

Behaviour policy and statement of behaviour principles for The Chantry School.



POLICY NAME	Behaviour Policy
IN CHARGE:	Matt Lake
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PUPILS CONSULTED (Yes or N/A):	Y – Pupil Voice Spring 2018
HOW:	
PARENTS CONSULTED (Yes or N/A):	Y – Parent Forum
HOW:	
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Introduction

The underlying principle of our behaviour policy is that teachers have the right to teach and pupils have the right to learn.

The Chantry School expects pupils to attend punctually every day, coming to school in the correct uniform and with the right equipment. With the support of parents, pupils should be physically and mentally prepared for the working day and be ready to learn.

No behaviour system alone can achieve good behaviour in the classroom. Disruptive behaviour is often, though not always, linked to poor planning and teaching. **A system of consequences sanctions poor behaviour, but does not improve it or create good behaviour.** Students behave well if they feel safe, confident, respected and cared for. The large majority of students want to learn and co-operate. The system is used by all staff at all times around school and in lessons.

Staff must use a full range of strategies before resorting to the consequence system. Students should be reminded of their choices and given the opportunity to make the right choice **before** consequences are issued. All students should know why consequences have been issued to them and they should be reminded of the choices they have made.

See also the The Chantry Behaviour for Learning Staff guidance policy – Appendix 2

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and disrespect towards other members of our school community
- Defiance in correcting poor or missing uniform, including the removal of make-up.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco, cigarette papers, e-cigarettes, vape / vaping materials
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include, but not solely:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy found in the policies section of our school website.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the school leaders and monitor the policy's effectiveness, holding the members of the school community to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMS

Heads of Department, Heads of Year and the wider pastoral support team, and Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Ensure their children are in school on time and ready to learn
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Head of Year promptly
- Attend Parent's evenings
- Attend readmission meetings following fixed term exclusion

6. Pupil code of conduct.

The Chantry expects the highest standards of work and behaviour from all pupils. The staff and governing body wish to support parents and young people by ensuring that pupils grow up and learn in an environment that makes it as easy as possible for everyone to learn and flourish. We wish to promote good behaviour and be explicit about what behaviour has no place at The Chantry – a transparent policy of positive expectations and things that pupils must not do. However, no list can be complete so pupils must remember to use common sense at all times. Therefore pupils are expected to:

- Behave in an orderly and self-controlled way, including to and from school
- Walk quietly and sensibly around the school – and not to run
- Show respect to members of staff, other adults and each other
- Speak to everyone in a polite way – and not to use bad language
- Arrive at lessons on time and be ready to learn
- Line up quietly and in single file where possible for lessons
- Follow the seating plan published by the class teacher
- At the start of the lesson – stand behind their chair, take out their books, equipment and planner as requested – or follow the class teacher’s routine for the start of their lesson.
- Stay in their seat unless they have permission to get up
- In class, complete the work set and not to disturb the learning of others
- Listen attentively when asked to do so
- Treat the school buildings and school property with respect, including placing litter in the bins
- Wear the school uniform correctly at all times – see uniform policy
- Follow teachers’ instructions first time – without argument and to accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Do their best at all times – and be prepared to learn from mistakes
- Complete all homework to the best of their ability
- Have a positive ‘can do’ attitude and maintain high expectations of themselves
- Drink only water in lessons when permission is given by the teacher and only fill water bottles at break and lunch, eating food is not permitted in class rooms and work spaces
- Not to chew gum in school or on the buses to and from school.
- Follow any specific departmental rules that they have been given
- Stay on the school site during the school day – staying away from out of bounds areas
- Abide by the rules for using school field
- Not to bring any items into school that are illegal, dangerous, harmful or prohibited including alcohol and non-prescription drugs
- Ensure mobile devices including music devices are not seen or heard during the school day until pupils are on the yard at 3.20pm

- Smoking is not allowed either on site or at any time in school uniform (including the journey to and from school) – this includes e-cigarettes and vaping devices. No smoking materials are permitted on the school site including matches, lighters and smoking paraphernalia such as cigarette papers.

Rules exist for the benefit of everybody and it is important that they are understood and respected. When these rules are not obeyed sanctions may be applied which will be appropriate and proportional to the occasion. These may include informal and formal detentions, community service, additional written work, and on rare occasions fixed term and permanent exclusions.

7. Rewards and sanctions.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- Achievement points
- Letters, post cards or phone calls home to parents
- Special responsibilities/privileges
- Pupil of the week
- Fab Friday nominations
- Recognition in reward assemblies
- Subject awards
- Achievement and effort certificates
- Headteacher commendations

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand
- Advise the pupil on how to behave correctly
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to your Head of Department or their Head of Year
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' – subject based, year leader (stage 1), or assistant head (stage 2).

We may use the BSU (Behaviour Support Unit) in response to serious or persistent breaches of this policy. Pupils may be sent to the BSU during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention may receive a longer serving detention or spend time in the BSU.

For pupils who persistently misbehave or demonstrate serious misbehaviour – a more personalised approach may be adopted. Personalised strategies can be used to reach the same consistent expectations. These may include:

- A pastoral Support Plan (PSP) to set specific and supported targets for behaviour
- Small group / individual intervention for anger management / mindfulness / learning behaviours
- A behaviour contract to set specific time specific targets
- Alternative curriculum / reduced curriculum offer
- Referral to external agencies

- Aspire Academy for a short term intervention plan
- Extended BSU time / Off-site BSU provision
- Fixed term exclusion
- Managed move to another school
- Permanent exclusion

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil on a case-by-case basis depending on the nature of the malicious allegation. However this may include any consequence up to and including Permanent Exclusion.

The headteacher will also consider the pastoral needs of staff accused of any misconduct.

7.4 Exclusion Policy

On rare occasions permanent exclusion may be appropriate. This will usually be as a last resort or for persistent misbehaviour but the school reserves the right to exclude permanently a pupil for a first offence of a sufficiently serious nature.

In cases of either fixed term or permanent exclusions parents will be informed of their right to make representations to the Governing body.

When an exclusion is imposed, the school will be mindful of the prevailing guidance – currently ‘Exclusions from Maintained Schools, Academies and Student Referral Units in England, 2017’ issued by the DfE on exclusions.

On occasion the Headteacher (or in case of their absence, the Deputy Headteacher) may exclude a pupil from the school for serious misbehaviour, persistent disruption to learning or possession of prohibited items. Examples would include:

- Verbal abuse towards a member of staff including swearing at a member of staff or about a member of staff
- Physical abuse or attacks on any member of the school community
- Threats of violence towards a member of the school community
- Indecent behaviour
- Damage to property
- Misuse or supply of illegal drugs or other prohibited substances including alcohol and tobacco
- Theft
- Sexual abuse or assault
- Arson
- Carrying an offensive weapon
- Persistent disruptive behaviour, defiance, failure to comply with the school rules, or complete sanctions

This list is not exclusive or exhaustive and the Headteacher has the final say on the appropriateness of a sanction and it is not a matter of negotiation with parents or pupils.

8. Behaviour management

8.1 Classroom management

All adults in the school community including teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and the wider school community.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and add any subject specific expectations
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning and at the start of lessons
 - Establishing clear routines and delivering the non-negotiables
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour and celebrating achievements
 - Offer praise and reward wherever possible
 - Concluding each lesson and the day positively and starting the next lesson / day afresh
 - Having a plan for dealing with low-level disruption – using a variety of different tools
 - Using positive reinforcement
 - Ensuring a positive climate for learning where lessons are well planned to include a range of engaging, stimulating and accessible learning activities
 - Activities are structured, scaffolded where necessary and offer pupil choice

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) which is used to inform our Searching Pupils Policy

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition and transfer

To ensure a smooth transition to Year 7, the fixed Head of Year 7 will have transition sessions with the feeder schools. In addition, staff members may hold additional meetings or provide additional transition support for pupils identified with additional behaviour concerns.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the previous term. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND policy
- Uniform policy
- Acceptable ICT use policy
- Anti-bullying Policy
- Drugs Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Appendix 2: The Chantry Behaviour for Learning

Teachers have the right to teach and pupils have the right to learn.

Climate for Learning	Teachers' Standards	Non-negotiables
<ul style="list-style-type: none"> ➤ Plan a variety of engaging and stimulating activities. ➤ Where possible give choice. ➤ Structure & scaffold activities. ➤ Ensure the work is accessible for all pupils. ➤ Make opportunities to praise eg positive comments and achievement points. 	<ul style="list-style-type: none"> ➤ Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. 	<ul style="list-style-type: none"> ➤ Meet and greet on arrival. ➤ Set the tone – pupils stand behind desks in correct uniform. ➤ Equipment is out & pupils are ready to learn. ➤ Make praise and consequences clear. ➤ Pupils stand behind desks in correct uniform before dismissal.

Five Golden Rules:

1. Every lesson is a fresh start.
2. Make your expectations explicit... for example put your hand up and tell me... if you don't want shouting out.
3. Go for a win-win... if a pupil needs to tuck their shirt in – give a generic instruction to the class such as 'make sure all your shirts are tucked in' if needed... 'that includes you Sam'
4. Use all the tools in your kit – use the full repertoire of behaviour management techniques.
5. **The consequence system is a last resort for pupils who have failed to respond positively to your class room management techniques.**

Remember – Role model the behaviour you expect:

Be positive

Remain calm

Be respectful

Do not enter into confrontations

Diffuse situations

Do not set class sanctions

Be assertive – not indecisive or autocratic

When behaviour falls short of your expectations - Firstly use your tools to bring about the change you need.

Examples:

- Refocus a pupil who is off task by asking a work related question / asking for some feedback / an opinion.
- Deflect by giving them a job to do.
- Give generic instructions like 'everyone listening now' – rather than single people out.
- Give 'the look' or have a teacher presence in proximity of the pupil as you walk round the room.

- Go over and engage the pupil in their work – ask them to show you... find an opportunity for praise.

The consequence system

The consequence system is a **last resort** for pupils who have not responded positively despite you having gone through the strategies you have. No behaviour system alone can achieve good behaviour in the classroom.

Disruptive behaviour is often, though not always, linked to poor planning and teaching. A system of consequences sanctions poor behaviour, but does not improve it or create good behaviour. Students behave well if they feel safe, confident, respected and cared for.

The large majority of students want to learn and co-operate. The system is used by all staff at all times around school and in lessons. Staff must use the full range of teaching strategies before resorting to the consequence system.

Students should be reminded of their choices and given the opportunity to make the right choice before consequences are issued. All students should know why consequences have been issued to them and they should be reminded of the choices they have made.

- Make sure you have addressed the whole class in a proactive way eg 3,2,1, silence rule or 'Make sure all your shirts are tucked in'
- Follow up with an individual warning – 'Sam, I have asked you to stop talking if I need to ask you again you will be given a C2' 'Sam I have asked for shirts to be tucked in that includes you' If I ask again it's a C2.
- If expectations still not met issue a C2 – 'Sam you now have a C2 for talking when I've warned you not to talk.'
- If expectations still not met – 'Sam I will replace your C2 with a C3 if you continue to talk' and then follow through with a C3 if needed.

Late to lesson	Enter minutes late in SIMS	Make up the time with class teacher. HoY monitor – if persistent consider daily punctuality report with total time late made up in detention.
Essential equipment / lack of kit / ingredients etc needed for that lesson.	Log C2 on SIMS	HoY monitor for organisation intervention.
Incorrect uniform	Send the pupil to the BSU with a yellow slip	Uniform provided where possible. Refusal will lead to the pupil being kept in the BSU & sanction.
Shirt not tucked in	Whole class expectation and individual reminder. Still not tucked in C2 for not following your instructions.	Record on SIMS as <u>RESOLVED</u>
Failure to complete work set	Reminder / strategies used to engage – warning given. Persistently refusing to respond to your strategies meaning work not completed issue a C3 logged on SIMS	Log C3 school lunch time detention for 25 minutes – Record as <u>Further Intervention Required.</u>
Homework not completed	C3 logged on SIMS	Log C3 school lunch time detention for 25 minutes – Record as <u>Further Intervention Required.</u>
Ongoing Disturbing the Learning of others	Strategies used to engage – warning given. Persistently refusing to respond to your strategies issue a C3 logged on SIMS	Log C3 school lunch time detention for 25 minutes – Record as <u>Further Intervention Required.</u>
Continuing to disturb the learning of others despite the C3 being issued. Plus any of... Dangerous behaviour Aggressive behaviour Fighting Upturning furniture Abusive behaviour Use of bad language Homophobic language Racist language Swearing at pupils or staff	Send for on-call Log C4 on SIMS	Depending on the individual circumstances and the details given by the teacher the consequence will be determined by a HoY or member of leadership team. Log C4 – Record as <u>Further Intervention Required.</u>

- School lunchtime detentions will be held daily in the Conference Room and supervised by a HoD.
- 5 C2 detentions will lead to a school lunch time detention.

- After school detentions will take place Tuesday to Friday for 60 minutes.

Logging an event on SIMS

All behaviour events will be logged on SIMS.

Appendix 3 – Drugs Policy

There is no statutory requirement for a school to have a separate drugs policy. However, the school recognises the potential harm and damaging effects of illegal drugs and the misuse of other substances. The purpose of this policy is to make sure there is no drug misuse at The Chantry School. There is a proactive approach to educate young people about the law and dangers surrounding the use of drugs and other harmful substances in CPSE lessons.

Drug misuse is defined as the non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no accepted medical purpose. Such drugs are controlled under the Misuse of Drugs Act 1971. Further guidance provided in the DfE and ACPO drug advice for schools. Advice for local authorities, headteachers, school staff and governing bodies, September 2012.

Illegal drugs and drugs intended for medical purpose being misused are seriously harmful substances which it is wrong for pupils to involve themselves with. As such there are significant consequences for pupils who bring substances into school whether for personal use or distribution.

Under no circumstances should pupils involve themselves or others with illegal or non-medical use of other drugs at any time when they are in school uniform, or during the school day or on the journey to or from school.

Possession, supply or use of such substances in the circumstances listed above is an extremely serious offence which will be dealt with firmly by the school. The school reserves the right to impose sanctions that may include a fixed term or permanent exclusion, depending on the severity of the offence. This will also be case for a first offence.

The possession of drug paraphernalia is not permitted and will be sanctioned; including fixed term or permanent exclusion.

There is no legal obligation for the school to inform the police, but the school reserves the right to inform the police at the Headteacher's discretion.

This position is clear, unambiguous and non-negotiable.

In the event a member of staff discovers a substance they suspect to be harmful, illegal or requiring further investigation the following protocol should be followed:

1. Consider the need for medical attention
2. Remove the substance with an adult witness where possible and take it to a member of the leadership team. Do not retain the substance longer than is absolutely necessary. The pupil should be supervised at all times and isolated from peers.
3. If you are given information about possession of a harmful substance – inform a member of leadership team immediately, or on call if it is not practical to contact LMT. The pupil should be supervised at all times, and isolated where possible.
4. If LMT discover a harmful substance the time, location, circumstance and those involved will be recorded – further advice and confirmation of the substance may be sought before any disciplinary action is determined. The police will be informed.
5. Legal disposal of any substance found will be determined by police advice.