wearing the correct uniform or who have brought in items which are not permitted and to take appropriate action.

If a student arrives at school without a correct uniform, without the authorisation of a signed parental or medical note, the staff (if the infraction is caught at the entrance of the school building) needs to take the following action:

The student will be sent home to correct their uniform to meet the standards of the school, they will be given a letter explaining the expectations of the school uniform. If agreed and possible the student will be loaned uniform to wear during this period. If a student arrives with a note from their parent or guardian detailing a specific issue this will be considered on each respective basis. Students will only be granted permission to attend school and with incorrect uniform for one day. After which, the student will be treated as attending school in incorrect uniform. At this stage, the parents will then be contacted to resolve the matter. Any note issued must be carried by the student at all times and shown to staff when asked.

If on the following day there is still no compliance, arrangements will be made to withdraw the student from lessons. Parents will be telephoned and asked to bring in the correct uniform for the student to change into on the day.

If there is further non-compliance, i.e. in excess of two days except where a reasonable arrangement has been made with parents, the infringement will be considered an act of defiance and further sanctions considered by the management and further action may be taken by the school in compliance with the behaviour policy.

Extremes of hairstyle, etc. are also not permitted and should be referred in the first instance to the management. Students who have arrived at school incorrectly dressed can expect to be detained and risk missing learning time.

## APPENDIX I – REWARDS AND SANCTIONS

### REWARDS

It is important that we find ways of rewarding good behaviour as well as sanctioning poor behaviour, all instances are linked to the FIRST sub values these underpin all aspects of school life.

Examples of student behaviour deserving of a classroom merit include:

- ✓ Well thought out and reasoned the response to questioning.
- ✓ Effort above and beyond expectation.
- ✓ High level of achievement in set work.
- ✓ A remarkable piece of homework.

The teacher will actively look for opportunities to award merits for positive behaviour or ‘public service’ in corridors and around the school. In this way, we reinforce the positive behaviours that we would like all the students to adopt.

FIRST value	Curriculum recognition	Environment recognition
<b>Focus</b>	Demonstrating good <b>focus</b> in lesson, being attentive	Conducting themselves in the <b>correct manner</b>
<b>Integrity</b>	Displaying <b>integrity</b> within the classroom, doing what is morally right	Doing what is <b>right</b> at all times, placing litter in bins and be ready for the next lesson
<b>Respect</b>	Should be <b>respectful</b> of others and themselves	Displaying <b>respect</b> for others beliefs, emotions.
<b>Self-determination</b>	Exhibit <b>self-determination</b> to succeed in a learning environment	<b>Managing</b> their own actions so that they help others
<b>Teamwork</b>	Show ability to be a good <b>team worker</b>	Supporting the tutor group and others through <b>teamwork</b> within school life

Praise and rewards should have an emphasis on encouraging students to participate, perform and progress. Staff members are encouraged to use the following methods of providing students with satisfaction and pride in their achievements:

- ✓ Praise should be issued for each lesson –consistent acknowledgement for attaining the FIRST values is important.
- ✓ Positive comments are written in books/appropriate comments on report books
- ✓ Nomination for awards in the termly rewards assembly.
- ✓ Displays of students work around the school.
- ✓ Praise in assemblies including performances.
- ✓ Positive communication with school and home for a particular piece of work/homework.

- ✓ Badges for roles of responsibility.
- ✓ Positive communication to other school members highlighting a student's achievement.
- ✓ Reward visits and educational trips.

## **SANCTIONS**

Most students actually obey the rules: that is how schools function. The system for rewarding good behaviour has been outlined. The system for discouraging poor behaviour is outlined below.

### **Level 1 - First warning – a public warning**

A student who breaks a classroom rule will be given a public warning. This will be done in a non-confrontational manner. Most students will stop misbehaving at this stage. *The public warning may be written on the whiteboard.*

### **Level 2 – Teacher Sanction**

A student, who has broken two rules or the same one twice, will face a consequence. The teacher may choose to issue a sanction. The sanction may range from missing break or a 10 minutes punishment at the end of the school day without notice to parents. Examples, of breaking rules includes:

- Failing to follow instructions.
- Leaving class without permission.
- Behaviour which disturbs the learning of others.
- Failing to submit two pieces of homework.
- Ignoring instructions.
- Making silly noises or hurtful remarks.

### **Level 3 – Removal from class to another area within the Learning Area**

If a student reaches three warnings in any one lesson, s/he should be referred from the classroom and placed inside the agreed Learning Area 'referral room' classroom.

Examples of the type of behaviour this may cover includes:

- Rudeness
- Lack of class work
- Persistent disruption
- Inappropriate remark to other students
- Answering back
- Damaging school's/student's property
- Harmful/offensive name calling
- Throwing objects

*Sanctions that can be issued depending on the severity of the behaviour*

Classroom Teacher – 20-minute punishment

Subject Leader – 40-minute punishment

#### **Level 4 - whole school sanction**

Sometimes - hopefully rarely a student will behave in a manner that is totally unacceptable and would be classed as gross misconduct – e.g. fighting, threatening behaviour towards staff or swearing at or in the presence of a teacher. If this happens the teacher will send a message to the management team to remove the student. The removal this time will usually involve the student being out of lessons for the rest of the day whilst the incident is being investigated.

**Having items not permitted on the school site:** stink-bombs, lighters, cigarettes, e-cigarettes, laser pens. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, and inappropriate or that may compromise safety.

**Bringing dangerous Items also banned:** fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas). Students found in possession of ‘banned’ items will have them confiscated and it is likely the school will involve the Police. The school has the authority to ‘dispose’ of banned items.

**Being aggressive, abusive or showing other inappropriate behaviour on or off-site.** Please remember that whenever you are in school uniform you are representing the school and the school expects all students to contribute to the positive reputation of the school; whether in school uniform or not.

**Having a sexual relationship** (sexual relationships between students under the age of 16 are against the Sexual Offences Act 2003).

**Malicious accusations against a member of staff that are proved unfounded,** dependent on the severity of the accusation and the distress caused.

**Bullying/ragging or cyber bullying/ragging** (whether done on or off-site).

**Criminal activity** (whether done on or off-site).

**Gambling on or in the vicinity of the school premises.**

**Knowingly bringing a ‘trespasser’ onto the school site;** serious damage to school or other property.

**Any significant breach of health and safety** on or off the school premises.

#### **Review:**

The policy will be reviewed in line with the school’s review cycle. However, governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

## **Conclusion**

We are committed to working supportively with parents and aim to contact parents at an early stage if we have any cause for concern. Equally, we recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever possible will support parents in this process. We strive to put emphasis on the positive aspects of our students and look for the good to raise their esteem and self-worth and will contact parents to inform them of achievements and give positive information. The school's behaviour management policy is designed to ensure effective learning and help students to be good citizens and happy, confident and considerate young people who have developed a strong moral code to guide them through life.