

# Slough and Eton Church of England Business and Enterprise College



**A Member of Slough and East Berkshire C of E  
Multi Academy Trust**

## Behaviour for Learning Policy

Owner:	Mr Martin Culkeen
Ratified by Governing Body:	<i>James MB Savage</i>
Date Ratified:	November 2023
Date Policy to be reviewed:	Autumn 2024

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## 1. Aims, Ethos and Vision

At the heart of our behaviour policy are the words of Jesus, 'I have come in order that you might have life – life in all its fullness'. Together with our school mantra of Work Hard, Be Nice, No Excuses and our C.H.R.I.S.T like values we aim to provide an environment where student conduct is exemplary and this policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying (See Anti Bullying Policy)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or any other form of discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons

- Chewing gum
- Aerosol cans
- Alcohol
- Illegal drugs
- Stolen items
- Vape pens and vape fluid
- Tobacco and cigarettes, including filters and papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## **4. Roles and responsibilities**

### **4.1 The governing body**

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **4.2 The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **4.3 Staff**

All staff are responsible for:

- Implementing the behaviour for learning policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Informing parents/carers about behavioural issues and working with parents/carers to help resolve these
- adhering to the school's mantra of Work Hard, Be Nice, No Excuses

The Senior Leadership Team will support staff in responding to behaviour incidents.

### **4.4 Parents/carers/Carers**

Parents/carers are expected to:

- Support their child in adhering to the Home/School Agreement and the Student Code of Conduct as mentioned below.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with school staff promptly

## **5. Student code of conduct**

Students should adhere to the school's mantra of Work Hard, Be Nice, No Excuses. All students and parents/carers must sign the Home/ School Agreement at the beginning of each year a copy of which is in the student planner. (Appendix 1)

At all times students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

## **6. Rewards and sanctions**

Students should be praised for positive behaviours to serve as a good example and reinforce good practice to others. Good behaviour, especially where a student has gone out of their way to be particularly helpful towards staff or others, will be rewarded as appropriate.

### **6.1 Rewards**

Positive behaviour will be rewarded with but not limited to:

- Verbal praise
- Written praise (planner)
- Postcard home
- Text message
- Verbal and non-verbal praise
- Positive phone call home
- Subject achievement awards
- Awards Evening
- Positives points awarded on ClassCharts
- Other departmental and Head of Year rewards
- House Rewards – Big and Mini Bash
- Lunch with the Headteacher
- Rewards trip
- Special responsibilities/privileges

### **6.2 Sanctions**

Undesirable behaviour is dealt with using an appropriate sanction. Repeat offenders will be given stronger sanctions. Sanctions can include but are not limited to:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Contact with home e.g. text, telephone, note in planner
- Clean up or repair the mess / item
- Moving seat in the classroom
- Confiscation of items for parents/carers to collect
- Break time detention, up to 10 minutes
- Lunchtime detention, up to 20 minutes
- Daily Report to teacher/ form tutor / HoY / SLT
- Sending the student to work in another classroom (parking)
- Contact with home e.g. text, telephone, note in planner
- After school detention, up to 1 hour (teacher/ form tutor / SLT)
- Parental meeting with Head of Department/ Head of Year
- Pastoral Support Plan (led by Head of Year)
- Withdrawal from social time for a fixed number of days
- Internal Isolation (Focus Room)

- Offsite Exclusion at another local school
- Fixed Term Exclusion
- Referral to outside agencies (e.g. Haybrook College, Police)
- Paying for damage
- Parental fines (attendance & punctuality)
- Permanent Exclusion

### **6.3 Internal Isolation – Focus Room**

We will use Internal Isolation (Focus Room) in response to serious or persistent breaches of this policy. Students placed in the Focus Room will be expected to complete the same work as they would in class. In the Focus Room students work in silence and complete the work sent to them from their class teachers. Lunch is delivered to the Focus Room. Opportunities to visit the toilet are organised for when the rest of the school is in lessons.

### **6.4 Offsite Exclusion**

This is normally given before a fixed term exclusion. The student will spend a fixed amount of time (usually between 2 – 5 days, (in extreme circumstances this can be longer)) in the isolation unit of another local school. On their return the student has a readmission meeting with parents/carers and a member of the Senior Leadership Team, the student is then on report to that team member until that report shows that 3 consecutive days of good behaviour has been maintained.

### **6.5 Fixed Term Exclusion**

Incidents of a more serious nature will be dealt with using a fixed term exclusion. Parents/carers will be informed of the fixed term exclusion by letter and usually a telephone call. Students who have been excluded from school for a fixed term period will not usually return to lessons until a successful readmission meeting has been attended by both the parents/carers and the student. Readmission meetings are conducted by the Headteacher or another member of the Senior Leadership Team and the student must be wearing full school uniform. During a fixed term exclusion students must be in the home under the direct supervision of the parents/carers during the hours of 8.30am to 3:00pm every day. Excluded students must not be on or near the school site. The school will make arrangements for work to be provided for the excluded student to complete at home. The completed work must be brought into school on the first day back.

### **6.6 Governors’ Intervention Committee**

When a student has received several fixed term exclusions and improvements are not being made despite the school’s interventions the student may face a governors’ intervention committee. The committee will be made up of 1 or more governors and the Headteacher or Deputy Headteacher in charge of behaviour. The student and their parents/carers will be informed of the issues the student is presenting, the interventions and sanctions already tried and the possible outcome, potentially permanent exclusion, if no improvements are made.

### **6.7 Permanent Exclusion**

The decision to permanently exclude a student rests with the Headteacher alone and applies to all students in the school including Sixth Form. This will potentially occur if:

- A student has incurred a number of fixed term exclusions and is clearly persistently and deliberately refusing to accept or comply with school rules and staff authority.
- A student seriously and deliberately injures another person or endangers life or seriously harms school staff or property e.g. theft, arson, major vandalism.
- A student commits a criminal act.

Before a student is permanently excluded, as many possible interventions and sanctions as is practicable will have been tried. However, the most important thing for the school is the uninterrupted education and safety of the student and staff body and consequently there will be times when permanent exclusion is the only solution.

### 6.8 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the journey to or from school.

### 6.9 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for dealing with allegations of abuse against staff, or for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 7. Behaviour management

Management of behaviour is in the first instance the responsibility of the member of staff responsible for supervising the student(s) at the time that the incident occurs; for example in lesson time this would be the classroom teacher, and at break times this will be the member of staff who is on duty in the relevant area of the school. There is a clear process for dealing with behaviour issues and all staff are expected to be consistent with consequences as outlined in the one page policy (Appendix 3).

### 7.1 Classroom Management

Classroom management at Slough and Eton is guided by the principles of Pivotal Education. *“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.* (Paul Dix, Pivotal Education)

At Slough and Eton we want to ensure we maintain an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning.

Our classroom model is based on the **Five Pillars of Pivotal practice**:

<b>1</b> Consistent Calm Adult Behaviour	<b>2</b> First Attention for Best Conduct	<b>3</b> Relentless Routines	<b>4</b> Scripting Difficult Conversations	<b>5</b> Restorative Follow Up
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*(Adult Behaviours “When the adults change, everything changes” (Pivotal Education))*

### 7.2 Expectations of Adults

**Consistent adult behaviour will lead to students consistently conforming to our expectations**

Adults should:

- Be calm, show humour, show empathy, be consistent, reflect on their practice, catch students being positive, recognise and praise good conduct publicly, be confident and smile, aim for ‘win/win’ situations and de-escalation

We do not expect to see

- Aggression, shouting, negativity, losing control, adults creating 'power struggles' or humiliation.

**We expect every adult to:**

- 1) Meet and greet students
- 2) Use positive language related to C.H.R.I.S.T and the school mantra
- 3) Maintain a calm and respectful approach with students

**Heads of Year understand their responsibility to create a positive climate in their Year group areas.**

**We expect all Heads of Year to:**

- 1) Meet and greet, walk around and be visible in their Year group area
- 2) Go into lessons to catch students being positive
- 3) Be visible at lesson changeovers and social times
- 4) Work with staff to support restorative conversations

**Curriculum Leaders understand their responsibility to create a positive climate in their subject areas.**

**We expect all Curriculum Leaders to:**

- 1) Meet and greet, walk around and be visible in their curriculum area
- 2) Go into lessons to catch students being positive
- 3) Be visible at lesson changeovers and social times
- 4) Work with staff to support restorative conversations

**We expect Senior Leaders to:**

- 1) Be a visible presence around the site every morning to meet and greet students on their arrival
- 2) Be visible at lesson changeovers and social times
- 3) Carry out regular learning walks to support, coach and model expectations

**We teach positive behaviour for learning through:**

- reinforcing the Slough and Eton's C.H.R.I.S.T like values
- referencing the school mantra of Work Hard, Be Nice, No Excuses in lessons, in tutor time, at changeovers and at social times
- scripted conversations
- restorative conversations
- modelling positive behaviour on a daily basis
- House assemblies
- student leadership programmes

**Some of the strategies we use to establish readiness for learning and maintain a positive climate are:**

- meeting and greeting
- high staff visibility at changeover times giving attention to positive behaviour, not negative
- using non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- using a space within the classroom to allow a student to have "thinking time"
- Being assertive. Being assertive is being able to communicate your needs in a way that is:
  - Being in control
  - Being clear



- Being decisive with clear conviction
- Being direct
- Being polite and fair

### **7.3 De-Escalation**

De-escalation of inappropriate student behaviour by staff avoids low level behaviours escalating and becoming more serious.

When students are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the student can get back on track without giving attention to the negative behaviour. If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the student and deliver a “script”. Staff will create a script that they feel comfortable with. An example of this could be:

- 1) I’ve noticed that .... (you are not ready to learn), reference previous good behaviour
- 2) I need you to ..... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)
- 3) I know you can do this/..you are better than this/ /thank you for listening

### **7.4 Restorative Conversations**

Where issues between staff and students were not resolved a restorative conversation needs to take place between the two parties. This could be supported by another colleague or line manager. This should take the form of a coaching conversation for the student. It should take place at the earliest opportunity, before the two parties are scheduled to meet again. Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- Ask the student what happened and why they made the choice to behave like that.
- Ask the student who they think was affected by their behaviour.
- Ask them what they could have done differently, what would they do to avoid the same situation happening again
- Ask the student what you could have done differently.
- Agree strategies, goals, targets with the student for the future.
- Ask the student if they have anything they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

### **7.5 Reasonable Force**

Should the situation demand it, for example where injury to a person (including the student concerned) or significant damage to property is likely to happen, staff are permitted to use reasonable force i.e. reasonable in the circumstances meaning using no more force than is needed. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Where possible staff should send for help rather than attempting to use reasonable force themselves, unless the staff member concerned has undertaken recent (within 2 years) Team Teach training.

All incidents of the use of reasonable force should be reported in writing to the Headteacher as soon as possible.

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

### **7.6 Confiscation of student property**

Any prohibited items (listed in section 3) found in a student's possession will be confiscated. These items will not be returned. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate. Where appropriate confiscated items will be kept in the school safe until parents/carers are able to collect them.

Searching and screening students is conducted in line with the Department of Education's latest guidance on searching, screening and confiscation. From time to time the school will require students to undergo random screening by a walk-through or hand-held metal detector. Any member of staff can screen students. If a student refuses to be screened, the school may refuse to allow the student entry into the premises. If a student fails to comply with screening and the school does not allow the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

School staff can search a student for any item if the student agrees. The Headteacher and all members of the Senior Leadership Team have a statutory power to search students without consent where there are reasonable grounds for suspecting the student may have a prohibited item.

There must be two members of staff in attendance during a search, one to undertake the search and the other to act as a witness. At least one of the members of staff must be of the same gender as the student. The extent of the search will include clothing and possessions. The person conducting the search may not require the students to remove any clothing other than outer clothing. Parents/Carers should be informed when and why a search has taken place.

### **Mobile telephones and other personal items:**

Students are allowed to bring in their own devices onto site to be used at break and lunchtimes at their own risk. When a student misuses their devices, for example having a mobile phone out in class, it will be confiscated and returned to the student that day. It will be placed in the school safe at reception for safe keeping. For repeated incidents of mobile phone misuse the phone will be confiscated, placed in the safe and not returned until a parent or carer comes into school to collect it.

### **Jewellery**

Students are permitted to wear a watch and a pair of stud earrings. All other jewellery will be removed for lessons. Students wishing to get any piercings should do this at the beginning of the 6 week summer holiday so that jewellery can then be removed for the PE lessons.

### **7.7 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's SENCo will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, SEBDOS, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **7.8 Provision**

The Student Support Unit provides support for students with significant social, emotional and or mental health difficulties. Students who have been sanctioned as part of the school's Behaviour for Learning Policy may complete their sanction in the Focus Room and they will receive support to reflect on their behaviour.

Social skills work, ELSA work and mentoring will take place during the school day and after school hours as determined by the needs of the students and staffing availability. Individual support will be offered to selected students in areas such as counselling, anger management and low self-esteem. Where a student persistently displays challenging behaviours the Head of Year may place the child on a Pastoral Support Plan (PSP). Parents/carers, the student, teaching staff and where appropriate representatives from external agencies contribute to the plan. The PSP is usually reviewed weekly and lasts no longer than 6 weeks.

Vulnerable students may be placed in the Personalised Learning Room (PLR), which accommodates a small number of students at any one time and offers short to medium term placements. Here, students receive a high level of specialist support and a personalised timetable. Every child in the PLR has an Individual Education Plan (IEP) that is reviewed half-termly. As with the PSP (above) all stakeholders are invited to contribute to the IEP.

Students who are at risk of permanent exclusion may be referred to Haybrook College for a short-term or long term placement on a specialist course that is intended to address their specific difficulties.

## **8. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. All staff receive annual refresher training on behaviour management, which is delivered by member of the senior leadership team. Selected staff have been trained in de-escalation and positive handling techniques through Team Teach. Selected staff are able to access training from SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service). A staff training log is kept by the school.

## **9. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the governing body annually. At each review, the policy will be approved by the governing body.

## **10. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E-Safety policy
- Attendance policy
- SEN policy
- Drug Policy
- Anti-Bullying Policy

# Appendix

## Appendix 1: Written statement of behaviour principles

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour for learning policy is understood by students and staff

Students are helped to take responsibility for their actions

Parents/carers are involved in the follow up of behaviour incidents to foster good relationships between the school and students' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

## Appendix 2: Home School Agreement

### Home - School Agreement

Slough & Eton Church of England Business & Enterprise College recognises that the partnership between home and school is vital to ensure the success of every student.

#### **To achieve the best possible outcomes, students agree that they will:**

- attend school every day and arrive at registration on time with the right attitude for learning
- wear school uniform correctly and bring the correct equipment each day
- be good ambassadors for the school on the journeys to and from school and on many trip or visit.
- behave well in and out of class and meet all the school's expectations.
- show respect and care for others and their property.
- be responsible for all their possessions and not bring into school expensive items or large sums of money.
- care for their planner and record all homework and important details in it.
- meet all deadlines for handing in work.
- take an active part in school life including attending extra-curricular clubs and lessons.
- pass all letters and notes to parents/carers on the day they are issued.
- talk with parents/carers and teachers about any concerns in school
- adhere to the e-Safety Policy as displayed in the ICT classrooms and on the school website
- report any concerns about the safety and behaviour of other students
- do everything possible to promote a positive relationship between home and school.
- make use of digital platforms to keep up to date with their studies

#### **With regard to the use of the school's IT systems students will:**

- ensure their IT username and passwords are safe and secure – they will not share them, nor will they try to use any other person's username and password.
- not disclose or share personal information about themselves or others when on-line.
- immediately report any unpleasant or inappropriate material or messages or anything that makes them feel uncomfortable if they see it on-line.
- not use the school systems for personal or recreational use (including email) unless they have permission.
- not use the school systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing or video broadcasting (e.g. YouTube) unless they have permission.
- not access, copy, remove or otherwise alter any other user's files without the owner's knowledge and permission.
- be polite and responsible when they communicate with others
- not take or distribute images of anyone without their permission.
- only use their own personal devices (mobile phones, USB devices etc.) in school if they have permission and in accordance with school policies.
- not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others.
- not try to use any programmes or software that might allow them to bypass the filtering or security systems or cause damage or disruption to the school systems.
- immediately report any damage or faults involving equipment or software.
- not tamper with, disconnect, attempt to repair or damage school equipment.
- not install or attempt to install or store programmes of any type on any school device, nor will they try to alter computer settings.
- only use social media sites with permission and at the times that are allowed.

- ensure that they have permission to use the original work of others in their own work.
- will not try to download work which is protected by copyright (including music and videos).

**To achieve the best possible outcomes for our students parents/carers agree that they will:**

- support school policies
- take an active interest in all aspects of their child’s school life
- see that their child attends school every day, on time and properly equipped.
- communicate to school all relevant information which may affect their child’s work or attitude to learning
- notify the school if, for any reason, their child cannot attend school.
- ensure their child follows the school’s behaviour policy and support associated action taken by the school.
- encourage learning outside of school, provide suitable facilities to learn, and encourage their child to have the right attitude to learn.
- attend parents/carers’ evenings, student support meetings and other occasions at which their presence is required.
- do everything possible to promote a positive relationship between home and school.
- read the weekly and other communication which the school sends home.



**To achieve the best possible outcomes for our students, the school will:**

- have the highest expectations for the academic success of all students.
- provide a safe and stimulating environment for your child.
- offer a broad and balanced curriculum to students of all abilities.
- encourage all students to take responsibility for their own learning, feel proud of their achievements and enjoy being a student at the school.
- keep home informed about your child’s progress and general school matters.
- insist that all students observe the school’s behaviour and anti-bullying policies.
- set and mark homework regularly and provide suitable facilities at the school.
- assess students’ work and provide regular targets and guidance on how to improve.
- do everything possible to promote a positive relationship between home and school.


**I agree to uphold and support the Slough & Eton Church of England  
Business & Enterprise College Home - School Agreement**

	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
<b>Student</b>			
<b>Parent/Carer</b>			
<b>School (Form Tutor)</b>			

## Appendix 3: One Page Policy


 <b>Slough and Eton</b> <b>Behaviour Policy One Page Summary</b> 	
<b>Work Hard Be Nice No Excuses</b> <i>Adult Behaviours "When the adults change, everything changes" (Pivotal Education)</i>	
<b>Christ like Values</b> <i>Jesus Said, "I have come in order that you might have life – life in all its fullness"</i>	
<b>C</b>	<b>Communication:</b> Jesus drew large crowds to hear his teachings; he told stories that are relevant today, and spoke sayings that are part of common vocabulary. He was a skilled communicator.
<b>H</b>	<b>Honesty:</b> Even when Jesus was put on trial before being crucified he did not lie. He opted to 'speak the truth in love'.
<b>R</b>	<b>Responsibility:</b> Jesus noticed and did something about people who had less than others. He fed the 5,000, healed the sick, and was trusted by so many people that they left their everyday normal and chose to follow him.
<b>I</b>	<b>Initiative:</b> Jesus was creative in the way he led his team of disciples, and in the decisions he took. He led people into living in a radically different way and was prepared to take risks in doing this.
<b>S</b>	<b>Success:</b> 2,000 years later and the religion that developed out of Jesus' teachings is followed by billions of people. His values and teachings are considered transformative which is remarkable for a man who didn't travel more than 100 miles from his home town.
<b>T</b>	<b>Tolerance:</b> In a society where people who were different were treated as outcasts, Jesus triumphed the cause of the downtrodden. He epitomises someone who treats everyone with equality and fairness.
<b>Expectations of Adults</b>	
<b>Adult Should</b> Be calm, show humour, show empathy, be consistent, reflect on their practice, catch students being positive, recognise and praise good conduct publicly, be confident and smile, aim for 'win/win' situations and de-escalation  <b>Adult behaviours we do not expect to see are:</b> Aggression, shouting, negativity, losing control, adults creating 'power struggles' or humiliation.	<b>Expectations of all staff</b> We expect every adult to: <ol style="list-style-type: none"> <li>1. Use positive language related to the work hard, be nice, no excuses mantra and the C.H.R.I.S.T. values</li> <li>2. Use the visible consistencies</li> <li>3. Meet and greet students with a smile</li> <li>4. Maintain a calm and respectful approach with students</li> <li>5. Praise in public. Correct in private</li> </ol>
<b>We expect all leaders to:</b> <ol style="list-style-type: none"> <li>1. Meet and greet, walk around and be visible in their Year group area</li> <li>2. Go into lessons to catch students being positive</li> <li>3. Be visible at lesson changeovers and social times</li> <li>4. Work with staff to support restorative conversations</li> <li>5. Model the visible consistencies</li> </ol>	<b>We expect senior leaders to:</b> <ol style="list-style-type: none"> <li>1. Be a visible presence around the site every morning to meet and greet students on their arrival.</li> <li>2. Be visible at lesson changeovers and social times</li> <li>3. Carry out regular learning walks to support, coach and model expectations</li> </ol>
<b>Dealing with Low Level in Class Behaviour</b>	
<b>Steps</b>	<b>Actions</b>
1	Reminder A reminder of the three simple rules (Work Hard, Be Nice, No Excuses). Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Warning A clear verbal warning delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
3	2 <sup>nd</sup> Warning Record on Class charts (Keep the child 2 minutes at the end of the lesson + move seating position if needed) Speak to the student privately and give them a final opportunity to engage. Offer a positive choice, refer to previous examples of good behaviour. (Log as minor disruption)
4	Removal from the lesson (Parked in another class Log on Class Charts as major disruption) Park the student in another class using the departments parking rota. Call walkabout if needed. Keep the child back at break or lunch time for a more formal meeting.
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## Appendix 4: Reward Policy One Page Summary



# Slough and Eton

## Rewards Policy One Page Summary



***Work Hard Be Nice No Excuses***

*Staff Behaviours "When the adults change, everything changes" (Pivotal Education)*

**Christ like Values**  
*Jesus Said, "I have come in order that you might have life – life in all its fullness"*

<b>C</b>	<b>Communication:</b> Jesus drew large crowds to hear his teachings; he told stories that are relevant today, and spoke sayings that are part of common vocabulary. He was a skilled communicator.
<b>H</b>	<b>Honesty:</b> Even when Jesus was put on trial before being crucified he did not lie. He opted to 'speak the truth in love'.
<b>R</b>	<b>Responsibility:</b> Jesus noticed and did something about people who had less than others. He fed the 5,000, healed the sick, and was trusted by so many people that they left their everyday normal and chose to follow him.
<b>I</b>	<b>Initiative:</b> Jesus was creative in the way he led his team of disciples, and in the decisions he took. He led people into living in a radically different way and was prepared to take risks in doing this.
<b>S</b>	<b>Success:</b> 2,000 years later and the religion that developed out of Jesus' teachings is followed by billions of people. His values and teachings are considered transformative which is remarkable for a man who didn't travel more than 100 miles from his home town.
<b>T</b>	<b>Tolerance:</b> In a society where people who were different were treated as outcasts, Jesus triumphed the cause of the downtrodden. He epitomises someone who treats everyone with equality and fairness.

**Reward Expectations of Staff**

- We expect staff to notice when students are doing well and trying hard
- We expect staff to reward students when they do good work especially when this is over and above
- We expect staff to reward all forms of over and above behaviours

**Reward Expectation of Students**


- We expect students to try their best and collect rewards
- Realise their positive efforts contribute to their house as a whole
- Work hard for their house

**Ways students get rewarded**


Positives on  
ClassCharts

Positives  
=  
HousePoints

House Rewards



**Individual Rewards**



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## Appendix 5: Expectations for Success

### Expectations for Success

#### Presentation

##### CW or HW

##### Title

##### Date

Rule off from last piece of work

Write in blue or black ink

DIRT activities in purple ink

Diagrams in pencil

File or stick in loose paper

**Never** graffiti your work/book

We expect all students to maintain a high standard of appearance.

Full school uniform should be worn each day including to and from school as well dressed students are good ambassadors for the School.

Jewellery is not permitted, except for one pair of plain studs or sleepers in ears and a wristwatch.

No nail varnish or make up is allowed.

Shaved heads or extravagant haircuts are not permitted and only natural hair colours are allowed.

All items of school uniform listed below should be clearly marked with the student's name.

All items of necessary clothing should be suitable for school (e.g. no belts with large buckles).

The uniform includes:

#### **Uniform**

Black single-breasted blazer with the school badge (sewn on the left breast pocket) - to be purchased from school

Black V-neck jumper (optional)

House tie - to be purchased from school

Black skirt or trousers, of formal convention cut in a plain material (no skinny fit)

White plain school shirt (tucked into trousers or skirt)

Sensible, flat formal black shoes (no trainers or trainer like shoes/boots)

Black or white hijabs (worn appropriately) Black or white taqiya/topi (Muslim prayer hat)

Black or white socks only

Outside coat (no hoodies, tracksuit tops, and leather or denim jackets)

#### **PE Kit**

##### **Every lesson students in Year 7 – 8 MUST have**

##### **(regardless of injury):**

Red polo shirt (with school logo)

Long black socks

Black trousers or shorts (with school logo)

Black jumper (with school logo)

Trainers

##### **Every lesson students in Years 9 – 11 MUST have**

##### **(regardless of injury):**

Plain white polo top (with collar)

Plain black trousers or shorts

Plain black jumper (no hood)

Trainers

#### **Sport/weather specific requirements:**

For certain sports students MUST also have studded boots (rugby, football), gum shields (rugby, hockey) and shin pads (football, hockey).

A plain black beanie hat and black gloves for cold weather is optional and can be purchased from any local shop (no logos).

A plain black baselayer for cold weather can also be worn under a student's PE kit and can be purchased from any local shop.

#### **Other important information:**

As outlined above, all students must bring their PE kit regardless of injury.

Students without correct kit are expected to wear loan kit provided by the PE department.

School shoes may never be worn to participate in PE lessons.

Long hair must be tied back with a hair bobble.

All jewellery will be removed for lessons. Students wishing to get any piercings should do this at the beginning of the 6 week summer holiday so that jewellery can then be removed for the PE lessons.

A parental note for non-participation in the lesson is required, however students will still be involved in the lesson by coaching or umpiring.

Parents/carers need to ensure all garments are clearly labelled with their child's name and tutor group.

The PE jumper should not be worn as part of the normal school uniform.

**The Headteacher is the final arbiter on matters of uniform and appearance**



## Slough and Eton Scripted Conversations



### **Moving students to their lessons**

You are not making enough progress to your lesson,  
you need to be walking there faster,  
Remember - no excuses.  
Thank you.

### **Untucked shirt**

Your shirt has come untucked  
You need to look smart  
Remember – no excuses  
Thank you.”

### **Removing coats**

You have your coat on,  
coats are not allowed in class,  
Remember – no excuses.  
Thank you.

### **Chewing gum**

You are chewing gum  
It is not allowed in school  
Remember – no excuses  
Thank you.”

### **Talking in class**

You are talking too much  
This means you are not focusing  
Remember – work hard  
Thank you.

### **Not following instructions**

You are not following instructions  
This makes life difficult for everyone  
Remember – work hard  
Thank you.”

### **Lack of work**

You are not working fast enough,  
You need to get this finished  
Remember – work hard  
Thank you.

### **Phone out**

Your phone is out  
Put it away now so it doesn't become an issue  
Remember – no excuses  
Thank you.”

### **Minor rudeness**

You are being rude  
It doesn't create a nice atmosphere  
Remember – be nice  
Thank you.

### **Shouting out**

You are shouting out  
This does not help the learning environment  
Remember – be nice  
Thank you.”

### **Late to lesson**

You are late  
Whatever your reason you need to settle quickly now and get on  
Remember – no excuses  
Thank you.

### **Not participating in group work**

You are not joining in  
Everyone wants your input  
Remember – work hard  
Thank you.”

