



Chenderit School
A VISUAL ARTS COLLEGE

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CHENDERIT SCHOOL BEHAVIOUR POLICY

REVIEWED BY GOVERNING BODY - June 2021

ADOPTED BY GOVERNING BODY – July 2021

At Chenderit School we seek to support all young people (years 7-13) in a caring environment to reach their academic potential and to develop the social and emotional skills to contribute effectively in wider society and in the workplace. We aim to support all young people in developing the resilience, self-control and supportive awareness of others which will enable them to be successful at school and beyond. In doing so, we strive to develop in our young people a strong understanding of choices and of the fact that all actions have consequences, both positive and negative, which in school result in valued rewards or sanctions. Most of the time our students behave in an outstanding manner and are a credit to themselves, their families, who support them well, and the school. Nevertheless, we recognise that the young people at Chenderit School are on a journey towards adulthood and may make mistakes along the way. The rewards, sanctions and support outlined in this policy are in place to help all students to develop the behaviours, habits and skills which will enable them to succeed at school, in society and in the workplace. This policy should be read in conjunction with the Anti-bullying Policy. (<http://www.chenderit.northants.sch.uk/school-policies.asp>)

Aims of the policy

- To ensure that all members of the school community feel valued and safe
- To promote good behaviour, independence, self-control, resilience, self-esteem, respect and understanding across our entire community
- To ensure a fair and consistent response to both positive and negative behaviour
- To provide a safe environment free from disruption, violence, bullying, threats and harassment
- To allow teaching and learning to be outstanding
- To encourage a positive relationship with parents and carers

This policy is designed to support a consistent approach to behaviour management throughout the school and takes account of the school's legal duties under the Equality Act 2010 in respect of safeguarding and students with special educational needs and disabilities (SEND). This policy has been written with reference to the DfE's advice for Headteachers "Behaviour and discipline in schools" (January 2016) updated Sept 2020, the DfE's statutory guidance "Keeping children safe in education" (2020) updated January 2021 (post EU exit version) and the DfE's guide "Exclusion from maintained schools, academies and pupil referral units in England" September 2017, and "Changes to the school suspension and exclusion process during the coronavirus (COVID 19) outbreak" March 2021

Staff, students, governors and parents have been consulted during the process of writing this policy.

Responsibilities in relation to the policy

The governing body will

- work with the Headteacher and staff to ensure that the safety and security of all students is of paramount concern
- support the Headteacher and staff in maintaining high standards of behaviour across the whole school
- ensure they have an awareness of trends in positive and negative behaviour and the

school's actions to promote positive behaviour

The Headteacher, Leadership Team, Heads of Department and Guidance Team will

- work together and with all staff to ensure that all students are safe and feel safe
- ensure that the behaviour policy is consistently applied
- lead the school in defining and upholding the expected standards of behaviour
- ensure that there is a consistent understanding of standards of behaviour required
- ensure that all staff use praise, rewards and sanctions consistently and fairly
- guide and support staff in applying the behaviour policy
- support and teach students to develop self-discipline, resilience, self-esteem, respect and understanding of others
- use assemblies and other occasions to reinforce and celebrate positive behaviour and to address negative behaviours, where appropriate

Teaching and Support Staff will

- work together to ensure that all students are safe and feel safe
- apply the behaviour policy consistently following agreed systems and procedures
- have a clear and common understanding of the expected standards of behaviour and ensure that these are followed by all students
- use praise, rewards and sanctions consistently and fairly
- support and teach students to develop self-discipline, resilience, self-esteem, respect and understanding of others
- request support or advice when required and attend all relevant training

Parents/carers will

- have an awareness of the school's behaviour and anti-bullying policies and expectations of behaviour
- support their child in developing self-discipline, resilience, self-esteem, respect and understanding of others
- support school staff by encouraging their child to respect and comply with the behaviour policy
- Support the culture and ethos of Chenderit School.
(Refer to Anti-bullying Policy)

Students

Students are expected to uphold high standards in relation to:

- ensuring that all students are able to feel safe and be safe in school
- their engagement in and development of their own learning
- their completion of high quality work
- meeting deadlines
- their personal appearance respecting the school's published school uniform policy and Sixth Form Dress Code
(Refer to Uniform Policy)
- their respectful support of other students and adults in the school community
- their behaviour and self-control
- meeting the expectations set out in the Sixth Form Code of Conduct
(Refer to the Sixth Form Code of Conduct)
- encouraging others to behave well and report any issues to a member of staff
(Refer to Anti-bullying Policy)

Students are expected to "Aim high, work hard and be nice." They are encouraged to enjoy and achieve and to ask, "How can I help?"

Behaviour strategies and the teaching of good behaviour

Chenderit School has high expectations regarding the behaviour of all students. Good behaviour supports all students in enjoying their time in school and helps students to learn more effectively.

Good behaviour includes a wide variety of aspects of school life including completing work on time and to a high standard, and how students relate to others in lessons, in school and beyond the school gates in the wider community. Teachers and other adults will engage with students in explicit discussion of what constitutes good behaviour, and where appropriate, why behaviours are helpful in both the school situation and more broadly in life. Opportunities will be taken to teach good behaviour across all aspects of school life.

Where good behaviour is displayed, this will be praised so that the student's effort, progress or achievement are recognised, the student is given encouragement, self-esteem is nurtured and all are clear of the expected standards of behaviour. Where behaviour fails to meet this expected standard, this will be addressed and sanctions will be imposed to encourage the student to recognise his/her behaviour as unreasonable and unacceptable. All staff will use praise, rewards and sanctions fairly and consistently and will use language which enables students to make an appropriate choice about their behaviour, i.e. "Language of choice". It will be made clear to students what will happen if they continue to make inappropriate choices. Possibilities to put things right and opportunities to make amends will be given to all students. Students will be given time to reflect on the consequences of their behaviour for themselves and for others. When poor behaviour is displayed, staff will consistently address the behaviour and not the person. Both positive and negative behaviours will be shared with parents as part of the reporting process.

Praise and Rewards

Recognition of achievement at all levels celebrates successes and steps along the learning journey. It promotes self-esteem, encourages all of us to take pride in what we do and to 'Aim High'. Praise and rewards also help to develop students' increasing independence and understanding of the need to assume responsibility for their own learning. It is therefore the cornerstone of our behaviour policy. We encourage all in the Chenderit School community to ask: "How can I help?" We take every opportunity to celebrate achievement and progress and to reinforce positive behaviour. Students' successes are regularly recognised both informally and formally. For example, students and their form tutors discuss their weekly achievement SIMlogs or through the issue of Student Achievement cards (Blue)

Rewards

Staff take every opportunity to praise progress, achievement, appropriate behaviour and effort. Examples of rewards include:

- Verbal praise to students and/or parents
- Group, peer and self-evaluation
- Display of students' work
- Written praise on work, in the school newsletter or on the school's website
- Achievement Awards recorded electronically by staff (SIM achievement points) where they believe a student has made good progress in their achievement, behaviour or effort
- Praise postcards issued when students demonstrate outstanding or sustained progress in their achievement, behaviour or effort
- Positive behaviour points are tracked by tutors and celebrated in tutor time and assemblies, for example with:
 - Letters of praise;
 - Certificates for good achievement or behaviour awarded;
 - Rewards for students who achieve a high number of achievement points
 - Governors recognition of achievement letters
- Students may be offered the opportunity to attend educational visits to celebrate their positive outcomes.
- Heads of Department, Heads of Learning, the Leadership Team and Governors praise individuals, groups or classes.
- For students in years 7-11, positive behaviour awards lead to formal letters of praise and the

following certificates:

- o 50 positive SIM awards – Bronze Award
 - o 75 positive SIM awards – Silver Award
 - o 100 positive SIM awards – Gold Award
 - o 150 positive SIM awards – Platinum Award and voucher.
- For Sixth Form students, positive behaviour awards lead to formal letters of praise and the following certificates:
 - o 40 positive SIM awards – Bronze Award
 - o 60 positive SIM awards – Silver Award
 - o 80 positive SIM awards – Gold Award
 - o 100 positive SIM awards – Platinum Award and voucher.

Instances of good behaviour are recorded on the school's SIMS system and the number of positive SIMS will be shared with parents/carers on students' reports.

(See Appendix A)

- Certificates are awarded to students with 100% attendance during the academic year.

Celebration Evening

Each year prizes are awarded to students in Key Stages 3, 4 and 5 for outstanding achievement, effort and contribution to school life.

Sanctions for poor, unwanted or anti-social behaviour

Where a student displays poor, unwanted behaviours appropriate sanctions will be consistently, proportionally and fairly applied in line with this and other school policies relating to student behaviour, for example, uniform and anti-bullying policies.

Sanctions include:

- Break or lunchtime detention or catch up session
- After school detention or catch up session
- Detention at a weekend or on a training day
- Compulsory catch-up session
- Loss of free time at break time and lunchtime: isolation room following 3 BFL warnings
- Withdrawal from a lesson on the school "parking system" (a B3 consequence)
- Being placed on student behaviour report card (Years 7-11)
- Restrictions placed on use of computer facilities including total ban on computer use.
- Confiscation of items (see searching and confiscation below)
- School isolation ((B5), internal isolation: withdrawn from normal lessons)
- IER exclusion ((B6), internal exclusion to the Internal Exclusion Room)
- Fixed Term Exclusion (B7)
- Permanent exclusion from the school.

(See Appendix B & C for sixth form)

The school will involve the police or other external agencies and will cooperate fully with any police investigation where this is appropriate.

Instances of poor behaviour are recorded on the school's SIMS system. Staff will contact parents to discuss ways to support the behaviour of a student by telephone, email, letter, or in a meeting. Where a parent has concerns about the behaviour of their child, they may request a conversation with the school by contacting either their child's form tutor or subject teacher in the first instance.

Negative SIM logs are separated into two categories where 'homework' and 'other' behaviour issues are presented separately. Staff, students and parents are then able to differentiate the types of behaviour concerns more effectively. As a student meets specific landmarks of identified negative SIMS logs (i.e. for poor behaviour, excluding HW logs) it is the school's intention to communicate

and/or meet with parents. For example, when a student (Y7-Y11) has received 15 negative SIMS logs, an initial letter is sent home to express concern. On receipt of 25 negative SIMS logs, parents/carers are contacted by the form tutor. On 50 negative SIMS logs, parents/carers and the student meet with the Head of Learning to discuss further interventions. Further poor behaviour resulting in 75 negative SIMS logs results in a meeting with a member of the Senior Leadership Team. At 100 negative SIMS logs, a meeting with the Deputy Headteacher is arranged. At 125 negative SIMS logs, a meeting with the Headteacher takes place. Further negative SIMS logs or if the behaviour does not significantly improve, a meeting with a Governor to discuss the student's poor behaviour may take place. (Please note that on occasions, it may not be appropriate to follow these procedures exactly. 'Reasonable adjustments' may be required according to individual needs).

Exclusion and SEND

In accordance with the DFE guidance ("Exclusion from maintained schools, academies and pupil referral units in England (September 2017), special care will be taken when considering the permanent exclusion of a pupil with SEND, or a LAC. In particular, where behaviour appearing to justify a permanent exclusion may relate to the pupil's SEND or a LAC, particular care will be taken to ensure that the Headteacher, and governors on review, have up to date information about those needs (and are able to consider 'reasonable adjustments'). Where appropriate, and particularly where there are mental health concerns, the school will seek a contribution from a relevant professional who is able to comment on the needs and their relationship to the behaviour. That may mean delaying disciplinary decisions and imposing an internal or fixed term exclusion, whilst such enquiries are completed.

Failure to complete work

Failure to complete school work on time or to a standard appropriate for the particular student will negatively impact on learning. It slows the student's progress and can lead to students losing confidence in their ability to contribute well to lessons.

Where a student has spent an appropriate amount of time on their homework, but has not been able to complete it, we ask that a parent or carer signs in the margin of their work, or makes a comment on their electronic work being submitted, to say that this is the case, and writes the amount of time their child has spent on this task. Students should expect to complete the following amounts of homework:

- **KS3 (Years 7 & 8):**
2 – 3 homework tasks per evening, with each homework task lasting 20 – 30 minutes (i.e. between 40 and 90 minutes of homework per day).
- **KS4 (Years 9, 10 & 11):**
Students may be set 4 – 5 short homework tasks per evening, with each homework task lasting approximately 30 minutes (i.e. between 2 and 2 ½ hours of homework per day) or two or three longer ones, amounting to the same overall time. Please note that some longer projects (e.g. art work) may be set and could be completed over a weekend
- **KS5 (Years 12 & 13):**
Within the Sixth Form, students are expected to complete 5 hours of work outside their lessons, per subject, per week. This work can include homework, but is not strictly limited to this. The 5 hours per subject will also include undertaking wider and background reading for each subject, which is expected, but not necessarily set as homework. The Sixth Form programme of study is one which requires students to work independently, and the homework set in each subject will foster this, whilst also encouraging their academic initiative. As all sixth form students study 3 subjects (or the equivalent of 3 subjects), students should be completing 15 hours per week of homework and independent work.
Those students who struggle to manage their workload, or are unsure of how to manage their time effectively to meet homework deadlines, will be supported by the Sixth Form Team. (*Refer to the Homework Policy*)

These differences reflect the age and academic stage of students. Where there are genuine, exceptional circumstances that prevent homework being completed on time, please send a note to your child's form tutor or subject teacher. This should be a rare event for any student and students will be expected to make up the work as soon as reasonably possible to avoid falling behind.

Where a student has inadvertently left a piece of completed homework at home, the teacher will log this on the SIMs system. If the student (Years 7-11) forgets homework three times during a half term period the tutor will advise them and their parent/carer that the student will be required to attend a 45 minute detention after school. The student will be supported in developing their organisational abilities during this time and will then complete homework, learning or revision tasks. Any other instance of work (including classwork and homework) which is not completed or is wholly unsatisfactory for that student will result in homework detention for a period of 45 minutes. This detention will help the student to catch up with their learning quickly in order to help prevent them from falling behind with their learning.

Where a sixth form student has inadvertently left a piece of completed homework at home, the teacher will log this on the SIMS system. If the student forgets homework or fails to complete homework three times during a half term period, the student will be placed on a Sixth Form Action Plan with their subject teacher (see Appendix C) to ensure homework is completed. Where the student fails to achieve the target set in their Action Plan in regards to the completion of homework, they will be escalated onto the next stage of the Action Plan process, which involves intervention from the sixth form team and further targets being set for the student to achieve.

(See Appendix C)

Should a sixth form student identify a problem with completing work they are encouraged to refer themselves to a catch up session with the appropriate teacher. This will be recorded as positive Behaviour for Learning.

The student may also be given support to develop their organisational ability during this session. In the detention, the student will be expected to complete the work and, where this is completed within this time, to complete further homework, learning or revision tasks. Students will be expected to work silently during these sessions unless talking to the teacher in charge.

Where a student is failing to complete his/her homework on a more frequent basis, the guidance team will work with the student to give them support. Examples of this support include a conversation between the student and his/her tutor, an invitation to join homework club and after school sessions to support the student in completing homework.

Poor behaviour in lessons

Any poor or unwanted behaviour in lessons has a negative impact on the learning of the student involved. Frequently, it also has a negative impact on the learning of other students. This is unacceptable.

Where a student misbehaves in class, the student will be asked to stop and focus on their learning or adopt more positive behaviours, for example listening carefully or completing their task.

Where the student fails to respond to this request, or the misbehaviour is more serious, an appropriate sanction will be put in place. (See Appendix B, C and D for examples of sanction types and the consequences for students in years 7-11 and sixth form)

Poor behaviour outside lesson times

Students are expected to maintain high standards of behaviour and personal conduct at all times, behaving with respect and understanding towards others, both in school and in the local community. Where a student does not behave appropriately, he/she will be issued, where appropriate, in the first

instance, with a verbal BFL warning regarding their inappropriate behaviour. If there are a number of subsequent instances of poor behaviour within a short period of time then a BFL letter will be sent to parents to make them aware of their child's poor behaviour outside of lessons. In Years 7-11, three or more subsequent instances may result in the student losing his/her free time during break and lunch time for a period of 5 days. In sixth form, a third instance in any half term period will result in the student being placed on a stage 1 Action Plan with their form tutor.

More serious misbehaviour will be investigated and sanctioned in the normal manner.

Failure to uphold the school's uniform policy and sixth form dress code

Chenderit School has chosen to have a school uniform. Students are expected to maintain high standards of personal appearance. Where a student fails to uphold any part of the school's uniform policy s/he will be informed and asked to correct the issue.

In years 7-11, where a student has 3 or more such minor uniform issues in a half term period, his/her Head of Learning will issue a break or lunchtime detention.

Where the issue cannot be corrected on that day a letter will be sent by the Head of Learning via the student indicating the problem. The parent/carer should acknowledge the issue by signing the letter that evening with agreement to rectify the problem within a reasonable timeframe (usually a week). The letter is then returned to the Head of Learning. Where this happens no sanctions will be put in place.

Where the student refuses to correct the issue or no letter is returned acknowledging the parents/carers' intention to rectify the issue, the student will be required to spend their free time (at break and at lunch) in the relevant key stage office. Where the issue persists, a student may be put in supervision outside normal lessons and be placed in supervision in IT3 at breaks and lunchtimes until the issue is resolved satisfactorily.

In sixth form, where the issue cannot be immediately addressed (e.g. hair colour) the student will be given a period of up to 14 days to address the problem. If the student is unwilling or unable to adhere to the sixth form dress code, a letter will be sent home and then they will be isolated from lessons.

The Headteacher, or a person authorised by the Headteacher, may ask a student to go home briefly to remedy a breach of the school's rules on appearance or uniform. Parents will be contacted in such cases.

(Refer to Uniform Policy)

Where financial hardship is a barrier to a student having the correct uniform, parents/carers are asked to make contact with their child's Head of Learning in the strictest confidence.

Failure to bring proper equipment to school

Where a student is not properly equipped, (see website for a list of required items) the issue will be logged and the student will be provided with suitable loan equipment where possible. Where a student has 3 or more logged equipment issues in a half term period, their Head of Learning will issue a break or lunchtime detention. Tutors will contact the parents/carers of any student who have persistent difficulties in relation to preparedness for school to provide support.

Behaviour beyond the school gates and the power to discipline

The vast majority of our students are a credit to themselves, their families, our school and our community. The school expects students to behave appropriately and with due consideration to all others (whether in school or in the local community) whilst in their school uniform. Where this expectation is not upheld, appropriate sanctions will be applied. Where there are instances of poor

behaviour on school buses, then this could result in a temporary (or in the most serious of cases, a permanent) ban from using school transport. In this situation, parents are responsible for ensuring that their child gets to and from school.

The school may also sanction students where poor behaviour which takes place outside of school may have a negative impact on behaviour or learning in school, or could adversely affect the reputation of the school. Where bullying takes place outside of school, including cyber-bullying the school may also impose sanctions on students.

(Refer to Anti-bullying Policy)

(Refer to Students' Acceptable Use Policy)

Students on educational visits, school-organised or school-related activities are also subject to the school's behaviour policy at all times whether or not they are in uniform.

Student participation in educational visits, school organised events or school related activities is a privilege and not a right or expectation. Good student behaviour is of paramount importance. Previous poor behaviours may result in this privilege being removed or denied. Examples of such activities include the year 11 and year 13 prom, the December extravaganza and other educational visits or events.

Sixth form students who drive to school must be mindful of the following guidance:

- Cars being driven by sixth form students may not be parked on, or driven onto school premises between 7.30am – 3.30pm.
- The school is not responsible for any damage, accidents or theft that might take place while the vehicle is on or close to school property.
- The speed limit on the school site is 10 mph.
- Sixth form students are reminded to park considerately and to have due regard for our neighbours in and around Archery Road. This includes not parking on curbs, across driveways or on the grass areas in front of houses.
- Sixth form students must drive appropriately with regard for the safety of themselves, any passengers and others in the vicinity.

Staff should note and sixth form/parent vehicle owners be told, that school cannot accept any responsibility for claims against the driver of vehicles, nor for losses of no-claims discount or the payment of excesses included in the insurance agreement.

USE OF PRIVATE CARS AND MOTOR CYCLES ON SCHOOL VISITS

- Motorcycles or scooters may not be used to carry student passengers on a visit.
- Sixth form students' cars may not be used for residential visits, but they may, with permission of the Head and if the following conditions are met, be used on day visits.
- For day visits, students may drive themselves but must not carry passengers.

Failure to follow reasonable requests

All students are required to follow the school's behaviour policy, and as such must comply with all reasonable requests from members of staff. Where a student fails to respond to a request, the matter becomes more serious. Failure to respond to the reasonable requests of a senior member of staff will result in internal or external exclusion. Repeated poor behaviours, persistent refusal to follow instructions from senior staff may result in a Governor's Disciplinary Hearing and or permanent exclusion from the school.

Screening and searching students

Schools are authorised to screen and search students where they believe a student may be in possession of a prohibited article or substance. Chenderit School will use screening and searching where it is appropriate.

Where a search of an individual student is deemed necessary, the student may be asked to empty the contents of their bag and pockets in the presence of two members of staff. The staff members may go through the contents. The search will be conducted in a private area. Where it is deemed necessary to search a student's person, the police will be asked to conduct the search.

Where screening is deemed necessary, this may take place with a number of students simultaneously. For example, in PE, students may be asked to empty their bags as staff screen for spray cans of deodorant.

Searches may be carried out without consent if there is a concern that the student may have knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks or bangers of any kind, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. The police will be informed where appropriate.

Confiscation

The law allows schools to confiscate, retain or dispose of students' property. Items not allowed in school may be confiscated by any member of staff. This includes jewellery, phones or other technologies. Other items such as cigarettes, e-cigarettes, shisha pens, pipes or similar devices, or smoking or drug related paraphernalia, aerosol sprays and other prohibited or potentially dangerous objects may be retained or disposed of. Where confiscated items are to be returned, the member of staff will inform the student when and where they can collect it. In relation to mobile phones, a third or more confiscation will lead to a parent having to collect the device from school at a mutually convenient time. Students may bring mobile phones into school, however, the school accepts no responsibility for them. This is at the student's own risk. To avoid any problems, it is recommended that students do not bring mobile phones or any other electronic device into school unless there are good reasons to do so

(Refer to Personal Technology Policy)

Power to use reasonable force and other physical contact

Members of Chenderit School staff are legally allowed to use reasonable force where it may prevent students from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline.

Staff are also legally allowed to use force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images or articles that have been or could have been used to commit an offence or to cause harm. Please see the school's Physical Intervention and Child Protection and Safeguarding policies.

(Refer to Physical Intervention Policy and Child Protection and Safeguarding Policy)

Disciplinary action taken against students who are found to have made malicious accusations against staff

Any complaint against members of staff will be fully investigated in line with DfE and the local Northamptonshire Safeguarding Children Partnership (NSCP) guidelines. Where a student is found to have made a malicious allegation against a member of staff, this will be reported to the Designated Officer and treated very seriously. Malicious allegations could result in permanent exclusion.

Exclusions

Where serious behaviour issues occur, the school may sanction the student with an exclusion in accordance with the DfE guidance document "Exclusion from maintained schools, Academies and pupil referral units in England" (September 2017) "Changes to the school suspension and exclusion process during the coronavirus (COVID 19) outbreak" March 2021 and "Behaviour and discipline in schools." January 2016 (Updated Sept 2020).

School Isolation (B5)

A student may be internally excluded for a fixed period of time in accordance with the DfE guidance document "Behaviour and discipline in schools: Advice for Headteachers and school staff" January 2016, updated Sept 2020. The student will be supervised in school by a member of staff and will be required to complete work to support their learning during this time. During break and lunchtimes the student will be supervised in IT3. Parents or carers will be contacted to discuss the behaviour that caused their child to be internally excluded, the behaviours expected by the school and any support which may be given. The student may be placed on an appropriate conduct report. In returning to the main school, students must show that they have met expected standards of behaviour and completed an appropriate amount of work whilst internally isolated. If an internally isolated student behaves poorly, they will be excluded in the IER or receive a fixed term exclusion where appropriate.

Internal Exclusion Room (B6 IER exclusion)

A student may be internally excluded in the IER for a fixed period of time in accordance with the DfE guidance document "Behaviour and discipline in schools: Advice for Headteachers and school staff" January 2016, updated Sept 2020. The student will be required to remain in the IER at all lesson times during their exclusion period. They will be allowed to use the toilet at appropriate times. During break and lunchtimes the student will be supervised in IT3. The student will be required to complete a Student IER Code of Conduct agreement and Student IER Reflection Statement. Students will be offered support to help them to begin to address any behaviour issues and any difficulties with their learning. To return to main school, students must show that they have met expected standards of behaviour, shown a good attitude to learning and completed an appropriate amount of work whilst excluded in the IER. If a student behaves poorly and persistently fails to follow instructions to improve their behaviour, they may be externally excluded. Following an IER exclusion, parents or carers will be invited in for a readmission meeting to discuss the behaviour that caused their child to be excluded, the behaviour required by the school and to consider any support which may be given. A re-admittance form will be completed as part of the agreed re-admission process. The student may be placed on an appropriate conduct report.

Fixed Term Exclusion (B7)

A student may be externally excluded for a fixed period of time in accordance with the DfE guidance document "Exclusion from maintained schools, Academies and pupil referral units in England" (September 2017), and "Changes to the school suspension and exclusion process during the coronavirus (COVID 19) outbreak" March 2021.

The student will be excluded and will not be allowed to be on the school premises during this time, which may be for a fixed term, or in the most serious cases may be permanent. Any student who is externally excluded will be required to complete self-study tasks and may be required to attend at least one day's learning in the IER, or with the Head of Sixth Form in the study centre on their return to school. Successful completion of their external exclusion will enable the student to return to the main school. This means that the student's behaviour, attitude to learning and completion of learning meet expectations. Where this is not the case, the student will be given additional support in the IER for a period of up to 5 days. Successful completion of this period will enable the student to return to main school. Continued poor behaviour, including not completing work will result in a governors' disciplinary meeting. Following a fixed term external exclusion, parents or carers will be invited in for a readmission meeting to discuss the behaviour that caused their child to be excluded, the behaviour required by the school and to consider any support which may be given. This will be recorded on a re-admittance form/agreement. The student will be placed on an appropriate conduct report.

Permanent Exclusion

The school takes full account of the DfE's guidance document "Exclusion from maintained schools, Academies and pupil referral units in England (September 2017), "Changes to the school suspension and exclusion process during the coronavirus (COVID 19) outbreak" March 2021. Permanent exclusion is only used by the school as a last resort:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the

pupil or others in the school.

Detentions

By law, schools are not required to seek or gain a parent's permission to organise a detention. Detentions may be held at break times, lunch times, after school, at weekends and on training days. Students will be given the opportunity to eat, drink and go to the toilet when and where appropriate. Parents/carers will be notified of any after school detention or compulsory catch-up session with an In Touch message (where permission is given) or email indicating the day and time of the after school detention.

Where we do not have email or mobile numbers for parents/carers, the student will be given a card which will be brought home and must be signed by the parent, or by a phone call. Students will be informed verbally of the after school detention by their form tutor and/or subject teacher before the day of the detention. Students should also inform parents of their detention. 24 hours' notice will normally be given, but students may be kept after school on the same night where parents have been informed by telephone and permission has been given. All detentions will be recorded. On the day of the detention students will be escorted to their after school detention. Students in detention are expected to complete learning tasks in silence. These will be provided by the teacher leading the detention. Failure to do this may result in further sanctions. Detentions operate at various levels and timings:

- Class teacher/uniform/equipment detentions at break or lunchtime are 15 mins
- Teacher after school detentions are 45 mins
- Head of Subject and Head of Learning after school detentions are 60 mins
- Leadership Team after school detentions are 90 mins

Whole class detentions will not be given. Only students involved in poor behaviour will be sanctioned. Chenderit operates a late bus service for students held in detention on a Tuesday, Wednesday, Thursday or Friday afternoon. The late bus departs from school at 4.40pm. It is the student's responsibility to pre-book a place on the late bus. Information on how to do this is available at the Inclusion Centre reception.

Student Support Systems

A wide range of systems are available to support our students to stay safe, behave well and learn effectively. These include:

- Tutors
- The Guidance Team
- Subject teachers
- Heads of Department
- The Leadership Team
- Homework detention
- Voluntary Homework Club
- Inclusion Team
- Alternative timetable/provision
- Inclusion Centre targeted support for individuals, groups and families
- Attendance clinics
- Re-admittance forms following readmission from IER and/or Fixed Term Exclusion
- Intensive support for students in Inclusion Centre
- Sixth Form Action Plans

Working with outside agencies to support students

The school may work with other agencies to support the needs of students. These include:

Aquarius
CAMHS or PCAMHS
Time2Talk
Low Down (counselling service)

Voice
 Ace
 Family Support Links
 SAFE
 Family Intervention Project
 Banbury Young Homeless Project
 TARGET
 Bereavement Service
 Young carers/Northamptonshire Carers
 Sibling support
 EHA co-ordinators
 Early Help prevention Team
 Short term team (Bromford mental health)
 Bromford Housing
 Victim support
 Community Law
 Hospital and Outreach
 Educational Inclusion Partnership Team
 Attendance and Engagement (Oxfordshire)
 Specialist Support for Children Autism and or SEND
 School Nurse/Body Edge
 The police
 Children and young people's services (Social Services)
 Educational psychologist
 Local training or college providers
 Local companies
 MASH
 Catch 22
 Information and Support Advise Service
 RISE
 Probation
 Virtual Schools
 Post Adoption Team
 Crisis Team CAMHS

Student Support

- Monitoring through weekly achievement / behaviour data
- Support with personal organisation
- Staff / Student mentoring
- Peer mentoring
- Reports / assessments analysed to identify and encourage students who are making good progress and to support those who are under achieving
- Sixth Form Action Plans
- Inclusion Team
- Counselling / medical / other agency referral as listed above

Student Reports

The school operates various types of student reports at KS3 and KS4. Where a student is placed on any kind of student report, this will be recorded in SIMs.

Pink Subject Report

Students may be placed on a Pink Subject Report in any of their lessons. The Head of Department will set targets to support the student in improving their behaviour for learning, attitude to learning or completion of classwork or homework. The student will be supported on subject report for an initial period of 3 weeks. The student will be asked to see the Head of Department after each lesson with their

report and the parent/carer of the student is asked to sign the report after each lesson to show they have seen it.

Successful completion of the subject report will be recognised by the Head of Department. Where the student has not made good progress towards their targets the Head of Department and or class teacher may invite the parent/carer and the student to a meeting or discuss the issue by telephone to find a supportive way forward. The student will be monitored on pink subject report for a second period of 3 weeks. Where this second period of support is successful, the student will be taken off report. Where expectations have not been met, the Head of Department will discuss next steps with their Leadership Team link.

Yellow Attendance and or Punctuality Report

A yellow report may be issued for attendance and or punctuality concerns. The Head of Learning will set targets to support the student in improving their attendance and/or punctuality. The student will be supported on attendance / punctuality report for an initial period of 2 weeks. The student will be asked to see the Head of Learning each day with their report and the parent/carer of the student is asked to sign the report after each day to show they have seen it.

Successful completion of the attendance/punctuality report will be recognised by the Head of Learning. Where the student has not made good progress towards their targets the Head of Learning and or Form Tutor may invite the parent/carer and the student to a meeting or discuss the issue by telephone to find a supportive way forward. The student will be monitored on attendance/punctuality report for a second period of 2 weeks. Where expectations have not been met, the Head of Learning will discuss next steps with their Leadership Team link.

Blue Achievement Card

Students who are underachieving or who need additional support and encouragement may be placed on a blue achievement card by their tutor and or their Head of Learning.

Pale Yellow (KS4) Behaviour Accountability Report Card

Key Stage 4 students placed on the report will be asked to monitor their own attitudes to learning and behaviour choices. At Chenderit School, we believe every student is responsible for their own behaviour. The accountability report requires students to take ownership of their behaviours and hold themselves to account. Students present the report card at the end of every lesson, having already scored themselves against their own agreed targets. Teachers will be asked to sign to indicate whether they agree with the student's evaluation of their lesson. These reports are reviewed each day and at the end of the reporting period are sent home to parents/carers. The student may be asked to complete a weekly reflection statement and if required, set new targets for the following week.

Green Conduct Report: Overseen by the Form Tutor

Students may be placed on green conduct report for 2 weeks to their form tutor as a result of any of the following. (This is not a definitive list and staff have the option to recommend other appropriate reasons to place a student on a green conduct report):

- Progress concerns
- Low level disruption concerns
- Analysis of an interim assessment or student progress report
- Following an internal exclusion
- In response to a parents' evening or target setting meeting
- 3 unwanted behaviours or logs of any type during a one week period

Amber Conduct Report: Overseen by the Head of Learning

Students may be placed on amber conduct report for 2 weeks to their Head of Learning as a result of any of the following. (This is not a definitive list and staff have the option to recommend other appropriate reasons to place a student on an amber conduct report):

- A single serious incident resulting in school isolation (B5)
- Failure to complete a period on green report successfully
- Poor interim assessment or student progress report
- Following an internal school isolation (B5)

Red Conduct Report: Overseen by a member of the Leadership Team

Students may be placed on red conduct report for 2 weeks to an allocated member of the leadership team as a result of any of the following. (This is not a definitive list and staff have the option to recommend other appropriate reasons to place a student on a red conduct report):

- A serious incident resulting in IER (B6) or fixed term exclusion (B7)
- Failure to successfully complete an amber report
- Persistent refusal to follow instructions

The Headteacher must be kept informed throughout.

White Conduct Report: Overseen by the Deputy Head or Headteacher

A student may find themselves on white conduct report for 2 weeks to the Deputy Head or Headteacher as a result of the following examples (NB: This is not a definitive list and staff have the option to recommend other appropriate reasons to place a student on a white conduct report):

- An extremely serious incident
- Failure to successfully complete a red report period
- Following a Governors Disciplinary Hearing
- A student at risk of permanent exclusion

The Headteacher must be kept informed throughout.

Where the white conduct report has proven ineffective in bringing about agreed objectives or where a student returns to a white conduct report for a second time following a period on red conduct report, a further meeting should take place between school and the student's family. This could lead to attendance at a Governors Disciplinary Hearing and the student's behaviour will be reviewed again after two weeks. A student may also be required to learn in the IER for a period of at least 5 days.

If a student undertakes their learning in the IER they will be given intensive, targeted support for behaviour, and for English, Maths and Science. A reduced timetable may also be considered and agreed. Where a student makes good progress in relation to their behaviour, attitude to learning and school work, a phased return to lessons will be implemented. A disciplinary hearing with governors may be held if progress is not satisfactory.

Sixth Form Student Action Plans

In order to maintain the high standards that are expected of our students within the Sixth Form, the Sixth Form Action Plan sets out a clear structure in which students can see an escalation in consequences if their behaviour does not meet the expected standard, whilst working in line with and supporting the whole school Behaviour Policy. The Action Plans allow staff to set a clear set of targets for students if their behaviour, attitude or work is inadequate, and students have 2 weeks in which to meet the target(s), or make reasonable progress towards these targets. If students meet the target, they will have met the requirements of the Action Plan, and no further intervention will be required. If students fail to meet their target(s), they will escalate onto the next stage of the policy, which is intervention from the Sixth Form Team and Governors, at which point the risk of permanent exclusion will have been discussed. The level at which a student starts within the structure is determined by the severity of their actions. The full details of this can be seen in Appendix C.

Moving On, Off, Up the target(s) or Down the Conduct Report ladder.

The student's progress on a conduct report will be monitored:

- If, at the end of the reporting period, the student **has gained 80+ 1's and 2's** they will be moved down a conduct report level or taken off report in the case of green conduct report.

- If, at the end of the reporting period, the student has **not gained 80+ 1's and 2's** they may be instructed to repeat the reporting period or moved up a conduct report level where appropriate.

A student may enter a conduct report level at **any reporting stage** dependent on the severity of their behaviours. **Once on a conduct report**, students are required to move back down, through each level over the prescribed period for each conduct report. In exceptional circumstances and in response to personal or welfare issues the Head or Deputy Headteacher may arrange for a student to be removed from the reporting ladder.

Governor's disciplinary hearings

The Headteacher and Governors will invite parents/carers into school to review the behaviour of the student and the history of support provided. Students and parents/carers are provided with an opportunity to comment. The Headteacher and Governors will clarify the expectations for the student and decide on what further support may be offered. This may include:

- An alternative programme of support for the student
- An alternative or reduced timetable
- A managed move
- An extended period of learning in the IER
- Discussion regarding a possible managed move to a different school

Failure to improve behaviour following a governor's disciplinary hearing is considered very serious and is likely to result in permanent exclusion. Following a governor's disciplinary hearing an 'At Risk of Permanent Exclusion' will be submitted to Northamptonshire Educational Inclusion Partnership Team.

At risk of permanent exclusion

Students may find themselves '**at risk**' of exclusion as a result of:

- A serious breach of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school **and**
- Persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

APPENDIX A

Years 7-11

Appendix A is **a guide** to rewards and sanctions used at Chenderit School. These are examples only.

Achievement point	<ul style="list-style-type: none"> • Good work in a lesson • A well completed piece of work or homework • Good marks in a short test • Short term progress • Supporting other students 	Staff member to log on SIMS with appropriate reason
Praise Postcard	<ul style="list-style-type: none"> • A longer piece of work which meets or exceeds the student's expected target OR which shows significant improvement • Sustained improvement or progress • Significant contribution to the school, e.g. performance in a school play or musical event • Regular commitment to a school sports team • Regular commitment to the school council • Significant student leadership 	Staff member to log on SIMS. Write Praise postcard Either hand to student or to front reception for posting
Achievement letters (KS3)	<ul style="list-style-type: none"> • Achievement letter & Award Certificate • Bronze Award – 50 positive SIM logs • Silver Award – 75 positive SIM logs • Gold Award – 100 positive SIM logs • Platinum Award – 150 positive SIM logs 	Form Tutors to follow agreed procedures for certificate production
Certificates	<ul style="list-style-type: none"> • Certificates to be awarded by Heads of Learning and Heads of Department for sustained improvement, progress or achievement at the end of each half term 	Form Tutors and class teachers to nominate students for progress and achievement certificates
Attendance Certificates	<ul style="list-style-type: none"> • Certificates awarded half-terminly in year group assemblies for all students who have had 100% attendance during that half term. 	Guidance Team
Achievement prizes	<ul style="list-style-type: none"> • Prizes to be awarded on the student gaining a certain number of achievement points (awarded for Awards, Praise postcards and Raffle Tickets). Prizes may include: <ul style="list-style-type: none"> • Breakfast invitation • Film viewing invitation • Opportunities for leadership 	When a student meets the agreed number of points, they receive award. Monitored by Form Tutors

Tutor group outing	<ul style="list-style-type: none"> • Invitational outing organised at the end of the year for the tutor group in each key stage who has accumulated the most achievement points 	Guidance Team
End of Year Invitational Event	<ul style="list-style-type: none"> • Students who have achieved and behaved well throughout the year may be invited to attend an end of year school visit or reward event. 	Form Tutors nominate to Guidance Team

For your information

Student participation in educational visits, school organised events or school related activities is a privilege and not a right or expectation. Good student behaviour is of paramount importance. Previous poor behaviours may result in this privilege being removed or denied. Examples of such activities include the year 11 prom, the December extravaganza and educational visits or events.

Sixth Form

Achievement point	<ul style="list-style-type: none"> • Good work in a lesson • A well completed piece of work or homework • Good marks in a short test • Short term progress • Supporting other students 	Staff member to log on SIMS with appropriate reason
Praise Postcard	<ul style="list-style-type: none"> • A longer piece of work which meets or exceeds the student's expected target OR which shows significant improvement • Sustained improvement or progress • Significant contribution to the school, e.g. performance in a school play or musical event • Regular commitment to a school sports team • Regular commitment to the school council • Significant student leadership 	Staff member to log on SIMS. Write Praise postcard. Either hand to student or to front reception for posting
Achievement letters (6F)	<ul style="list-style-type: none"> • 40 positive SIM awards – Bronze Award • 60 positive SIM awards – Silver Award • 80 positive SIM awards – Gold Award • 100 positive SIM awards – Platinum Award and voucher. 	Form Tutors to follow agreed procedures for certificate production
Certificates	<ul style="list-style-type: none"> • Certificates to be awarded by Heads of Learning and Heads of Department for sustained improvement, progress or achievement at the end of each half term 	Form Tutors and class teachers to nominate students for progress and achievement certificates
Attendance Certificates	<ul style="list-style-type: none"> • Certificates awarded half-termly in year group assemblies for all students who have had 100% attendance during that half term. 	Guidance Team
Achievement prizes	<ul style="list-style-type: none"> • Prizes to be awarded on the student gaining a certain number of achievement points (awarded for Awards, Praise postcards and Raffle Tickets). Prizes may include: <ul style="list-style-type: none"> • Breakfast invitation • Gift Vouchers 	When a student meets the agreed number of points, they receive award Monitored by Form Tutors

APPENDIX B

Years 7-11

Below are some examples of unwanted behaviours and how we are likely to address such behaviours. Please note that sanctions or consequences maybe adjusted as individual circumstance are borne in mind.

Uniform/ Equipment	<ul style="list-style-type: none"> • Minor uniform issues • Failure to bring proper equipment 	Every 3 instances during a half term period result in HOL putting student in 15 min break/lunchtime detention run by HOL.
Homework	<ul style="list-style-type: none"> • Homework not done/handed in • Quality of homework is wholly unsatisfactory for the student's ability • Homework repeatedly not completed/handed in • Persistent homework issues 	Class teacher logs/sets in SIMS puts student in detention: 15 mins at break or lunchtime 45 mins afterschool for repeated homework issues 60 mins for HOD persistent homework issues
Class work	<ul style="list-style-type: none"> • Failure to complete significant amount of work in lesson • Failure to complete work to the expected target grade standard • Truancy 	45 mins after school detention with Class Teacher who logs/sets detention in SIMS
Poor behaviour outside lesson	<ul style="list-style-type: none"> • Poor behaviour within the school campus • Failure to respond to an instruction outside of lessons 	Warn first if appropriate. Inform HOL who will log BFL warning in SIMS. In any half term period: 1 st offence – verbal warning from HOL 2 nd offence – HOL detention 3 rd offence – 5 days of isolation of breaks and lunches in IT3 Any subsequent offence within the half term period will result in a further 5 days of supervision of break and lunch times in IT3 and HOL contact home.

Negative SIMs Logs	<ul style="list-style-type: none"> • 15 negative SIMS logs: Letter and SIMS log record sheet sent home • 25 negative SIMS logs: Appointment with tutor • 50 negative SIMS logs: Appointment with Head of Learning • 75 negative SIMS logs: Appointment with Leadership Team • 100 negative SIMS logs: Appointment with Deputy Headteacher • 125 negative SIMS logs: Appointment with Headteacher • Further negative SIMS logs: Appointment with a member of the governing body 	
B 1	<ul style="list-style-type: none"> • Low level classroom disruption <ul style="list-style-type: none"> - Talking whilst teacher is talking - Inappropriate talking, giggling, etc - Impoliteness to staff - Eating in class/chewing gum - Failing to start work quickly • Computer misuse – wrong activity • Late to lesson (within 5 mins) • Slowness in preparing for the lesson 	Warn at risk of B1 first where appropriate then 15 min Break / Lunchtime detention with Class Teacher who logs/sets in SIMS
B 2	<ul style="list-style-type: none"> • Missing a break or lunchtime detention • Leaving a lesson without permission • Repeated B1 behaviours • Disrupting the learning of others • Rude or uncooperative attitude • Failure to comply with class teacher instructions • Refusal to comply with seating plan • Offensive language heard (not necessarily directed at any one person or group) • Unkind behaviour towards another student • Being Parked • Notably late to lesson/s 	Student removed to parking system (unless for missed detention or leaving without permission) HOD informed, 45 min after school detention with Class Teacher who logs/sets in SIMS, after school detention system followed. If student refuses to leave, the teacher should send for On-Call member of staff.
B 3	<ul style="list-style-type: none"> • Missing an after school class teacher detention or compulsory catch-up session • Repeated B2 behaviours • Poor behaviour or insufficient work completed • Poor behaviour when parked • Refusal to be parked 	60 min after school detention with Head Of Department Teacher informs HOD HOD logs/sets in SIMS, after school detention system followed.

	<ul style="list-style-type: none"> • Not respecting someone's personal space • Aggressive in manner when spoken to • Repeatedly late to lessons 	
B 4	<ul style="list-style-type: none"> • Aggressive/intimidating manner towards others • Poor behaviour in IT3 supervision or non- attendance • Persistent B3 behaviours • Poor behaviour or insufficient work completed in HOD detention or repeated non-attendance • Leaving school without permission, yet returning to school site • Bullying • Repeated mobile phone confiscation(i.e. 4 or more occasions) • Graffiti or defacing property in school • Rude and uncooperative behaviour • Students acting in ways that leads to tensions between groups or individuals 	<p>90 min after school Leadership Team detention system informs Administrator. Administrator logs/sets in SIMS and after school detention system followed.</p> <p>Bullying incidents must be logged on My Concern software.</p>
B 5	<ul style="list-style-type: none"> • Missing a Leadership Team detention (even where parents do not support detention) • Poor behaviour or insufficient work in Leadership Team detention • Repeated LT detentions • Derogatory language which may include: sexist, racist, homophobic, transphobic comments not directed at a person • Vandalism or damage to property/equipment • Petty theft (removal of others belongings) • Persistent or severe bullying • Bringing the school into disrepute • Accessing inappropriate material via school network or electronic device • Interfering with school IT facilities (e.g. network/hardware/software) • Refusal to follow on-call instructions • Aiding and abetting deception (e.g. receiving items to avoid confiscation) • Photographing, videoing or recording any staff or student in school or on journey to/from school 	<p>School Isolation Administrator logs in SIMS and sends letter home. Informs Form Tutor Head of Learning calls parent/carer</p> <p>Bullying incidents must be logged on My Concern software.</p> <p>Child protection or safeguarding incidents must be logged on My Concern software.</p>

	<ul style="list-style-type: none"> • Leaving school without permission and not returning (part or full day truancy) • Inappropriate personal comments, on and/or offline, about physical appearance or SEMH towards an individuals and/or a group with SEND • Refusal to attend an afterschool detention 	
<p>B 6</p>	<ul style="list-style-type: none"> • Offensive/derogatory language directed towards a member of staff • Sexist Racist, homophobic, transphobic harassment, discrimination and/or abuse • Verbal or physical threats to any person • Fighting or assault • Serious malicious or aggravated bullying, including peer on peer abuse, on and/or offline • Possessing prohibited substances or articles e.g. alcohol, tobacco, smoking paraphernalia including e-cigarettes, shisha pens, pipes or similar (includes smoking by association) • Deceptive or avoidance behaviours (i.e. hiding or passing on items to avoid confiscation) • Failure to complete School Isolation (B5) satisfactorily • Being involved in group led intimidation or coercion both on and/or offline • Repeated persistent poor behaviours • Theft (the taking of an item with the intention not to return to its owner) • Hacking or malicious interference, intended misuse of the school network /hardware/software to cause disruption, deception or intimidation • Sexual coercion/misconduct/ harassment/abuse/ (on and/or offline, including the distribution of nudes) • Unsafe behaviour • Refusal to comply with Leadership Team instructions 	<p>IER exclusion (Internal Exclusion Room) Administrator logs in SIMS and sends letter home. Head of Learning calls parent/carer.</p> <p>Re-admission meeting agreed</p> <p>PSP completed upon re-admission.</p> <p>Bullying incidents must be logged on My Concern software.</p> <p>Child protection or safeguarding incidents must be logged on My Concern software.</p>

B 7	<ul style="list-style-type: none"> • Consuming tobacco, alcohol other prohibited substances on the school premises • Consuming or possessing drugs or drug paraphernalia • Sharing, selling or seeking to sell prohibited substances • Possession of dangerous items • Serious peer on peer physical assault • Serious violence, aggression or threatening behaviour 	<p>Fixed Term Exclusion Administrator logs in SIMS and sends letter home. Decision made upon IER requirement on return to school Headteacher / Deputy Headteacher or HOL calls parent/carer.</p>
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	<ul style="list-style-type: none"> • Leading group behaviour that threatens or intimidates • Photographing/recording imagery with the intention to distribute/intimidate/be derogatory towards others (including sending revenge images/nudes) • Repeated serious behaviours • Organised theft • Accessing or distributing pornography or other image based sexual abuse • More serious bullying including sexist, racist or homophobic peer on peer abuse • Serious sexual misconduct/harassment/abuse • Poor, disruptive or unsafe behaviour whilst in IER exclusion • Persistent refusal to comply with Leadership Team instructions • Refusal to comply with the instructions of the Headteacher 	<p>Re-admission meeting agreed</p> <p>PSP completed upon re-admission.</p> <p>Bullying incidents must be logged on My Concern software.</p> <p>Child protection or safeguarding incidents must be logged on My Concern software.</p>
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APPENDIX C

Chenderit School Sixth Form Action Structure

In order to maintain the high standards expected within the Sixth Form, this behaviour policy sets out a clear structure in which students can see an escalation if their behaviour does not meet the expected standard, whilst also working in line with and supporting the whole school behaviour policy. It also allows staff to follow a simple set of instructions that enable us to manage adequate behaviour efficiently and effectively resolve any issues that may hinder progress by giving students the opportunity to rectify their behaviour through the setting of tangible targets. The level at which a student starts within this structure is determined by the severity of their actions; suggested examples of behaviour in each stage have also been given in the table below:

Stage	Example of behaviour	Level	Actions to be taken
1	B1 and B2 behaviour such as: <ul style="list-style-type: none"> • Insufficient work during lessons • Poor attitude/effort • Incomplete homework 	Class teacher	<ul style="list-style-type: none"> • Break/lunchtime detention given to complete work • Behaviour logged on SIMS by teacher*
2	Continuous examples of Stage 1 behaviour or B3 behaviour such as: <ul style="list-style-type: none"> • Missing detentions • Persistent poor behaviour /attitude 	Class teacher and Subject Leader	<ul style="list-style-type: none"> • After school detention given to complete work • Meeting with class teacher and subject leader; action plan put in place and monitored for 2 weeks • Class teacher makes contact with parents/guardians to inform them of the behavioural issue and the targets that were set in the meeting • Class teacher or subject leader meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks • After the 2 week review, the class teacher or subject leader will determine if the student needs escalating to the next stage • Behaviour logged on SIMS by teacher
3	Failure to meet targets set in Stage 2 Action Plan or B4 behaviour such as: <ul style="list-style-type: none"> • Bullying • Repeated mobile phone confiscation 	Sixth Form Team (including Deputy Head of Sixth Form and Sixth Form Study	<ul style="list-style-type: none"> • Meeting with a member of the Sixth Form Team and Sixth Form Team Action Plan put in place • A member of the Sixth Form Team to make contact with parents/guardians to inform them of the escalated behavioural issue and the new targets that have been set • A member of the Sixth Form team meets with student after 1 week to check the

	<ul style="list-style-type: none"> Rude and uncooperative behaviour 	Skills Supervisor)	<p>progress towards targets and reviews overall progress after 2 weeks</p> <ul style="list-style-type: none"> After the 2 week review, the member of the Sixth Form Team will determine if the student needs escalating to the next stage
4	<p>Failure to meet targets set in Stage 3 Action Plan or B5 and B6 behaviour such as:</p> <ul style="list-style-type: none"> Persistent bullying Bringing the school into disrepute Possessing alcohol and other prohibited substances Sexual misconduct 	Head of Sixth Form	<ul style="list-style-type: none"> Meeting with Head of Sixth Form, the student and their parents/carers to take place, and Head of Sixth Form Action Plan put in place The Head of Sixth Form meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks After the 2 week review, the Head of Sixth Form will determine if the student needs escalating to the next stage
5	<p>Failure to meet targets set in Head of Sixth Form Action Plan or B7 behaviours such as:</p> <ul style="list-style-type: none"> Selling or attempting to sell prohibited substances Repeated serious behaviours Organised theft Consuming prohibited substances on school site Serious physical assault 	Head of Sixth Form and LT	<ul style="list-style-type: none"> Meeting with Head of Sixth Form, a member of the Leadership Team, the student and their parents/carers to take place, and Leadership Team Action Plan put in place The Head of Sixth Form and a member of the Leadership Team meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks After the 2 week review, the Head of Sixth Form and Leadership Team will determine if the student needs escalating to the next stage
6	Failure to meet targets set in Leadership Team Action Plan	Governors Disciplinary Hearing	<ul style="list-style-type: none"> Meeting with a member of the school's Governing Body to discuss the behaviour concerns and make student aware that if the behaviour is not resolved, they are at risk of permanent exclusion A final Action Plan is agreed upon and the Head of Sixth Form and a member of the

			<p>Leadership Team meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks</p> <ul style="list-style-type: none"> • After the 2 week review, the Head of Sixth Form and Leadership Team will determine if the student needs escalating to the next stage
7	Failure to meet targets set in Stage 6 Action Plan	Review of Permanent Exclusion	<ul style="list-style-type: none"> • If a student has persistently shown that s/he is unwilling to meet the expectations of Chenderit Sixth Form, the possibility or permanent exclusion that was reviews in stage 6 will be revisited and the students place with the Sixth Form may be revoked.

Chenderit Sixth Form Student Action Plan

Name of student:	Tutor Group:	Date of Meeting:
Level of plan: Tutor/Subject Area / Sixth Form Team / Head of Sixth Form / SLT		
<u>Summary of behavioural concerns:</u>		
<u>Targets to rectify behaviour</u> (Please ensure targets are tangible and achievable within 2 weeks from the date of this meeting)		
<u>Student Agreement:</u>		
I agree to achieve the targets that have been set for me in order to meet the expectations of Chenderit School Sixth Form. If I fail to meet these targets I am aware that I will continue to the next stage of the Sixth Form behaviour policy and further sanctions will be put in place. I am aware that I need to achieve these targets by (Date 2 weeks from the meeting)		
Student Staff		
<u>First Review (1 week after original meeting):</u>		
Date of Review		Staff Signature
Evidence of progress towards targets:		Student Signature
Is the student likely to meet the targets by the deadline set? Yes / No		
If no, what does the student need to do to ensure the targets are met by the deadline?		

Final Review (2 weeks after original meeting):

Date of Review..... Staff Signature

Evidence of meeting targets: Student Signature

Has the student met the targets set to an acceptable standard? Yes / No

Does the student need to be escalated to the next stage of the Sixth Form behaviour policy?

Yes / No