

REVIEWED BY GOVERNING BODY June 2017

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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 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. 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 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.

(Refer to Anti-bullying 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 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), 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 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
- 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
- fulfil the expectations for parents as outlined in the home-school agreement
(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
(Refer to Uniform policy)
- their respectful support of other students and adults in the school community
- their behaviour and self-control
- 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 SIM logs.

Rewards

Staff take every opportunity to praise progress, achievement, appropriate behaviour and effort.

Example 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 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
- 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;
 - 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 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
- 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: IT1 isolation room following 3 BFL warnings
- 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
- School isolation (B5), internal isolation: withdrawn from normal lessons)
- IER exclusion (B6), internal exclusion to the IER; Internal Exclusion Room)
- Fixed Term Exclusion (B7)
- Permanent exclusion from the school

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. To improve the understanding negative SIM logs are separated into two categories where 'homework' and 'other' behaviour issues are identified 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 SIM logs specific action is taken 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 negative SIM logs, a meeting with the Headteacher will take place. Further negative SIM logs or if the behaviour does not significantly improve, a meeting with a Governor to discuss the student's poor behaviour will take place.

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.

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 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):**
4 – 5 homework tasks per evening, with each homework task lasting approximately 30 minutes (i.e. between 2 and 2 ½ hours of homework per day). Please note that some longer projects (e.g. art work) may be set and could be completed over a weekend.

(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 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

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advise him/her and his/her parent/carer that he/she will be required to attend a 45 mins detention session for 45 mins after school. 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 homework detention for a period of 45 mins. 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 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, 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 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 the Appendix for examples to sanction types and their consequence levels.)

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 a student does not behave appropriately, he/she will be issued, in the first instance, with a verbal BFL warning regarding their inappropriate behaviour. If there 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. 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. More serious misbehaviour will be investigated and sanctioned in the normal manner.

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 s/he 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 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 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)
(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 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 student organiser 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 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.

The school may also sanction students where behaviour which takes place outside of school may have a negative impact on behaviour, learning in school, or could adversely affect the reputation of the school. Where bullying takes place outside of school, including cyber-bullying through use of mobile phones, other electronic devices, social media and other technologies 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 paramount. 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.

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 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. 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 *Digital 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*)

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. Malicious allegation 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" (2012 – updated February 2015) and "Behaviour and discipline in schools."



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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. 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 IT1. 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. 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 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 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 student Pastoral Support Plan (PSP) 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" (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 may be required to attend at least one day's learning in the IER 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. 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 (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;
- 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
Class teacher/

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.

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 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 detention



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- Voluntary Homework Club
- Inclusion Team
- Alternative timetable/provision

- Inclusion Centre targeted support for individuals, groups and families
- Attendance clinics
- Pastoral Support Plans following readmission from IER and/or Fixed Term Exclusion
- Intensive support for students in Inclusion Centre

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)
- 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

- Monitoring through weekly achievement / behaviour data
- Support with personal organisation
- Staff / Student mentoring
- Peer mentoring

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- Reports / assessments analysed to identify and encourage students who are making good progress and to support those who are under achieving
- Inclusion Team

- Counselling / medical / other agency referral as listed above

Student Reports

The school operates various types of student reports. 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.

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 behaviour 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 a fixed term exclusion

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 (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 proved 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 should lead to the completion of a reviewed PSP, which will be reviewed again 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. A reduced timetable may also be considered and agreed. Where a student makes good progress in relation to their behaviour, attitude to learning and their completion of learning a phased return to lessons will be implemented. A disciplinary hearing with governors may be held if progress is not satisfactory.

Moving On, Off, Up 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

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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 conduct reporting level over the prescribed period for each conduct report. On exceptional circumstances and in response to personal or welfare issue 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 the next stages in the student support programme. This may include:

- An alternative programme of support for the student
- Alternative timetable/provisions
- 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 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.

APPENDIX A

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

	<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-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 • Breakfast invitation • Film viewing invitation • Opportunities for leadership 	When a student meets the agreed number of points, they receive award Monitored by Form Tutors



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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
<p>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 paramount. 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.</p>		

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 including student organizer 	Every 3 instances during a half term period results 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 of 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 min after school detention with Class Teacher who logs/sets detention in SIMs,



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<p>Poor behaviour outside lesson</p>	<ul style="list-style-type: none"> • Poor behaviour within the school campus • Failure to respond to an instruction outside of lessons 	<p>Warn first if appropriate. Inform HoL who will log BFL warning in SIMs. In any half term period: 1st offence – verbal warning from HoL 2nd offence HoL detention 3rd offence – 5 days of isolation of breaks and lunches in IT1.</p>
		<p>Any subsequent offence within the half term period will result in a further 5 days of supervision of break and lunch times in IT1 and HoL contact home.</p>
<p>Negative SIMs Logs</p>	<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 • Further negative SIMs logs: Appointment with a member of the governing body. 	
<p>B 1</p>	<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 • Failing to start work quickly • Computer misuse – wrong activity • Late to lesson • Slowness in preparing for the lesson 	<p>Warn at risk of B1 first where appropriate then 15 min Break / Lunchtime detention with Class Teacher who logs/sets in SIMs.</p>



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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 • Unkind behaviour towards another student • Being Parked 	<p>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.</p>
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 	<p>60 min after school detention with Head Of Department Teacher informs HoD</p>
	<ul style="list-style-type: none"> • Poor behaviour when parked • Refusal to be parked 	<p>HoD logs/sets in SIMs, after school detention system followed.</p>
B 4	<ul style="list-style-type: none"> • Poor behaviour in IT1 supervision or non-attendance • Persistent B3 behaviours • Poor behaviour or insufficient work completed in HoD detention or repeated non-attendance • Leaving school without permission • Bullying • Interfering with school network/hardware/software • Repeated mobile phone confiscation(i.e. 4 or more occasions) • Graffiti or defacing property • Rude and uncooperative behaviour 	<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>



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<p>B 5</p>	<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 • Sexist, racist, homophobic comments not directed at a person • Vandalism or damage to property/equipment • Petty theft • Persistent or severe bullying • Bringing the school into disrepute • Accessing inappropriate material via school network or electronic device • Interference of school network/hardware/software • Refusal to follow on-call instructions • Aiding and abetting deception (i.e. 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>
<p>B 6</p>	<ul style="list-style-type: none"> • Offensive language directed towards a member of staff • Racist abuse • Verbal or physical threats to any person • Fighting or assault • Serious malicious or aggravated bullying • 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 • Refusal to comply with Leadership Team instructions • Being involved in group led intimidation or coercion • Repeated persistent poor behaviours • Theft • Hacking or malicious interference, intended misuse of the school network /hardware/software to cause disruption or deception • Sexual misconduct 	<p>IER exclusion (Internal Exclusion Room) Administrator logs in SIMs and sends letter home. Head of Learning calls parent/carer Re-admission meeting agreed 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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<p>B 7</p>	<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 physical assault • Serious violence, aggression or threatening behaviour • Leading group behaviour that threatens or intimidates • Repeated serious behaviours • Organised theft • Accessing or distributing pornography • More serious bullying including sexist, racist or homophobic bullying • Serious sexual misconduct • 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>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 Re-admission meeting agreed 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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