



**Cheney School**  
Think for yourself ; act for others

# Cheney School

# Respect for Learning Policy 2021/2022

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# Aims

Cheney School expects all members of its community to be the best versions of themselves. We aspire for all our community members to be respectful, kind, and to make positive decisions that make our school a positive and welcoming place to be. This is encapsulated in our motto:

***'Think for yourself, act for others'***

Good behaviour and discipline is the foundation for a happy community and for effective learning. When we make thoughtful and positive decisions it makes for positive relationships and for excellent educational outcomes.

Our approach to behaviour management is underpinned by strong relationships between all members of our community. To help achieve this we only have three simple but positive rules:

Respect - Always be respectful to others, to our school and to our environment

Ready - Be ready to learn and to achieve

Best - Be the best version of yourself, make the best choices and try your best

## Why three rules?

Too often behaviour policies are overly complicated and are too focussed on sanctions. We have simplified our approach to have three simple rules that everyone understands and can use to help them make positive choices. We have three rules because we can all remember three rules. Our rules are designed to give a structure to our expectations.

## How three rules shape our expectations and behaviours

The examples given here are not exhaustive but give an illustration of how our rules guide decisions and behaviours. For example:

- Respect - If we expect everyone to be respectful, all members of our community should behave with kindness and consideration. Good manners should be used at all times. Swearing, for example, is not behaving with respect and not wearing the correct uniform is showing a lack of respect for our community and common expectations.
- Ready - If we are ready to learn, we come to each lesson properly prepared, we are on time and we are focussed on the lesson.
- Best - If we are trying our best then our work will be as detailed and carefully presented as possible. We learn from our mistakes and we keep trying when things are challenging or tough.

# The importance of relationships

Sometimes things go wrong in schools, relationships falter and people fall out. Sometimes people make poor decisions and with hindsight would do things differently. We believe in the importance of good relationships and in trying to mend relationships when things go wrong and issues arise. This means that we engage in restorative approaches and work with adults and students to reflect on the impact of actions when things go wrong, and we support each other in mending relationships. The significance we place on building positive and respectful relationships is demonstrated by teachers meeting and greeting their students as they arrive to lessons and through the taking of a formal register.

## Rewards

We believe that it is important to recognise and reward the behaviours we want to see. House points are awarded to students for a range of positive actions and positive contributions, and they are recognised on rewards boards. We try to recognise every student that regularly meets our expectations. We also try to informally recognise when students are behaving well and responsibly.

## Sanctions

In addition to using restorative approaches it is also necessary to use sanctions as part of our behaviour management approach. We use a range of sanctions and will apply an appropriate level of sanction to breaches in discipline. Sanctions can include:

- A verbal warning
- A short restorative conversation
- A 30 minute detention
- A 60 minute detention
- An internal exclusion, with an additional extension to the day of 30 or 60 minutes as appropriate
- A fixed term exclusion or suspension for serious incidents
- An permanent exclusion or expulsion for the most serious incidents

## Exclusion

Full details of the Community Schools Alliance Trust Exclusion Policy is available on the Cheney School Website or via the link [CSAT Exclusion Policy 2021/2022](#)

Full details on the DfE Guidance on Exclusion is available via [Statutory guidance: School suspensions and permanent exclusions](#)

There are two kinds of exclusion: fixed period/suspended and permanent/expelled.

### Fixed period exclusion

A fixed period exclusion is where a student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first five school days. If the exclusion is longer than five school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit. The following things are likely to lead to a suspension:

- Persistent disruptive behaviour
- Disruptive or abusive behaviour that negatively affects others
- Persistent failure to follow instructions or defiance
- Fighting or physical assault
- Use of alcohol, smoking or vaping
- Carrying prohibited substances

This list is not exhaustive, and any other disciplinary matter may lead to an expulsion if there are sufficient aggravating factors, or there is a pattern of repeated lower level infringements.

## Permanent exclusion

Permanent exclusion means the student is expelled. The local council must arrange full-time education from the sixth school day. This is the most serious sanction and will only be used as a last resort. All incidents will be treated on their own merits, and there is no such thing as 'automatic expulsion', however the following things are likely to lead to expulsion at the first incident:

- Producing and/or sharing explicit images
- Any incident involving a weapon, including incidents out of school.
- Any incident involving illegal drugs, including incidents out of school.
- Selling legal but age-limited substances, such as alcohol, tobacco or vapes to other students.
- Physical assault on a member of staff.

This list is not exhaustive, and any other disciplinary matter may lead to expulsion if there are sufficient aggravating factors, or as a pattern of repeated lower level infringements.

## Alternative education and exclusion

The school or local council must tell parents/carers about any alternative education they arrange. It's the responsibility of parents/carers to make sure their child attends.

## Making a complaint

If alternative education isn't arranged within five days, or if a parent/carer is not happy with the education, they can complain to:

- [the school](#), for fixed period exclusions
- [the local council](#), for permanent exclusions

If they are not happy with the response, they can [complain to the Department for Education \(DfE\)](#). Parents/carers will need to show that they have followed the school or council's complaints procedure.

## Recording and reporting incidents

Incidents of student's misbehaviour and the action taken are recorded electronically. The Pastoral and Inclusion teams monitor reported incidents, take actions and make referrals to SLT and other stakeholders/external professionals as appropriate.

Incidents of bullying, racial or homophobic nature will be recorded and monitored separately in keeping with the 2010 Equality Act. Appropriate action will be taken to support both the perpetrator and the victim, and such incidents will be reported to stakeholders/external professionals as appropriate.

## Misuse of substances and searches

Cheney School is committed to the health and safety of our staff and students and will make every effort to safeguard their well-being.

A drug is any substance which affects the way in which the body functions either physically, emotionally or mentally. It includes legally available substances such as alcohol, tobacco, caffeine and solvents; over-the-counter and prescribed medicines, e-cigarettes (vapes) and illegal highs.

The school will search students when there is reasonable evidence to suspect that they are in possession of a harmful or controlled item, whether legal or illegal, and sanctions will be implemented accordingly – any harmful or illegal substances will be handed over to the police.

Staff are not authorised to conduct an 'intimate search' which requires the removal of non-outer clothing. The police will always be called if an intimate search is required as they have the legal powers required.

## Illegal substances, weapons and assault

Any student involved in a drug-related incident, carrying or using a weapon, or making a violent assault on a student or member of staff, will have their case referred to the Headteacher. Any case involving one of these issues may lead to expulsion. This applies whether in the school, going to or from the school, or on a school activity.

Teachers have the authority to search students where they reasonably believe that they are in possession of any of the listed items below. Please refer to:

<https://www.gov.uk/school-discipline-exclusions/searches>

- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen or missing items
- Tobacco, cigarettes, cigarette papers (and e-cigarettes/vapes)
- Lighters(& lighter fluid)
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offense or cause personal injury to damage another person or property

NB: If any of the above are found to be in a student's possession, the items will be confiscated as they form part of the Government's list of banned substances. Weapons, knives and extreme or child pornography will always be handed over to the police. For other items the teacher will use personal judgement to decide if, when and whom to return a confiscated item.

A student's possessions (any goods over which the student has or appears to have control – such as bags and lockers) may be searched. Force should not be used when conducting a search. Any dangerous, illicit, explicit and illegal items/substances will not be returned and may be given to the police for further investigation/intervention.