



Scholarly Behaviour Policy

Approved by the Governing Body on	09/10/2018
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East London Science School - Scholarly Behaviour Policy

1. Principles

Education places high expectations, both moral and intellectual, on pupils and the staff who work with them and shape them.

East London Science School holds the highest expectations of all pupils, irrespective of their ability or background. Central to the idea of scholarly behaviour is the high aspirations pupils have of themselves morally as well as intellectually. We expect pupils to want to learn and to take their learning seriously because they take themselves seriously, knowing that we will help them to do it.

Staff at ELSS expect all pupils to work extremely hard with a positive attitude, both within their time at the school and throughout their future lives. Pupils' efforts should always be concentrated on the quality and quantity of work they are producing. No pupil comes to the school 'ready-made', so it is the staff who are required to lead by example and model what scholarly behaviour looks like at ELSS.

To develop scholarly behaviour, pupils must:

- Arrive on time in perfect school uniform looking proud to be an ELSS pupil;
- Enter the school politely and calmly with the right equipment and attitude;
- Follow staff instructions at the first time of asking and avoid any distractions from learning;
- Work hard in all lessons and complete all work to the highest possible standard;
- Move around the school sensibly and calmly at all times;
- Take every opportunity to learn in and out of lessons;
- At all times aspire to be well educated in demeanor, disposition and achievement;
- Do not bring the good reputation of the school into disrepute.

The following policy outlines measures in place in order to:

- Promote good behaviour, self-discipline, manners, politeness and respect;
- Ensure all pupils complete assigned work to the best of their ability;
- Contribute to the creation and maintenance of a culture of being well educated.

This policy has been written in alignment with the following national guidelines and education law:

Behaviour and Discipline in schools, Advice for head teachers and school staff, Department for Education, January 2016;

The Education and Inspections Act, 2006.

2. Pupil Expectations

Good discipline is essential to ensure that all pupils can benefit from the opportunities provided by the education offered at ELSS. An ELSS pupil should be a young person who is knowledgeable, hard-working, polite and well mannered. In order to uphold and promote high standards of scholarly behaviour, the five core expectations – ‘The Line’ that pupils will be held to account on are:

1. **Punctuality**- Pupils are expected to turn up to school and lessons on time;
2. **Politeness**- High expectations are placed on pupils’ use of language and the manner in which they speak to adults and each other.
3. **Uniform**- Pupils are expected to wear the correct uniform at all times;
4. **A pen**- Without one, pupils cannot produce the expected standard of work;
5. **Quality and quantity of work**- A high standard of class work is expected. Class teachers check work at the end of every lesson.

Details of these and other expectations can be found below:

A. Arrival at the beginning of the day

Pupils will be greeted at the front door between 08:00 and 08:30 by a senior member of staff who will check uniform. If pupils fail to meet the strict expectations of the ELSS Uniform Policy then sanctions will be imposed. Pupils may be sent home to retrieve items of uniform and change before returning to school.

Lateness is not tolerated at ELSS for any reason. There are no exceptions. Parents or carers must phone the school office if pupils are likely to be late, but sanctions (e.g late detention) may still be applied.

B. Expectations during and between lessons

- Arrive to all classes on time with all equipment and look ready to work to a high standard;
- Take your education seriously - complete all work to highest standard of knowledge, neatness and presentation;
- Move quickly to all lessons, then line up politely and enter room as directed to seat specified by your teacher;
- Participate in lessons by thinking seriously, putting hands up and not calling out;
- Wear the correct uniform at all times and look and be proud to be part of ELSS;
- Respect other pupils, their work and belongings at all times;
- Be polite and helpful to pupils, staff and visitors to the school – hold doors open for others and use appropriate and formal language when talking to pupils and staff;
- Stand up when member of staff or visitor enters the room and speak to all staff and visitors in a calm, respectful and polite manner;
- If leaving the classroom pack up and stand behind chairs in silence and leave in an orderly manner when told to do so by your teacher;
- No chewing gum or eating in lessons.
- Technology is to be used for educational purposes only, as directed by your teacher;
- Contribute positively to keeping the school environment clean and tidy;
- Do not leave the building unless directed to do so by a member of staff;

C. Expectations when travelling to and from ELSS

Pupils must be aware that school rules still apply on the way to and from the school. ELSS pupils wear a distinctive uniform so they are easily recognised in public. They must contribute to a positive public image of the school at all times, in or out of uniform and school hours.

- Arrive at school promptly before 08.30 and start working or reading;
- Wear your uniform correctly and with pride;
- Adhere to the school behaviour expectations when travelling to and from school
- Be polite and courteous to members of the public, especially on public transport;
- Be polite and courteous to pupils and staff from other local schools.

D. Expectations for Uniform and Equipment

At ELSS we pride ourselves on our smart, striking uniform. High standards of presentation are required at all times when wearing the school uniform. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from school.

If pupils fail to meet the strict expectations of the ELSS Uniform Policy then sanctions will be imposed. Pupils' uniform will be checked on entry to the school. Pupils may be sent home from school if they are not wearing the correct uniform.

It is imperative that pupils are well organised and bring the correct equipment to school, especially their books and pens and other essential equipment. Sanctions will be applied for pupils who fail to bring the correct equipment to school.

E. Expectations when not in uniform

Pupils must understand that their behaviour before or after school, during weekends or holidays can lead to a sanction at ELSS if it is deemed that their behaviour brings the school into disrepute or poses a threat to another children or members of the public.

F. Mobile Phones

Mobile phones are expected to be turned off and put away out of sight during the school day including break and lunch time. Staff can allow pupils to use phones for specific educational reasons e.g to take photographs on an enrichment trips, but this is carefully monitored. If mobile phones are seen or heard at any time during the school day, they will be confiscated by the member of staff and handed to the Head of Year. The length of confiscation is at the discretion of the HoY or SLT.

G. Prohibited Items

None of the following are allowed at any time. Note, this list is not exhaustive:

- Knives and weapons
- Dummy/replica weapons
- Alcohol
- Illegal drugs
- Any other drug that is not being used for authorised and prescribed purposes.
- Stolen items
- Tobacco
- matches/lighters
- Fireworks
- Inappropriate images/ videos
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

High-level sanctions will be issued by the Principal to pupils found in possession of any of these items or contributing to their misuse.

H. Retaliation

ELSS does not accept pupils' right to retaliate. Retaliation is completely unacceptable and will be treated as an incident in itself, regardless of the nature of the provocation.

3. The role of the staff

All staff should have the highest expectations of each and every pupil as their educational leaders. The approach from ELSS staff is firm, and rigorous without being overly mechanistic; it takes imaginative intent to take our pupils with us.

Staff have statutory authority to discipline pupils whose behaviour falls below the standard which is expected of them, who fail to produce work of a high enough standard, or who fail to follow a reasonable instruction.

At the discretion of Principal, staff also have the power to:

- Use reasonable force;
- search pupils' clothing and bags (without consent) for prohibited items and to confiscate pupils' property;
- examine any data or files on an electronic device if they think there is good reason to do so,
- discipline pupils when traveling to and from school and while on school visits or residential;
- impose a detention outside of school hours (e.g. Saturday).

Only the Principal of a school can exclude a pupil (either fixed-term or permanent) and this must be on disciplinary grounds.

If a behaviour incident has affected a member of staff, or member of the public, if appropriate, a meeting between the parties will be called at an appropriate time.

The Principal has the right to report specific incidents to the Police that are criminal in nature or that may affect the safety of others.

4. The role of Parents/Guardians

We expect staff, parents and pupils to be aware of and support our high scholarly expectations. Sanctions are applied by staff in accordance with the policy and are issued to ensure pupil behaviour is driven by the highest educational expectations.

Parental consent is not required for detentions, but the school will endeavour to inform parents as soon as possible when they are set. Please be aware that pupils can be kept in detention up to 17:30 on any weekday, including the same day an incident has occurred.

If a pupil is on a report card or behaviour plan, we expect parents to monitor and sign on a weekly basis. Regular contact is expected to be made between the parent and the form tutor/HoY or designated member of SLT. If on occasion, pupils and parents do not agree with the reason for a sanction being applied, it is still the expectation of the school that the pupil complies with the sanction given. The school is happy to arrange a meeting to discuss any concerns regarding these matters, but our hope is that parents will support and work with us to get the best out of our pupils. If parents are still not satisfied with an outcome, they should arrange an appointment with the Principal. A copy of the complaints procedure can be found on the school website.

5. Rewards

The ethos of academic achievement at ELSS is built upon the foundation of hard work. The expectation is that pupils take their education seriously and grasp the importance of an excellent attainment, attendance, punctuality and behaviour record without the need for specific incentives.

There are a number of other important ways in which staff can reward pupils for effort and achievement:

Half-Termly	Subject badges for attainment in tests or improved results. House competitions.
Annually	Subject prizes, Whole School Prizes and Governor Prizes for high attainment or substantial improvement in results. These are given out at our annual Prize Giving Celebration

6. Sanctions

The first and most important method of dealing with a behaviour incident is for staff to model and, where necessary, explain how to behave responsibly and appropriately. In conjunction with this, staff use the following sanctions to deal with varying degrees of pupil misdemeanour:

Group A	Group B	Group C
<u>The Line</u> 1. Punctuality 2. Politeness 3. Uniform 4. Pen 5. Quality and quantity of work.	1. Low level disruption within a lesson 2. Low Level Disruption outside of a lesson	Serious breach of the school behaviour policy.
Teachers to reiterate expectations and reprimand pupil for crossing 'The Line'. 30min centralised detention. (max 2x 30minute in one day) Serious uniform breaches may result in pupils sent home to correct or retrieve uniform or a fixed term exclusion.	Pupil reprimanded by teacher and explained why a detention will be set. Confiscation of items eg mobile phone (to be handed to HoY) HoD (B1) or HoY (B2) to arrange 30min/ 60min detentions Use of subject or year group report cards.	SLT sanctions: a) Removal of pupil b) Community service c) SLT Saturday detention d) Fixed term exclusion e) Permanent exclusion If a pupil is at risk of permanent exclusion, a behaviour plan will be put in place to monitor and record incidents and progress against stringent targets.

The following paragraphs provide more detail and context to the sanctions used by staff at ELSS.

Detentions

The school building at the Clock Mill is open from 08:00 through to 17.30. Detentions are allowed to be set during this time without specific notice. Parental consent is not required for detentions although the school endeavours to phone and explain the reason for the detention with parents.

Remove Room

The Remove Room is generally used as a last resort before exclusion or when a pupil's behaviour is persistently disrupting teaching or other pupils' learning. The remove room is manned by a member of staff and strict rules apply to the standard of pupils' behaviour and work.

Behaviour Plan

Pupils who are at risk of a permanent exclusion are placed on a Behaviour Plan. This home-school agreement monitors their behaviour, quality and quantity of work in order to demonstrate progress on a number of strict and quantifiable targets. Regular meetings with the pupil, parent and Vice-Principal occur to monitor progress towards the plan.

Alternative Provision

The principal also has the power to direct pupils off-site for education in order to help improve their behaviour. More information regarding the use of Alternative Provision can be found in *Alternative provision, Statutory Guidance for Local Authorities*, DfE, 2013.

Inclusion Unit

East London Science School has set up its own Inclusion Unit for pupils at risk of permanent exclusion. Pupils are referred by SLT and HoYs and undertake an intensive half termly course with a reduced timetable, focusing on core subjects and addressing concerns regarding behaviour, attendance, uniform and attitude to work.

Fixed-Term Exclusion

Only the head teacher of a school can exclude a pupil (either fixed-term or permanent) and this must be on disciplinary grounds due to a serious breach of the behaviour policy. A fixed-term exclusion would normally be between 1 and 5 days, but in exceptional circumstances, it could be up to 45 days within any one school year. Work should be set for exclusions through the HoY. Parents are informed by telephone and formally in writing. For a fixed period exclusion of more than five school days, the governing body must arrange suitable fulltime education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion.

It is important that after a period of fixed-term exclusion that the Principal and/or Vice-Principal meet with the parents and pupil in order to plan for their re-integration back into school. Once a pupil accumulates a total of 15 days exclusion in one term or 45 days in the school year, a governors' disciplinary hearing will be convened to consider the circumstances of the exclusion and to make recommendations to the Principal. The parents and pupil are expected to attend.

Permanent Exclusion

The Principal may decide that a permanent exclusion is necessary in very serious cases. This may apply, but is not limited to, one or more of the following situations:

- Allowing the pupil to remain in school would be seriously detrimental to the education or welfare of others in the school;
- Persistent defiant behaviour.
- Bullying, including homophobic or racist bullying.
- Serious actual or threatened violence against a pupil or member of staff,
- Sexual misconduct,
- Possession, supply or use of an illegal drug,
- Carrying a weapon.

The Principal must apply the civil standard of proof, (i.e. 'on the balance of probabilities' it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

If the Principal recommends a permanent exclusion, the Chair of Governors and the Local Authority are informed immediately. The local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

A governors' disciplinary panel will be convened and the parents, pupil and school will be expected to attend. Parents have the opportunity to make representations to the governing body about the exclusion. The governors can either:

- a) Uphold the permanent exclusion
- b) Reinstatement the pupil

If the Governors uphold the decision to exclude, the parents can request a review by an Independent Review Panel.

Where parents believe that the exclusion constitutes disability discrimination under the Equality Act 2010, they may make a claim to the First-tier Tribunal. A claim to the Tribunal may be in addition to, or as an alternative to, a request for an IRP. The governing body of the school must notify the parents of their right to ask for an IRP and their right to request that an SEN expert is appointed to attend the review. The governing body must also notify parents of their right to make a claim to the First-tier Tribunal on the grounds of disability discrimination.

Following its review the Independent Review Panel can decide to:

- a) uphold the exclusion decision;
- b) recommend that the governing body reconsiders their decision, or
- c) quash the decision and direct that the governing body considers the exclusion again.

If the Governors reinstate a pupil, the parents and pupil will meet the Principal on the next school day after the hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to school.