



The Trafalgar School

at Downton

Learning Expectations

Our core purpose is learning, and good behaviour is essential for best possible academic and personal success. Good relationships all round, mutual respect and high expectations, are crucial. These are underpinned by our Trafalgar School pillars: mutual respect, pride, creativity, community, resilience, family atmosphere and ambition.

Our school Learning Expectations were introduced in June 2015 to support the positive learning environment within the school. Lessons are generally focused and calm whatever the time of day or week but, as all schools, we need to consistently reinforce the message that disruption to lessons and non-co-operation are not acceptable. To that end any behaviour which means that the students' learning or the teacher's teaching is disrupted, results in very clear sanctions. The vast majority of our students come to lessons ready to learn and so, any rare occasion where this is not so, is tackled quickly and effectively.

Every student must take responsibility for his/her own behaviour and ensure that the school Learning Expectations are followed. Equally, adults must remember that they take the lead and create situations where it is as easy as possible for students to do the right thing, follow the Learning Expectations and so learn very effectively.

Students need to feel very positive about their learning - creating a 'can-do' attitude in every student, so each one clearly believes he/she can make progress and achieve, and is given the right learning opportunities in order to do so, is extremely important.

Students are human beings and so sometimes – like all human beings - they do misbehave. Students appreciate the Learning Expectation system as it enables a very clear and appropriate system of consequences for misbehaviour, whilst taking account of every student as an individual.



Learning Expectations

Being the best we can possibly be

Issue	Expectation	Action	Follow up
Saying 'No'	All students should follow reasonable staff instructions or requests. No is unacceptable.	Students to be reminded once that non-co-operation is not an option. D10 issued.	2 nd time Removal by SLT from lesson and Internal Exclusion.
Low level disruptive behaviour	Student behaviour should not interrupt the learning of other students and should allow the lesson to progress without interruption.	Students to be warned that behaviour is unacceptable. D10 issued.	2 nd time Removal to Green Room D20 Log on SIMS. If two or more in same subject area across two week cycle, class teacher to contact home, have Mend and Move on meeting with student and log on SIMS. If across subjects- tutor to contact home.
No Equipment	Students are expected to have basic equipment for each lesson.	Log on SIMS (No Equipment) Supply with equipment if possible. If the item is their book, student to ensure that work done in lesson is transferred to their book by next lesson.	Teacher to check work made up in book 2 or more logs in a week – class teacher to contact home and log on SIMS. If across subjects tutor to do this.
Being late for a lesson	Students are expected to be at all lessons promptly and ready to learn.	Log number of minutes late after 5 minute window on SIMS (Late) If note from member of staff do not log.	More than three late lesson logs in a week, student put on punctuality report by Tutor. Parents informed. If lateness persists, Head of House to phone parents and take on report. If still an issue SLT detention.
No homework	Students are expected to complete all homework set.	Log on SIMS (No Homework 1) by class teacher if not handed in. Parents contacted by class teacher and new deadline set.	If still not complete pass to HoD (HoF for one person departments). HoD/HoF to contact parents and set final deadline. Log on SIMS (No Homework 2) failure to complete, SLT detention to complete under supervision.

Universal Expectations

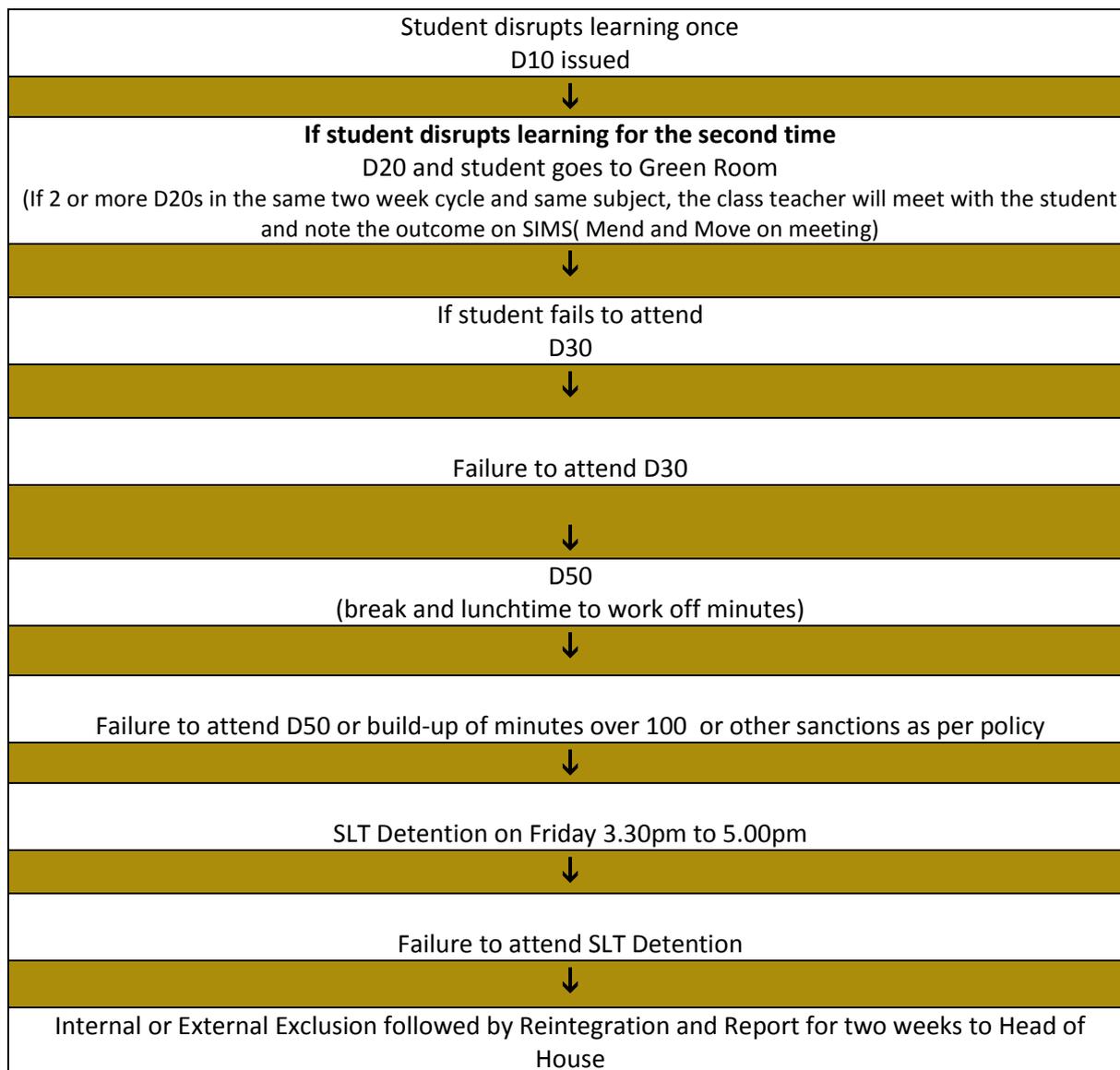
Uniform	Students are expected to wear correct uniform as per the school uniform policy.	Log under Uniform code unless note from home. Tutor to contact home, even if note, to verify accuracy of excuse and get a timeframe on when it will be solved. Uniform slip issued by Student Services for timescale agreed.	Head of House to follow up. If still an issue pass to RF. RF to contact parents and explore reasons further. SLT detention for persistent non co-operation. Internal Exclusion for refusal.
Nail Varnish	Students should not wear coloured nail varnish.	Sent to Student Services to remove.	Persistent - Student Services to inform Tutor and Tutor to contact parents.
Jewellery	Students may wear 1 small stud in each ear A watch A charity band All other jewellery is not permitted including Facial/body piercings Stretcher earrings Spiked or hooped earrings	Ask student to remove. Confiscate items and give to Student Services in named envelope.	If will not remove items, treat as refusal to follow staff instructions - Internal Exclusion.
Smoking	The school is a non-smoking site and whilst in Trafalgar uniform, students should not be smoking.	Removal to Internal Exclusion Room for 1 day. Parental contact made by SLT for persistent offenders.	Visit to School Nurse provided for advice on stopping.

Where a member of the SLT is involved with supporting a member of staff with a student incident, a 'Mend and Move on' meeting will be arranged between SLT, the member of staff and the student before the student returns to that class.

If a student is repeatedly sent out of the same subject with the same teacher a similar 'Mend and Move On' meeting should be arranged between the member of staff and student. **All meetings should be logged on SIMS and a record sent to parents.**



Detention Structure



The Internal Exclusion Room should be used immediately for students who have committed a serious misdemeanour such as those listed here

- **Violence**
- **Blatant defiance**
- **Abusive language to a staff member**
- **Graffiti/vandalism**
- **Racist language**

Or for those who have failed to attend SLT detention when required to do so.

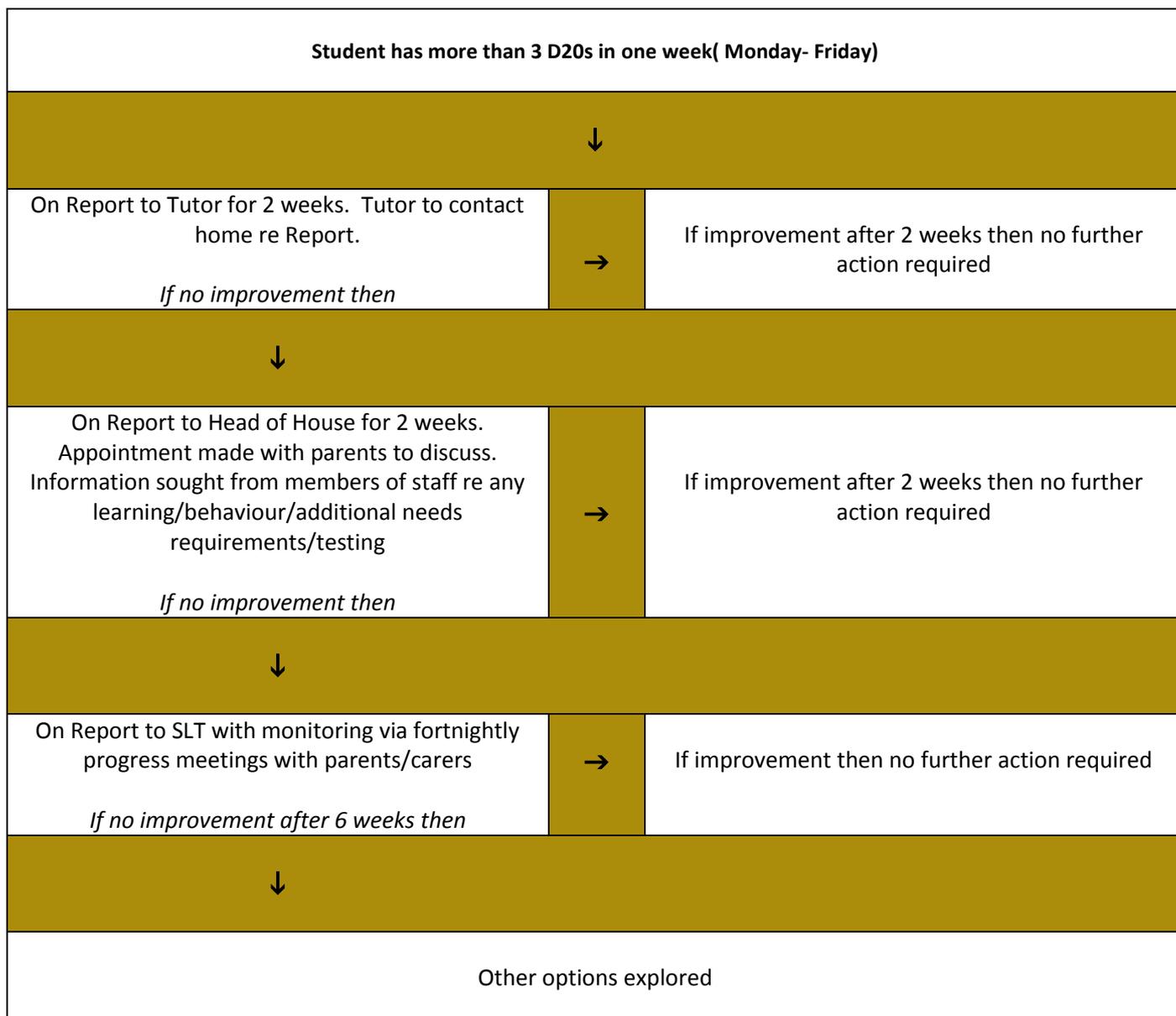
Serious incidents will be dealt with on a case by case basis and may result in Internal or External exclusion, which in rare occasions may be permanent.



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Behaviour Flowchart



This should be read in conjunction with Pastoral Waves of Intervention



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Exclusions

We have a clear set of structures to manage persistently poor behaviour. The school works very hard to avoid the sanction of **Permanent Exclusion** and particularly benefits from:

- working with staff from the WASP Centre, Wiltshire College Salisbury, Riverbourne Community Farm
- Managed Moves (Fresh Starts) with our fellow schools in The Wessex Partnership of local secondary schools and colleges,
- the EWS as well as any legitimate service which can promote a student's inclusion in mainstream school.

Exclusions from School in more detail:

Our policy on exclusion has to be consistent with DfE guidance: "Exclusion from maintained schools, academies and pupil referral units in England (February 2015).

Fixed-term exclusions are useful to demonstrate to a student that their behaviour has been so inappropriate that, temporarily, they are not welcome at our school. However **isolation from other students** within school, is often more effective. Even 'internal exclusion' can be avoided by strategic interventions for students when we see that their behaviour is getting worse and before they do anything so bad that an internal exclusion or fixed term exclusion is needed. See 'Pastoral Waves of Intervention'.

Permanent Exclusion is a last resort. Outcomes for Permanently excluded young people can be poor, they are more likely to become NEET (Not in Education, Employment or Training), then unemployed and socially excluded, including becoming subject to the criminal justice system. Permanently excluded young people can also be a very negative influence in our community – which affects students still in school and (despite the fact the excluded student is no longer at our school) can affect the reputation of the school. However, certain student activity would nevertheless lead to a permanent exclusion – for example, if the student's continuing presence on our roll affected the health and safety of other students, or would permanently damage the good order in our school. Decisions are always very carefully taken. When we believe that a student may be heading for permanent exclusion, discussion and seeking advice takes place – within the school, with the Chair of Governors, and with outside agency representatives – the YPSS, the EWS and others, in order to inform all decision-making. We also make use of the Fair Access Panel to see if there are avenues of support that we have not explored. At all times we aim to work with students and families so that all concerned understand the situation, and the consequent decisions of the school, this helps maintain rapport with families who may have other children in our school, and also with the excluded student so that the likelihood of the problem of being a negative influence in our community is minimised.