

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



POLICY NAME	Behaviour Policy
IN CHARGE:	Matt Lake
REVIEWED (Date):	January 2022
PUPILS CONSULTED (Yes or N/A):	Y – Pupil Voice Spring 2018
HOW:	
PARENTS CONSULTED (Yes or N/A):	Y – Parent Forum
HOW:	
STAFF CONSULTED (Yes or N/A):	Y – Staff Meetings and working group 2017/8/9
HOW:	
GOVERNORS CONSULTED (Yes or N/A):	Yes
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WHERE IS POLICY ADVERTISED:	School Website

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Appendix 1: Written statement of behaviour principles

Appendix 2 - The Chantry School Climate for Learning and Positive Behaviour and Ethos Staff Guide

Appendix 3 - 3Rs

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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. Every adult has a responsibility to ensure a positive climate for learning and ethos is delivered to allow excellence in all; excellence for all both in and out of lessons.

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. **A system of consequences will sanction poor behaviour, but does not improve it or create good behaviour.** The system is used by all staff at all times around school as well as in lessons.

Students behave well if they feel safe, confident, respected and cared for. To ensure we deliver this consistently all staff contributed to our climate for learning ethos and the five principles behind The Chantry School's 3Rs document.

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.

4. Vision statement

The Chantry School's positive behaviour and ethos policy creates the conditions for excellence, and the development of our pupils into happy, healthy and confident individuals. At the heart of the policy is that all members of The Chantry community demonstrate mutual respect, kindness and tolerance as they prepare to engage with the wider community and society.

We aim to be a thriving learning community whereby learners, teachers and parents recognise and celebrate high motivation, high aspiration and high achievement for all. In our pursuit of excellence, we believe all pupils and adults have a right to learn and work in a supportive, calm, secure yet stimulating environment. Everyone is entitled to flourish in an environment that is free from disruption, violence, bullying and any form of harassment. Therefore, exemplary behaviour in all aspects of school life is necessary, so all pupils can be successful and the best they can be.

The Whole School Behaviour Policy should aim:

- To reflect the values expressed in our mission statement and Teaching and Learning Charter;
- To promote excellent relationships whereby we try to be aware of everyone's needs, to listen to and care for each other;
- To develop an ethos of respect and safety where all members of the school community feel valued and supported;
- To ensure good teaching can happen in a climate conducive to good learning;
- To encourage a positive approach to behaviour by acknowledging and praising good behaviour;
- To explain what is acceptable and unacceptable behaviour
- To encourage pupils to take responsibility for their behaviour and self-regulate their responses;
- To ensure that a solution focused approach is utilised when addressing inappropriate behaviours
- To provide a full range of strategies if behaviour does not meet our expectations;
- To promote early intervention.

5. Culture and Ethos

The aim of our climate for learning and positive behaviour policy is to consistently and collectively as a staff, establish and embed the culture we want to foster at The Chantry School. A culture where all pupils and staff can thrive, experience positive and successful relationships and promote wellbeing.

Using the 3Rs we can reassert our school rules and code of conduct for all in a positive way.

With effective communication and positive language, we can become practiced in de-escalation strategies that work to refocus pupils' learning and modify inappropriate behaviour.

The five guiding principles that underpin our ethos are:

1. Consistent, calm adult behaviour
2. Always recognise good and cooperative behaviour first
3. Be relentless with routines
4. Have positive prepared scripts for responding to pupils
5. Always follow up events to restore relationships

Consistent, calm adult behaviour is needed for colleagues to stay in control, to work collectively and allow behaviour events to be de-escalated. We recognise that this is sometimes difficult, we are human and have emotions. But we are the adults, we act professionally and we understand we should be the best adults we can be. This approach will build and maintain positive relationships with pupils earning mutual respect.

We will endeavour to always recognise good and cooperative behaviour first, promoting conformity in a positive way. Recognition can be made through positive language, non-verbal communication as well as through the reward system. We know that we get more of the behaviour we recognise and therefore should always focus on conformity first. We understand that we need to teach the behaviour we behaviours we expect with constant reinforcement.

For routines to be embedded we need to be relentless and consistent in our approach. This will lead to pupils conforming to our expectations allowing for recognition and further conformity thus creating the desired climate for learning. Being persistent in our use of positive language and referring to the 3Rs document will ensure that positive behaviour expectations are reinforced.

Scripted and planned responses ensure that we can model behaviours, act quickly and prevent escalating situations. Framing responses using the 3Rs document will keep the culture and ethos live and not just a passive document. Responses need to include take up time to allow the pupil time to process and bring about a change, preventing escalation.

Following up behaviour events allows adults to control the event, rebuild relationships and reiterate expectations. Each lesson must be a fresh start without any behaviours carrying over and escalating.

6. Behaviour 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 3Rs document and add any subject specific expectations
- Develop a positive relationship with pupils,
- Greet pupils in the morning and at the start of lessons
- Establish clear routines and delivering the climate for learning and 3Rs expectations
- Communicate expectations of behaviour verbally and by modelling through their own behaviour
- Highlighting and promoting good and conforming behaviour and celebrating achievements
- Offer praise and reward wherever possible
- Conclude 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 and scripts
- Using positive reinforcement – recognising good and conforming behaviour first
- 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

Recognising good and cooperative behaviour by thanking the behaviour that is required encourages more of what we recognise rather than creating notoriety with those less willing to conform. We should always **recognise the good first**.

For example:

Thank you for putting your hand up that was a great answer because...

Thank you for putting your rubbish in the bin that helps respect our classroom environment.

Thank you for getting on with the starter that helps create a positive climate for learning.

Thank you for coming in quietly that will help us start the lesson productively.

Thank you for pushing your chairs under ready to be dismissed.

Excellent standard of uniform in the front row, they are ready to be dismissed.

Well done for demonstrating the features of a quality audience...

Great to see you working cooperatively that shows your group is taking responsibility...

Depersonalise any specific non-conforming behaviours and reinforce with a positive statement for example:

Good to see almost everyone has their shirt tucked in – just waiting for the last few... Excellent, perfect uniform and we're ready to be dismissed.

One or two people to still... and we'll be ready to... fantastic cooperation.

Redirect off task behaviours with a positive intervention for example:
 Sam, 30 seconds and I'll be coming to you for a response – full concentration now thank you.
 Everyone will have one minute to complete... be prepared to answer...
 Does anyone need me to go over... if not we should all be... Sam you happy you understand what you need to do? Excellent
 Set pupils up to succeed for example:
 Put your hand up if you can tell me...
 For this task we need to demonstrate the features of a quality audience, hands up if you can tell me what those features are.
 You have 2 minutes to... no time to chat – time starts now. Follow up with Excellent working environment, one minute to go.

Reinforce your positive intervention by thanking the conforming behaviour.
 Make your own specific routines explicit – revisit every lesson, not just at the start of the year or term. **Be persistent** even if at first they don't seem to be working.

There are three routines we will collectively apply from September 2019:

1. Start of lessons	2. Quality Audience	3. End of lessons
<ul style="list-style-type: none"> ➤ Be punctual, arrive before the pupils whenever possible. ➤ Have a meaningful starter for pupils to get going on as soon as they arrive. ➤ Focus on retrieval tasks – get them in the mind set for the lesson. ➤ Meet and greet at the door. ➤ No 'dead time' ➤ Get started with a working majority. ➤ Record minutes late on SIMS 	<ul style="list-style-type: none"> ➤ Use the common approach 'this is how we do it here' hand up and wait. ➤ Pupils informed in assembly. ➤ Reminders of what a QA is: SEEN <p>Sat up straight Eye contact - focused on the speaker Engaged, not passive – and be ready to contribute No fidgeting or distractions</p>	<ul style="list-style-type: none"> ➤ Be structured and planned – how will you end before you send ? ➤ Have a plenary / recap ➤ Stood behind desks ➤ Tidy work space ➤ Exemplary uniform ➤ Use positive reinforcement ➤ Orderly dismissal on time

Homework – continue to set homework according to the school / department policy which includes recording the homework and deadline on Edulink/SIMS. When the homework is due in and a pupil does not hand it in – the pupil should be told to hand it in on the next school day, record 'missed deadline' on Edulink/SIMS – the pupil should hand in the homework the next school day. If the pupil fails to hand in the homework – record No Homework in Edulink/SIMS.

On-call is there to support colleagues and maintain a good climate for learning in lessons. The aim of on-call is for a member of staff to call for assistance when a pupil is failing to respond to the positive strategies being used to refocus the pupil on their learning. Use the on-call person to speak to the pupil allowing teaching to continue. The pupil will be given a chance to correct their behaviour. Aim to use on-call before events escalate. If the poor behaviour persists after on-call has spoken to the pupil, inform on-call and they will remove the pupil. Of course, for more serious breaches on-call should be contacted immediately for a removal.

7. 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 harassment (verbal, non-verbal, or physical), sexual violence / assault, which is any unwanted sexual behaviour.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including:
 - Knives or weapons (including imitation weapons or objects used as weapons or objects intended to be seen as weapons by others)
 - 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) or cause distress to any other member of the school community.

The list of serious misbehaviours is neither exclusive or exhaustive. The Headteacher may have grounds to identify behaviour as serious in circumstances that are not listed above.

8. Bullying

There is no legal definition of bullying. Our accepted definition of bullying is:

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically, verbally, or emotionally.

Bullying can take many forms and there is no exclusive or exhaustive list of bullying behaviours. It can occur face to face or online, it can be direct or indirect as threats or by involving a third party.

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	Deliberately excluding or isolating, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Sexualised remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Persistent 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.

9. Roles and responsibilities

All Adults

To actively promote positive behaviour in and out of lessons. To apply the school's climate for learning and positive behaviour ethos consistently. To meet the staff expectations as set out in the 3Rs document. To report and record pupil behaviour concerns. Where appropriate follow pupil passports, individual education plans and behaviour plans. To seek further support from colleagues as needed.

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.

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.

The Role of Senior Leaders

To ensure that the climate for learning and positive behaviour ethos is understood, accepted and implemented by all staff. To monitor behaviour data to ensure systems are effective. To provide staff training and coaching where necessary. To implement and track interventions to reduce the possibility of escalation.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour – see 3Rs
- 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.

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

Pupils

The Chantry School 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
- Greet the teacher on arrival, enter the class room when invited to do so, engage with the starter activity immediately
- Follow the seating plan published by the class teacher
- 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 – following the Quality Audience SEEN acronym
- 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 adults' 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 of 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.

10. Rewards and Sanctions.

Positive behaviour will be rewarded with:

- Verbal praise – always recognising good and conforming behaviours first
- 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).

The Consequence System is a last resort for pupils who have not responded positively despite you having gone through your strategies to bring about a positive change. A system of consequences will sanction poor behaviour but will not improve behaviour. Pupils behave well if they feel safe, respected for, and are confident of consistent routines and expectations.

Late to lesson	Enter minutes late in Edulink/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 Edulink/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 20 minutes – Record as <u>Further Intervention Required.</u>
Homework not completed	C3 logged on Edulink/SIMS If there are circumstances that warrant an extension until the next day log missed deadline.	Log C3 school lunch time detention for 20 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 Edulink/SIMS	Log C3 school lunch time detention for 20 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 Abusive behaviour	Send for on-call Log C4 on Edulink/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.

Use of bad language Homophobic language Racist language Swearing at pupils or staff		Log C4 – Record as <u>Further Intervention Required.</u>
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What to do if...

A pupil is **late** to lesson – minimise any disruption to teaching and learning. Add the late to SIMS with the number of minutes. HoY will monitor and sanction.

Lack of **essential equipment** needed for that lesson – log a C2 on Edulink/SIMS. HoY will monitor and sanction.

Incorrect or missing **uniform** – send to the BSU with a yellow slip.

Shirt not tucked in / sleeves rolled up / skirt rolled up – general class reminder, individual reminder if needed. If the pupil refuses to correct their uniform issue a C3 for defiance.

Slow **work rate** / off task behaviour / low level disruption – use conforming behaviour comments and positive language, positive redirection, refocus techniques and individual warnings of a sanction before issuing a C3.

Homework not completed, log missed deadline and reset for the following school day. Failure on the next school day log a C3 for non-completion of homework.

Disturbing the learning of others - use conforming behaviour comments and positive language, positive redirection, refocus techniques and individual warnings of a sanction before issuing a C3. On call may be used to help refocus the pupil before or after the C3.

Persistent disturbing the learning of others after a C3 has been issued – on call remove the pupil, log as a C4.

Any **serious breach** of behaviour should result in an immediate C4, events include but not exclusively: aggressive behaviour, abusive behaviour, bad language, swearing at pupils or staff, racist or homophobic language.

Inappropriate use of mobile devices: Mobile devices such as mobile phones, music devices and other electronics should be switched off on arrival at school. They should not be used on the school site, or seen / heard at any time during the school day. Devices should only be switched on again after 3:20pm once the pupil has left the school buildings. If a teacher allows BYOD use during lesson time, then BYOD appropriate use instructions should be followed at all times.

First time in a term	Second time in a term (or more)
Device confiscated	Device confiscated
Handed in at the office (via on call from lesson)	Handed in at the office (via on call from lesson)
C3 recorded by office	C4 recorded by office
Push notification sent to parent	Push notification sent to parent
Lunchtime detention issued by HoY	After school detention issued by HoY
Pupil collects device at 3:20pm	Pupil collects device at 3:20pm

Pastoral Intervention

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 – an individual approach may be adopted. This 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 offers
- 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

<p>Weekly behaviour report from LP</p> <p>LT detentions – parents emailed</p> <p>AS detentions – parents called</p> <p>BSU – Letter to parents</p> <p>Tutor briefings provide an opportunity for tutors to raise concerns and HoYs to report back interventions.</p>	<p>HoY monitor and identify pupil patterns, interventions will be bespoke to each pupil's events</p> <p>HW</p> <ul style="list-style-type: none"> - pupil planner to be monitored by tutor - directed to / taken to HW club - HW recorded on SIMS - Class teacher / HoD <p>DLO</p> <ul style="list-style-type: none"> - Seating plan rearranged - Passport reminders to staff - HoY drop in - Use of reward system - Inform staff of what works well - Repair meetings with staff 	<p>Inform Tutors in weekly meeting –</p> <ul style="list-style-type: none"> - Conversation - Early parent contact - 2 week Tutor report <p>On-going:</p> <ul style="list-style-type: none"> - HoY conversation - Round Robin - Positive behaviour report - 2 week HoY report with parent meeting prior to going on report.
<p>Half Termly behaviour report from LP</p>	<p>HoY monitor and identify pupil concerns</p>	<p>Refer to AHT</p> <ul style="list-style-type: none"> - Meeting with pupil

	<ul style="list-style-type: none"> - Detail and collate staff concerns - On call / LMT drop ins 	<ul style="list-style-type: none"> - Parent meeting - Behaviour support plan - Personalised intervention - AHT report <p>On-going:</p> <ul style="list-style-type: none"> - Pastoral Support Plan - Outside agency involvement - Alternative curriculum - Reduced timetable - Headteacher meeting - Governors' Panel - Aspire - Managed move - Exclusion
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Behaviour Support Plan	Pastoral Support Plan
1-1 intervention on class room behaviours with DPL Temporary removal from lessons Set / class change Mindfulness / mentoring with LR Social skills with CW Learning Support with RR Drop in support with DPL Peer mentor Staff mentor Careers intervention Directed to Extra-curricular activities PiXL Level Best	Reduced timetable working in Pastoral Support Alternative curriculum – Work Experience, Greenfingers, Top Barn, College taster days Early Help Family Intervention Contact with Police Liaison / PCSO Mentorlink

11. 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.

12. 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.

13. 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 harassment, 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.

14. 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)

15. 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

16. 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.

17. 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.

18. 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.

19. 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.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND policy
- Uniform policy
- Acceptable ICT use policy / Online 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 following any 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 School Climate for Learning and Positive Behaviour and Ethos Staff Guide

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

Climate for Learning	Teachers' Standards	Positive Reminders
<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. ➤ Equipment is out & pupils are ready to learn. ➤ Have a meaningful starter for pupils to engage in ➤ Recognise good and conforming behaviour first. ➤ 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.
- School lunchtime detentions will be held daily in M5 and M7 and supervised by teaching staff on a rota.
- After school detentions will take place Tuesday to Friday for 60 minutes in the BSU.

All behaviour events must be logged on SIMS.

Appendix 3 - 3Rs

	READY	RESPECTFUL	RESPONSIBLE
<p>Pupils</p> <p>What pupils should demonstrate and practise to ensure they thrive and become the best they can be.</p>	<ul style="list-style-type: none"> ♦ Come to school having had enough sleep ♦ Always have the right equipment for the right lesson ♦ Arrive at your lessons on time ♦ Enter the class room with a positive frame of mind and actively engage in your learning ♦ Complete homework on time and finished to the best of your ability ♦ Accept mistakes are part of learning 	<ul style="list-style-type: none"> ♦ Be polite and courteous to all demonstrating good manners at all times, including appropriate language ♦ Treat others as you would like to be treated ♦ Follow instructions from adults without argument ♦ Actively listen to others ♦ Celebrate diversity and tolerance ♦ Look after the school environment and the belongings of others 	<ul style="list-style-type: none"> ♦ Always wear your school uniform correctly ♦ Demonstrate resilience and independence in your learning at school and at home ♦ Ask for help if you are unsure or unclear ♦ Complete all your work to the best of your ability ♦ Support the learning of others when appropriate ♦ Be accountable for your own actions and take responsibility for their outcomes ♦ Be reflective and seek solutions to problems ♦ Be safe and keep others safe at all times
<p>Staff</p> <p>What adults do to encourage and ensure pupils thrive in the climate for learning culture we create.</p>	<ul style="list-style-type: none"> ♦ Plan engaging, challenging and well-resourced lessons ♦ Adapt your lesson for pupils who need support ♦ Arrive at your lesson on time, and greet pupils at the door ♦ Have a consistent routine for starting and ending your lesson ♦ Establish and maintain expectations each lesson ♦ Have a seating plan that is regularly reviewed 	<ul style="list-style-type: none"> ♦ Remain professional and objective at all times ♦ Consistently be a good role model for colleagues and pupils ♦ Treat others as you would like to be treated ♦ Use respectful language at all times ♦ Model good listening skills ♦ Smile and take an interest in our pupils ♦ Support all and engage positively with all ♦ Keep working areas and class rooms tidy and welcoming to learners 	<ul style="list-style-type: none"> ♦ Keep yourself, colleagues and pupils safe ♦ Explicitly teach, remind and enforce expected behaviours both in class and around the school ♦ Ensure you check and correct pupil uniform to meet the highest standards both in lessons and around the school ♦ Explicitly teach, promote, and encourage resilience and good learning skills ♦ Sanction appropriately – in the moment and be solution focused ♦ Show zero tolerance to bullying or unkind behaviour – follow up all concerns
<p>Parents</p>	<p>Parents should help and support their children to be ready, respectful and responsible for making the most of the opportunities available at The Chantry School.</p>		

Appendix 4 - Positive Reminders

REMINDERS: SEPTEMBER 2021

Ready routines:	
<ul style="list-style-type: none"> • Be in classrooms from 8.40am. Correct uniform as pupils enter classroom. Ensure pupils sanitise. • Between 8.40 and 8.50- pupils can enter the classrooms and should be quietly engaged in an independent task eg reading • Unpack all equipment and ensure pupils are ready to learn. Check all pupils have essential equipment. • Dismissal – pupils stood behind desks and in silence before being dismissed. Ensure pupils sanitise and you sanitise your workspace • Uniform correct as pupils leave the room. 	
Assemblies	If we have assemblies, bags are not permitted . Quiet entrance and exit. Pupils must remove coats prior to entering. Wait to be seated from the front.
Assertive Seating Plans	Tables in rows. Seat the pupils where you think they would be best placed. Refer to passports to inform decisions. Place in folder in staffshared. All class seating plans should be completed by the end of the pupils’ first lesson with you. Review regularly. These should be accessible during observations and left for cover teachers
Bells	Will go @ 8.40 for move to rooms, @8.50 for start of lessons 10.08/11.08- 2 min warning bell for end of break 12.48 warning bell @end of 1 st lunch 1.18pm warning bell for start of period 4 Please be in the teaching space before the bell.
BFL	Refer to the amended BFL policy. Positively engage with pupils – reminding them how you would like them to correct their behaviour before issuing a consequence
Breaks/lunches This will be reviewed	1 st break- Y7,9&10 (at 9.50) 1 st lunch – Y7,9&10 (12.10-12.50) 2 nd break- Y8&11 (@ 10.50) 2 nd lunch- Y8&11 (12.40-13.20)
Briefing	Briefings commence @ 8.35-8.45 in the hall on Monday. Year Team @ 8.35-8.45 Tuesday and Department @ 8.35-8.45 Thursday.
COVID specifics	Pupils to sanitise on entry and leaving classroom Tables to be sanitised Tables in rows Seating plans to be made available Masks on bus Staff to maintain distance
Duty	Always be prompt. If on ramp duty, this must be kept clear at all times, and in the morning pupils should be told to go to their classroom. Reinforce protocols.
Eating Areas	Only in the designated year group areas and not in the corridors.
End of school departure	KS3 leave @ 3.17pm and KS4 leave at 3.20pm
Homework	Please set according to your weekly timetable and when you will next see your class. You can determine when you want the hwk to be complete. It should either complement current learning, consolidate prior learning or be linked to future learning. You can record it in in SIMs/EDULINK1 and then parents and pupils can read it in the EDulink1 app.
IT issues	Send an email to ITsupport@chantryschool.com
Mobile phones	Phones are to be switched off/silent unless required as part of the lesson. They are only allowed once they have left the building and reached the

	yard at 3.17/3.20pm. If not. If seen or heard at any other time, they can be confiscated and on call can be used and /or passed to the office
Music lessons	All pupils should have a pass explaining they have a music lesson. Please ask to see it
Notices	To be read out at the start of the day @ 8.50 am
On Call	If there is a need to send for on call, send an email to 'On call'.
Planners	There aren't any this year. All pupils should be able to access Edulink1.
Registers	Register groups according to the lesson on the weekly timetable. Ensure you take a register at form time.
Safeguarding	Always wear your lanyard. Challenge those people who aren't wearing one. Designate Safeguard Leads: ML, JRH, NC, SB- report any concerns. Be familiar with the policy. Record any concerns on CPOMS
Site staff requests	Email sitesupport@chantryschool.com
SEN Passports	Ensure you are familiar with the specifics of individual pupils
Social Areas for pupils	Y7&8: Upper Café, front of school and drama areas Y9: Canopy and Pod Y10&11: Lower Café and Humanities Area Pupils can buy from any café area but must return to their own social area
SOLE time	We should be building in 15-20 mins minutes of independent silent work. Please see separate document.
Toilet	In the event that a pupil desperately needs to go to the toilet, issue an out of lesson yellow slip. Pupils should use designated toilet areas. Please use your discretion but be mindful of double lessons.
Tutor times	Y7,9&10 @ 12.50 after lunch Y8&11 @ 12.10 after period 3 Tutors to record lateness to tutor times. HoY to monitor
Uniform	Check uniform, jewellery and make up prior to entering and leaving the classroom. (refer to HoY if necessary) Coats/scarves removed once in the classroom and no bags on tables.
Written Work	Reinforce and abide by the school's STUDENT presentation policy.

Appendix 5 – 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.