

REVIEWED BY GOVERNING BODY NOVEMBER 2016

ADOPTED BY GOVERNING BODY DECEMBER 2016

At Chenderit School we seek to support young people in a caring environment to reach their academic potential and to develop the social and emotional skills to contribute effectively in the wider society and in the workplace. We aim to support 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. 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 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 alongside the Antbullying Policy.

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 among 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 encourage a positive relationship with parents and carers
- To allow teaching and learning to be outstanding

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 Head teachers "Behaviour and discipline

in schools" (January 2016), the DfE's statutory guidance "Keeping children safe in education" (September 2016) and the DfE's guide "Exclusion from maintained schools, Academies and pupil referral units in England" (2012 – updated January 2015). 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 Head teacher and staff to ensure that the safety and security of all students is of paramount concern
- support the Head teacher and staff in maintaining high standards of behaviour
- ensure they have an awareness of trends in positive and negative behaviour and the school's actions to promote positive behaviour

The Head teacher, Leadership Team, Heads of Department and Guidance Team will

- work together and work 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 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

Parents/carers

- have an awareness of the school's behaviour policy 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
- fulfil the expectations for parents as outlined in the home-school agreement

Students

Students are expected to uphold high standards in relation to:

- ensuring that all students are able to feel safe and to 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
- their respectful support of other students and adults in the school community
- their behaviour and self-control
- encourage others to behave well and report any issues to a teacher

Students are expected to "Aim high, work hard and to 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 your own work on time and to a high standard, and how you 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 recognised both informally and formally.

Rewards

Staff take every opportunity to praise progress, achievement, appropriate behaviour and effort. 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 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 is tracked by tutors and celebrated in tutor time and assemblies
- Letters of praise
- Certificates for good achievement or behaviour awarded

- Students may be offered the opportunity to attend an end of year trip to celebrate their positive outcomes.
- Raffle Tickets will be issued by staff to students who make good use of feedback and show progress against the areas targeted. Raffle tickets will be collected by Heads of Learning and tickets will be drawn out in assembly. Winning tickets will receive prizes
- Rewards for students who achieve a high number of positive behaviour points
- 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.

Letters are sent home by the following staff when students gain the number of awards shown

- 50 positive SIM awards – Bronze Award
- 75 positive SIM awards – Silver Award
- 100 positive SIM awards – Gold Award
- 150 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

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

Sanctions for poor or unwanted behaviour

Where a student displays poor or unwanted behaviours appropriate sanctions will be consistently and fairly applied.

Sanctions include:

- Break or lunchtime detention
- After school detention
- Detention at a weekend or on a training day
- Compulsory catch-up session
- Loss of free time at break time and lunchtime
- Withdrawal from a lesson on the school "parking system"
- Being placed on student report
- Restrictions placed on use of computer facilities including total ban on computer use.
- Confiscation of items (see searching and confiscation below)
- Supervision
- Internal exclusion (B5 internal exclusion with a nominated member of staff)
- IER exclusion (B6 internal exclusion to the IER; Internal Exclusion Room)
- External fixed term exclusion (B7)
- Permanent exclusion from the school

The school will involve the police or other external agencies where this is appropriate.

Exclusion and SEN

In accordance with the DFE guidance ("Exclusion from maintained schools, academies and pupil referral units in England (2012 – updated January 2015). special care will be taken when considering the permanent exclusion of a pupil with SEN, EHCP or a LAC. In particular, where behaviour appearing to justify a permanent exclusion may relate to the pupil's SEN EHCP or a LAC, particular care will be taken to ensure that the head, and governors on review, have information about those needs which is sufficiently up-to-date. Normally, and particularly where there are mental health concerns, the school will obtain a contribution from a relevant professional 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.

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 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 tutor or subject teacher in the first instance, e.g. when a student is given 15 negative SIM logs, an initial letter will be sent home to express concern. On receipt of 25 negative SIM logs parents / carers and the student will attend a meeting with the form tutor. On 50 negative SIM logs parents / carers and the student will meet with the Head of Learning to discuss further interventions. Further poor behaviour resulting in 75 negative SIM logs will result in a meeting with a member of the Senior Leadership Team, at 100 negative SIM logs, a meeting with the Deputy Headteacher, at 125, a meeting with the Headteacher and at 150 negative SIM logs, a meeting with a Governor to discuss the deterioration of behaviour.

Failure to complete work

Failure to complete 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 to say that this is the case, and write the amount of time their child has spent on this task. Students should expect to complete KS3 Years 7 & 8, 2 – 3 homework tasks per evening
KS4 Years 9, 10 & 11, 4-5 homework tasks per evening
Students in year 7 and 8 are expected to spend 20 – 30 minutes on each homework task ie between 40 and 90 minutes per day. Students in year 9 are expected to spend 30 minutes on each homework task ie 1 -1 ½ hours per day. Students in years 10 and 11 are expected to spend 30 minutes per homework task ie 2 - 2 ½ hours per day. These differences reflect the age and academic stage of students.

This will signal to the teacher that extra support may be needed with this task. Where there are genuine, exceptional circumstances that prevent homework being completed on time, please make a note of this in your child's planner. 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 behind, the teacher will log this on the Sims system. If the student forgets his/her homework three times during a half term period the tutor will advise him/her and his/her parent/carer that he/she will be required to

attend a compulsory catch-up and support session for 1 hour after school. This will normally take place on the following day. The student will be supported in developing his/her 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 compulsory after school catch up or support session for a period of 1 hour. This will normally take place on the following day. This session will help the student to catch up with their learning quickly in order to help to prevent him/her falling behind with his/her learning. The student may also be given support to develop his/her organisational ability during this supportive session. In the compulsory session 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. Punitive tasks will not be set during this supportive session. 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, meetings with parents and a pastoral support plan drawn up by the Head of Learning with the parent/carer.

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 or to switch to a positive behaviour, 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 the Appendix for a guide to sanctions.)

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. Where this is not the case, a student will be issued in the first instance with a verbal warning regarding their behaviour. If there is a subsequent instance of poor behaviour then a letter will be sent to parents to make them aware of their child's poor behaviour outside of lessons. A third, and any subsequent instance will result in the student losing his/her free time during break and lunch time for a period of 5 days. More serious misbehaviour will be investigated and sanctioned straight away.

Failure to uphold the school's uniform policy

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 they will be informed and asked to correct the issue. 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 note will be put in the student's planner indicating the problem. The parent/carer may acknowledge the issue in the planner that evening with a note agreeing to rectify the problem within a reasonable timeframe (usually a week). Where this happens no sanctions will be put in place.

Where the student refuses to correct the issue or no note acknowledging the parents/carers' intention to rectify the issue is provided, the student will be required to spend his/her free time (at break and at lunch) in his/her Key Stage office. Where the issue persists, a student may be put in supervision outside of his/her normal lessons and be placed in supervision in IT1 at breaks and lunchtimes until the issue is resolved satisfactorily. 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. (Please see the school uniform policy)

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

Failure to bring proper equipment to school

Where a student is not properly equipped (see Planner 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 students 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 and their families, our school and our community. The school expects students to behave appropriately and with due consideration to all others (from school or outside) 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, permanent) ban from using school transport. In this situation, parents are responsible for ensuring that their child gets to and from school. Please see the school transport policy for more details on all aspects of school transport.

The school may also sanction students where 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 or where bullying takes place outside of school. This includes cyber-bullying through use of mobile phones, social media and other technologies.

Students on school trips, 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.

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.

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 his/her 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.

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 policy for more detail.

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 safeguarding board (LSCBN) guidelines. Where a student is found to have made a malicious allegation against a member of staff, this will be reported to the LADO (Local Authority Designated Officer) and treated very seriously and could result in permanent exclusion.

Exclusions

Where serious behaviour issues occur, the school may sanction the student with an exclusion.

Internal exclusion 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. 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. The student's break and lunch time will be supervised. Following an internal 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. The student will be placed on an appropriate report. To return to main school, students must show that they have met expected standards of behaviour and completed an appropriate amount of work whilst excluded. If an internally excluded student behaves poorly, they will be excluded in the IER or externally.

Internal Exclusion Room (IER exclusion) B6

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. The student will be required to remain in the IER at all lesson times during their exclusion period. They will be allowed to eat, drink and use the toilet at appropriate times in this area. During break and lunchtimes the student will be supervised in IT1. The student will be required to complete a Student IER Code of Conduct agreement and Student IER Reflection Statement to reflect on their behaviour. Students with a mobile phone will have this removed and securely stored for return at the end of the school day or period of time in the IER. 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 will 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. The student will be placed on an appropriate report.

External exclusion (B7 Fixed Term Exclusion)

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" (2012 – updated February 2015). 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 at least one day's learning in the IER on their return to school. Successful completion of this period 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 over a phased period. 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. The student will be placed on an appropriate 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 (2012 – updated February 2015). 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. Parents/carers will be notified of any after school detention or compulsory catch-up session with a detention sticker placed in the school planner and initialled by staff indicating the day and time of detention. Leadership detentions are notified by an In Touch message (where permission is given) or, 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. 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. 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 will result in further sanctions. Where a student is required to attend compulsory homework club and is given a detention, the detention will be held after the homework club and will last for 30 minutes.

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.

Home-School Agreement

Chenderit School has a home-school agreement which it expects all students who choose to attend Chenderit School, and their parents, to read, sign and adhere to. The agreement is included in students' planners and is on the school's website.

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 club
- Inclusion Team
- Inclusion Centre targeted support for individuals, groups and families
- Attendance clinics

- Pastoral Support Plans
- Intensive support for students in Inclusion Centre

Working with outside agencies to support students

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

- CAN
- CAMHS or PCAMHS
- Time2Talk
- Low Down (counselling service)
- Young carers/Northamptonshire Carers
- Sibling support
- EHA co-ordinators
- Early Help prevention Team
- Short term team (Bromford mental health)
- Bromford Housing
- Victim support
- HUB (Oxfordshire)
- Community Law
- Hospital and Outreach
- Educational Inclusion Partnership Team
- Attendance and Engagement (Oxfordshire)
- Sure Start Centre
- 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
- NSCB
- Information and Support Advise Service
- RISE
- EP Service
- Probation
- Virtual Schools
- Post Adoption Team
- Crisis Team CAMH

Student Support

All students' default position

- Monitoring through planner checks and weekly rewards / sanctions data
- Reports / assessments analysed to identify and encourage students who are making good progress and to support those who are under achieving

On Report

Where a student is placed on any kind of report, this will be recorded in Sims.

Pink Report

This is a subject report. Students may be placed on subject report in any of their lessons. The class teacher will set targets to support the student in improving their behaviour for learning, attitude to learning or completion of learning or homework. The student will be supported on subject report for a 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 report will be recognised by the teacher and the Head of Department. Where the student has not made good progress towards these targets the Head of Department and class teacher will 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 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.

The other reports outlined below support students with their behaviour and learning across all lessons. If a student successfully completes the period on Report, they will receive formal recognition of this achievement through a letter or telephone call sent or made by the person responsible for the report.

MOVING ON, OFF, UP OR DOWN THE REPORT LADDER

The responsible member of staff (see above) will contact a parent/carer by phone, email or letter (not text) to inform them that their child will be put on report. The responsible member of staff will record the report in Sims.

Students must report to the responsible member of staff before school, at break, lunch and the end of school with the exception of subject report where the report must be presented each lesson. Students will be congratulated on successes and will have the opportunity to talk through any difficulties to find proactive solutions.

The student's progress on report will be monitored:

If at the end of the 5 days the student has gained **all 1's and 2's** they will be moved down a report level or taken off report in the case of green or subject reports.

If a student at any point in the first 5 days gains **5 or more 3, 4 or 5** grades the student will immediately move up a report level (do not wait for the end of the 5 day period). Please inform the student and the member of staff responsible. This new member of staff will record the new report level in Sims and contact home by phone, email or letter.

If the student scores in between these two (ie **between one and four 3,4 or 5 grades**) they will stay on the same report for a second 5 day period.

During the **second 5 day period** the student will be moved down or off report if they score 4 or fewer grade 3s, 4s or 5s. If they score **5 or more grade 3s, 4s or 5s** they will be immediately be moved up a level. The parent/carer should be informed and the new report logged in Sims as described above.

Green Report: Tutor

A student may find themselves on green report for 1-2 weeks to their tutor as a result of:

- Analysis of an interim assessment or end of year report.
- In response to a parents' evening or target setting day meeting.
- **3 unwanted behaviour or logs of any type during one week** (Monday to Friday – number resets to 0 every Friday at the end of the day) **OR 6 unwanted logs over a 3 week period**

Students who are underachieving or who need support and encouragement may be placed on a blue report by their tutor.

Amber report: Head of Learning

A student may find themselves on amber report as a result of:

- A single serious incident resulting in internal exclusion
- Failure to successfully complete a period on green report
- A particularly worrying analysis of an interim assessment or end of year report.
- Following a fixed term exclusion.

A Head of Learning will support the student by setting SMART targets, in collaboration with both the student and their parent. A review of attitudes to learning and behaviour will take place at the end of the first week as outlined above.

Red report: Leadership Team

A student may find themselves on red report as a result of:

- A serious incident resulting in IER or external exclusion
- Failure to successfully complete an amber report

Any student moving to a Red Report must have a Pastoral Support Plan (PSP) written. The Guidance Team member will plan the PSP with support from their link Leadership team support, LS and the Inclusion Centre as appropriate. Both the Assistant Head teacher and the Guidance Team member will meet with parents to agree SMART targets for the PSP. In the case of a serious incident, the PSP will be discussed with parents at the Readmission meeting. Where a student moves to red report as a result of the unsuccessful completion of an amber report, the Guidance Team member will convene a meeting with the Assistant Head teacher and parents to discuss the PSP.

The report and progress with the PSP targets will be reviewed as outlined above. The student may be moved to a lower or higher level of report at the end of this period. The PSP targets are likely to continue to remain in place for a longer period.

The Headteacher must be kept informed throughout.

White report: Deputy Head/Headteacher

A student may find themselves on White report as a result of:

- An extremely serious incident.
- Failure to successfully complete a red report period

The Deputy Head will review an existing PSP where this is already in place with the appropriate Guidance Team member. This will either take place as part of a readmission meeting or in a specially convened meeting to discuss this. Where a student has moved directly to a white report as the result of a very serious incident, the PSP will be discussed at the readmission meeting.

The Headteacher must be kept informed throughout.

Where the white report has proved ineffective in bringing about agreed objectives or where a student returns to a white report for a second time following a period on red report, a further meeting should take place between school and the student's family. This should lead to the completion of a reviewed PSP, which will be reviewed in two weeks. Consideration will be given to the student's learning taking place in the IER for a period of at least 5 days. If a student undertakes their learning in the IER he/she will be given intensive, targeted support for behaviour, any learning needs and intensive support for English, Maths and Science. Where a student makes good progress in relation to their behaviour, attitude to learning and their completion of learning a phased return to lessons where the student has made good progress. A disciplinary meeting with governors may be held if progress is not satisfactory.

The Headteacher must be kept informed throughout.

Governor's disciplinary meetings

The Head teacher and Governors will invite parents/carers into school with the Leadership Team and Guidance Team as appropriate, to review the behaviour of the student and the history of support provided. Students and parents are provided with an opportunity to comment. The Head teacher and Governors will clarify the expectations for the student and decide on the next stages in the student support programme. This may include:

- A programme of support for the student
- A review period in 2 to 4 weeks
- An extended period of learning in the IER
- Discussion regarding a possible managed move to a different school
- A formal final warning prior to permanent exclusion.

Failure to improve behaviour following a governor's disciplinary meeting is considered very serious and is likely to result in permanent exclusion.

At risk of permanent exclusion

A student may find themselves at risk of exclusion as the 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.

CHENDERIT SCHOOL BEHAVIOUR POLICY

Staff development and support

Staff have regular training throughout the year relating to teaching and learning, behaviour for learning and keeping students safe.

Support is available to all staff through their line managers (both pastoral and academic) and through the Leadership Team.

Support relating to matters of child protection is available through the school's Designated Safeguarding Leads. (DSL)

- Roddy Lloyd Jones – Deputy Headteacher for Behaviour and Pastoral
- Deputy Designated Leads –
Mrs Jan Hooper, Safeguarding, Student Welfare and Parent Support Advisor
Mrs Allison Smith, Deputy Safeguarding, Student Welfare and Parent Support Advisor

CHENDERIT SCHOOL BEHAVIOUR POLICY

APPENDIX A

Appendix A comprises a guide to rewards and sanctions. Not all behaviours will be included in these tables. They will be used as a guide to the type of reward or sanction which is suitable.

Award	<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. <ul style="list-style-type: none"> ❖ performance in a school play or musical event ❖ regular commitment to a school sports team ❖ regular commitment to the school council ❖ significant student leadership 	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 	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
Raffle Tickets	<ul style="list-style-type: none"> • Raffle tickets to be given out when a student shows a good response to the teacher's marking. 	Log on Sims Issue student with raffle ticket Students pass tickets to Guidance Team for draw
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 	When a student meets the agreed number of

CHENDERIT SCHOOL BEHAVIOUR POLICY

	<ul style="list-style-type: none"> ❖ Film viewing invitation ❖ Opportunities for leadership 	points, they receive award Monitored by 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 Trip	<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 trip or opportunity. 	Tutors nominate to Guidance Team

Unwanted Behaviours

Uniform / Equipment	<ul style="list-style-type: none"> • Minor uniform issues • Failure to bring proper equipment including planner 	Every 3 instances during a half term period results in Tutor putting student in 15 min Key Stage break / lunch detention run by GT
Homework	<ul style="list-style-type: none"> • Homework not brought to lesson • Homework not done • Quality of homework is wholly unsatisfactory for the student's ability 	3 instances (or any multiple of 3 instances) in a half term period results in Tutor putting student in compulsory homework club catch-up session Class teacher logs in Sims puts student in compulsory homework club catch-up session, sends text and sticker in planner
Class work	<ul style="list-style-type: none"> • Failure to complete significant amount of work in lesson • Truancy 	60 min after school compulsory catch up/ support session with Class Teacher. Teacher logs in Sims, sends text and puts sticker in planner
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/LM who will log in Sims. In any half term period: 1 st offence – verbal warning from HoL 2 nd offence – warning letter sent home 3 rd offence – 5 days of supervision of breaks and lunches in IT1.

CHENDERIT SCHOOL BEHAVIOUR POLICY

		Any subsequent offence within the half term period will result in a further 5 days of supervision of break and lunch times in IT1.
Negative SIMS Logs	<ul style="list-style-type: none"> • 15 negative SIMS logs: Letter and SIM log record sheet sent home. • 25 negative SIM logs: Appointment with tutor • 50 negative SIM logs: Appointment with Head of Learning. • 75 negative SIM logs: Appointment with Leadership Team • 100 negative SIM logs: Appointment with Deputy Headteacher • 125 negative SIM logs: Appointment with Headteacher • 150 negative SIMS logs: Appointment with a member of the governing body. 	
B 1	<ul style="list-style-type: none"> • Talking whilst teacher is talking • Inappropriate talking, giggling, etc • Impoliteness to staff • Eating in class • Computer misuse – wrong activity • Late to lesson • Use of mobile or other personal technology (device will be confiscated) • Failing to start work quickly • Slowness in preparing for the lesson 	Warn first if appropriate 15 min Break / Lunchtime detention with Class Teacher Teacher logs in Sims and puts sticker in planner
B 2	<ul style="list-style-type: none"> • Missing a break or lunchtime detention • Leaving a lesson without permission • Repeated level 1 behaviours • Disrupting the learning of others • Rude or uncooperative attitude • Failure to comply with instructions • Refusal to comply with seating plan • Offensive language heard • Unkind behaviour towards another student 	Student removed to parking system (unless for missed detention or leaving without permission) HOD informed 60 min After school detention with Class Teacher . Teacher logs in Sims, sends text and puts sticker in planner If student refuses to leave, the teacher should send a student to the front office to collect the 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 or poor behaviour or insufficient work completed during the session 	90 min after school detention with Head Of Department Teacher informs HoD



CHENDERIT SCHOOL BEHAVIOUR POLICY

	<ul style="list-style-type: none"> Poor behaviour when parked (<i>Call on call who will remove student for rest of lesson to the IER</i>) 	HoD logs in Sims, sends text or phones and puts sticker in planner
B 4	<ul style="list-style-type: none"> Poor behaviour in IT1 supervision or non-attendance Poor behaviour or insufficient work completed in HoD detention or non-attendance Poor behaviour in homework club (compulsory or not) or non-attendance Leaving school without permission Bullying 	90 min After school Leadership Team detention Person putting student in LT detention puts sticker in student's planner and informs Administrator. Administrator sends text and logs in Sims
B 5	<ul style="list-style-type: none"> Missing a Leadership Team after school detention (even where parents do not support detention) Poor behaviour or insufficient work in Leadership Team detention Sexist, racist, homophobic comments not directed at a person Vandalism or damage to equipment Petty theft Bullying Bringing the school into disrepute Accessing inappropriate material Hacking or attempted hacking of school network Photographing, videoing or recording any staff or student in school or on journey to/from school 	Internal exclusion Administrator logs in Sims and sends letter home. Head of Learning calls parent/carer
B 6	<ul style="list-style-type: none"> More serious bullying Offensive language directed towards a member of staff Verbal or physical threats to any person Fighting / assault Possessing prohibited substances or articles e.g. alcohol, tobacco, smoking paraphernalia including e-cigarettes, shisha pens, pipes or similar, aerosol cans etc Failure to complete internal exclusion satisfactorily Refusal to comply with Leadership Team instructions Repeated poor behaviours 	IER exclusion (Internal Exclusion Room) Administrator logs in Sims and sends letter home. Head of Learning calls parent/carer
B 7	<ul style="list-style-type: none"> Consuming tobacco or alcohol on the school premises Consuming or possessing drugs or drug paraphernalia 	External exclusion Administrator logs in Sims and sends letter home. JCC/RLJ calls parent/carer



CHENDERIT SCHOOL BEHAVIOUR POLICY

	<ul style="list-style-type: none">• More serious bullying including sexist, racist or homophobic bullying• Sharing, selling or seeking to sell prohibited substances• Serious violence, aggression or threatening behaviour• Theft• Possession of dangerous items• Repeated serious behaviours• Persistent refusal to comply with Leadership Team instructions• Poor or unsafe behaviour whilst in IER exclusion• Refusal to comply with the instructions of the Headteacher	
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