

# CHARLESTON



## ACADEMY

### Framework for Learning

Charleston Academy aims to always be about better:

- Relationships
- Learning
- Behaviour

**Positive behaviour is recognised as being promoted by the school ethos and values. Positive relationships are central to that.**

### **Positive / High expectations**

All staff can benefit from reflection on existing practice and training to further enhance their skills. We want Charleston Academy to be the right environment for learning where youngsters feel safe and secure.

In session 2019 – 20 we will be tackling bullying as part of that.

We recognise that only by constructively working with parents / carers can we get the best outcome for children.

We recognise that Highland have given guidance around this in line with national guidance:

[https://www.highland.gov.uk/downloads/file/20086/ppr\\_framework\\_and\\_guidance](https://www.highland.gov.uk/downloads/file/20086/ppr_framework_and_guidance)

At Charleston we aspire to always:

- Respect others - be kind.
- Work hard.
- Challenge ourselves.

What this means in the school and the community? Learning is our core business. We are a welcoming school where every child is known. We value hard work though understand that learning is not always easy. We recognise and value when members of our school community work hard to overcome adversity.

We aim to equip all young people with the values, skills and experiences to meet the challenges of the world – for employment, training, Further and Higher Education.

**However, there are times where as a school we need to take appropriate action to manage behaviour that undermines learning. Learning as stated is our core business and we need to support youngsters with their learning.**

### **Supporting Learning**

Effective and targeted use of praise and the modelling of acceptable and desired behaviour within the classroom and corridors is the responsibility of all staff.

However, when pupils do not follow the rules they must know exactly what will happen to them.

### **Rules**

Arrive to class **on time**

**Follow** the instructions of all staff at all times

Mutual **Respect**

Phones **only** permitted at break and lunch

Use ICT **responsibly**

Staff must regularly teach and explain the rules to all pupils.

Pupils must know exactly when they are breaking the rules.

Rules must be applied consistently and fairly.

Note that each rule stands on its own as an entirety and if broken warrants one sanction.

### **Sanctions**

**Classroom:** When a pupil does not comply with the classroom rules there are a number of sanctions which should be used before a pupil is sent to partner department.

- Name on board & verbal warning (there should be a specified area on the board. This makes the pupil aware and gives him/her time to abide by the rules)
- One tick. The pupil should move seats (where possible) and stay behind for a maximum of two minutes to discuss their behaviour. Recorded on seemis a Classroom de-merit.
- Two ticks. Pupil sent to partner department with slip to stay until the end of the period. Recorded on seemis as a Transfer. Slip is signed and pupils are returned to class for the end of the lesson, where behaviour is discussed. Orange slip (Referral forms) should then be given to FPT. At the end of the day the PD form is returned to the office and a text is sent home: *"Your child was transferred to another class today as part of the Framework for Learning"*.

Under exceptional circumstances (e.g. gaining 1 or 2 ticks persistently) teachers may warn pupils, in private, before the start of the lesson, that they are starting a number of steps up the sanction ladder. This should happen only after consultation with the FPT.

**Partner Department:** When a pupil has reached a name and a tick, the next stage would be two ticks which results in the pupil being sent to partner department.

- Pupil sent to PD with work. They return to the originating teacher before the end of the period.
- The pupil waits at the end of the period and expected behaviour is explained.
- If the pupil disrupts the PD lesson, they are sent back to the original teacher who refers them to the FPT who will determine the next course of action.

### **Faculty Heads:**

- If a pupil is sent to another class 4 times in a term then they should be referred to the Faculty Head.
- The Faculty Head may meet with the child / contact home / department monitoring in place.
- The FH can refer to SMT if the behaviour continues.
- A FH may make the decision to start a pupil on Level 2 if there is a continuous pattern of reaching Level 2. This must be discussed and clarified with the teacher / pupil prior to the lesson.

**PT Guidance:** Staff should submit any pastoral concerns to Guidance via the referral system. However, this is not for action in terms of behaviour.

**SMT Serious offences:** There will be incidents where pupil behaviour will be of a serious nature; requiring an immediate response by the school's Senior Management. These incidents will include (but are not limited to) the following:

- (a) Failure to go to a PD. Internal exclusion for a day.
- (b) physical, verbal or racist threats to staff and/or fellow pupils
- (c) unprovoked physical assault on staff and/or pupils
- (d) incidents which put the health and safety of staff and pupils at risk

(e) drugs related incidents

The school would normally consider a range of responses to these such as detention and exclusion from school as an appropriate response to the above types of behaviour although individual circumstances are always taken into account. Following an SMT referral, the SMT member will communicate action taken with the class teacher and FPT at the earliest opportunity. SMT will hold a restorative meeting where appropriate before a pupil returns to class.

Practical hints / scenarios:

- No pencil is not a Level 1 warning. Please issue a pencil / pen with minimum fuss.
- Mobile phone is level 1 right away.
- Homework / Dress code is not part of this system.
- Bag and phone to remain in class – incentive to return for the quick restorative catch up with the teacher.
- Work should be accessible in the PD – something that is worthwhile and straightforward.
- Every fortnight a report of Levels 2 and 3 shared with PTGs / FHs / SMT.

Exemplars in more detail:

**Class Transfer System: (These examples all merit a name, tick on board, followed by transfer)**

- Significant lack of effort, standing still, little movement despite previous warning
- Failure to follow clear instructions
- Continuously talking over teacher/peers
- Showing a lack of respect for equipment/resources
- Moving out of seats/wandering around class
- Being rude/disrespectful to staff/peers
- Late to class with no authorisation
- Silly/immature behaviour
- Failing to come to class prepared, PE Kit/Jotters/Chromebook etc
- Use of bad language

**Faculty Head:**

- Repeated Transfers from class
- Failure to hand in Homework/staff chasing up homework with no success
- Refusing to take part in lesson after warning from staff
- During Transfer System if pupil failed to return to teacher
- Failure to make progress in SQA courses
- Vandalism in department

**SMT Referral:**

- Direct Verbal or Physical abuse towards staff or other pupils (including anti LGBT discrimination, racial abuse, sexual connotations)
- Suspected Substance Misuse
- Fighting in class