

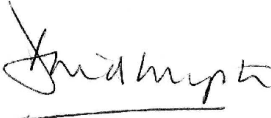


CHAILEY SCHOOL

Behaviour Policy

Date Policy Amended: January 2015

Date of Governing Body's Approval: 19th March 2015

Chair of Governors: 

Headteacher 

Date Due for full Review: ... January 2018

CHAILEY SCHOOL

BEHAVIOUR POLICY

1. RATIONALE

- 1.1 Chailey School is a community in which mutual care, respect, and outstanding behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement and raising standards.
- 1.2 It is the responsibility of all staff to ensure that all students of the school maintain excellent behaviour at all times.
- 1.3 Students play a key role in the promotion of acceptable behaviour.
- 1.4 Parental support is paramount in promoting positive behaviour in students.

2. AIMS

- 2.1 To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, age, culture, faith, gender, ethnicity or sexual orientation.
- 2.2 To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- 2.3 To encourage members of the school to demonstrate respect and courtesy to one another, to visitors and our community neighbours.
- 2.4 To provide a clear and precise framework which all colleagues, parents and students view as being fundamental to enhance learning and achievement.
- 2.5 To promote ground rules of behaviour through the school's Code of Conduct.
- 2.6 To ensure that the school's Code of Conduct is complied with at all times.
- 2.7 To ensure that students understand consequences of disruption to learning and breach of the Code of Conduct and that these are applied in a fair and consistent manner.
- 2.8 To provide support for students who deliberately and persistently ignore or breach the Code of Conduct or disrupt learning.
- 2.9 To provide appropriate support for colleagues and parents in promoting pro-active behaviour management.
- 2.10 To ensure effective management of teaching and learning with well-organised classes and lessons that are stimulating, appropriate and differentiated.
- 2.11 To develop good relations between all members of the school community and beyond.
- 2.12 To ensure that praise, encouragement and rewards are used effectively to promote achievement.

3. PROCEDURES

- 3.1 It is the role of all colleagues, parents and students to promote excellent behaviour.
- 3.2 Clear ground rules of behaviour are given in the Code of Conduct and the 5 rules behaviour posters. These are on display in every classroom, and are promoted to colleagues, parents and students.

SUBJECT TEACHERS

- a) Set and make explicit, clear and specific learning objectives at the start of each lesson.
- b) All classwork and homework must be appropriately differentiated, challenging and allow for progression of learning.
- c) Plan all lessons carefully to include a starter and plenary and ensure a variety of tasks.
- d) Set regular, meaningful homework to support classroom learning. This must always be logged and checked in the student homework planner.
- e) Mark classwork and homework regularly in line with the Whole School Marking Policy – diagnostic marking with encouraging targets for improvement are the key to success in developing learning.
- f) Use praise and rewards whenever there is an opportunity, as guided by the whole school Rewards Policy.
- g) Lessons should be well organised and as far as possible:
 - Colleagues should arrive at a teaching area before the students.
 - Students should line up outside the classroom in an orderly and quiet manner.
 - Students should not enter the teaching area unless colleagues are present.
 - Promote good habits – students should enter the classroom, take out equipment, planner and books, place bags away and wait quietly without fuss behind chairs to be greeted by the teacher and asked to sit down.
 - An attendance register must be taken.
 - The lesson should then commence promptly, with all students attentive.
 - If a student arrives late to a lesson, without a proper reason, then the subject teacher will add an L to the register and issue one caution entered on SIMS.
 - Resources should be available at the start of the lesson.
 - The lesson should always be concluded in an orderly manner, students standing behind chairs, ensuring that the classroom is free from litter for the next lesson and dismissing the class appropriately.
- h) Prior to a caution, a detention or a written sanction, teachers in the first instance, should use a range of the following procedures to deal with the behavioural issue:
 - Use of seating plan
 - Make eye contact
 - Verbal warning
 - Speak quietly on a one to one basis when the rest of the class is working
 - Remain calm and focused on the behaviour being wrong, not the student, e.g. "It is not acceptable for you to behave in this manner, focus on your work." The refocusing on work is key to regaining a positive behaviour pattern – then praise the student when it is possible
 - Change of seat
 - Speak to the student at the end of the lesson and try to resolve the behaviour issue, focusing on behaviour for learning rather than personality differences.
 - Repetition of work
 - Additional work
 - Tidying the classroom environment
 - Use of planners for notes to parents
 - If a student must be sent out of the classroom for a cool off period it should be for no longer than a few minutes. Make sure that the student is away from others and does not become the centre of attention.
 - If a student is to be relocated to another classroom – faculty parking, it should be for no longer than a few lessons. Each faculty must publish a clear "faculty Parking" timetable which is updated each term.

- i) Students should not be let out of a lesson, except in the case of an emergency, or as part of their learning (i.e. to use the Library or ICT rooms). In such instances, a student must be given written permission in his/her student planner.
- j) All colleagues should maintain records of rewards and sanctions and a log should be kept of any discussions with parents. When necessary Parent Contact Record Forms should be used to record conversations with parents or students and forwarded to CTLS/FTLS/SSM or KSD where appropriate.
- k) Any issues of concern identified by teaching assistants should be discussed with the subject teacher and acted upon accordingly.
- l) Subject teachers will act in accordance with the Incident Report Form.
- m) Serious isolated acts should be reported immediately to the Faculty Team Leader for further action, which would be undertaken in conjunction with the Key Stage Director and/or SLT. These include:
 - Verbal abuse of a colleague
 - Physical abuse of any person
 - Dangerous behaviour
 - Gross defiance in the face of a reasonable request
 - Racist and/or sexist abuse
 - Theft
 - Vandalism

FORM TUTORS

- a) Form tutors should monitor attendance, punctuality, homework and cautions and take appropriate action if concerns arise.
- b) Student homework planners should be checked at least weekly.
- c) Form tutors should be aware of rewards and sanctions for members of their form and highlight early intervention strategies for support and/or praise.
- d) Appropriate targets should be set and reviewed on a regular basis as part of the whole school mentoring process and ECM forms updated if appropriate. YR 7-11 Students should be mentored on three separate occasions per academic year.

CURRICULUM AND FACULTY TEAM LEADERS (CTL/FTL)

- a) CTLS/FTLS will ensure that all department policies related to behaviour management are written in line with the whole school Behaviour Policy.
- b) All FTLS undertake lesson observations, in line with the whole school lesson observation and quality assurance cycle to ensure effective lesson structuring and behaviour management.
- c) In planning schemes of work, it is essential to remember that the most positive impact on behaviour and where learning is most effective is when students are given:
 - clear learning objectives
 - short term, varied tasks
 - frequent changes of activity
 - differentiated learning activities

- d) CTLS/FTLS will ensure that all department colleagues carry out their responsibilities with regard to the whole school Behaviour Policy. There should be regular monitoring and appropriate follow up of the use of rewards and sanctions within the department.
- e) Department detentions are available weekly to support colleagues and appropriate follow-up action for serious misdemeanours is applied. Repeat attendees at department detentions are monitored and appropriate action taken.
- f) During department meetings discussions of rewards and sanctions in relation to the development of learning and teaching should take place on a regular basis.
- g) CTLS/FTLS will act in accordance with the Incident Report Form.

KEY STAGE DIRECTORS (KSD)

- a) KSD should ensure that form tutors carry out their responsibilities to monitor students in their form through regular discussion to provide praise and support, with appropriate interventions and sanctions when required.
- b) If, following form tutor and KSD action, further misdemeanours occur, the KSD will write to parents and/or invite them for interview. The situation will be outlined and target setting using Pastoral Support Plan (PSP) established to try to achieve improvement. This may include:
 - Letter home
 - Student placed on yellow report to the KSD/SSM
 - A further specified sanction

It is often useful to complete an ECM/PSP in conjunction with the Learning Support department (SEN), and a copy should be circulated to all relevant colleagues for information. Copies of ECMs and PSPs are available on SIMS for reference.

- c) Any internal and/or external support mechanisms will be identified to meet individual student needs.
- d) A record of merits, cautions, detentions, isolations and exclusions is kept centrally and summaries are provided to SLT and MLT on a termly basis.
- e) Where further detentions are accrued, the student will then be referred to SLT. Any decision will be communicated to parents. Further targets and a review date will be set. KSD/SLT should update colleagues by email and/or bulletin and Friday morning briefing regarding any action taken with students.

SENIOR LEADERSHIP TEAM

- a) The Senior Leadership Team (SLT) will undertake line management and lesson observations to ensure effective use of the whole school Behaviour Policy.
- b) SLT will undertake quality assurance monitoring of departmental policies to ensure rigour and uniformity of sanctions and rewards.
- c) SLT will provide support through the on call rota.
- d) SLT will act in accordance with the Incident Report Form.
- f) Guidance about the investigation of serious incidents is given in Appendix 2.
- g) Major offences, for example, abuse of staff or drug related incidents should be directly referred to SLT or Headteacher, as appropriate. Sanctions that may be considered are:

- Review of home/school agreement
- Red Report monitored by a member of SLT.
- Isolation from peers at break/lunch with supervision by a member of SLT
- Fixed period of time in isolation following referral and agreement by SLT
- Community Service around the school
- Set up a Pastoral Support Plan and or ECM
- Temporary, fixed term exclusion (on Headteacher's authority only)
- Permanent exclusion (on Headteacher's authority only)

h) All students are allowed to apply to attend any school trip, but may not be permitted to participate due to evidence of a poor behaviour record which may pose a risk to the good order of the trip – to be agreed with the trip co-ordinator and SLT.

The names of students banned from school trips should be published and updated on a termly basis and the list will be circulated to all colleagues by email. Parents should be notified accordingly.

REWARDS POLICY**1. RATIONALE**

Students respond positively to praise and rewards. An outstanding teacher will use a variety of praise and rewards to motivate and encourage students of all abilities. At Chailey School, the rewards policy is an integral part of the school's strategy to encourage and reward high standards of achievement and effort and to discourage anti-social and disruptive behaviour. This policy document offers a structured approach to rewards. There are two main pre-requisites to ensure its success:

- a) Consistency with other areas of school policy, particularly
 - Behaviour
 - Assessment, Recording and Reporting
 - Equal Opportunities
- b) All colleagues must apply the policy consistently, and senior and middle leaders must monitor its use.

2. AIMS OF REWARDS SYSTEM

- 2.1 To provide a structured system in which different levels of attainment and achievement can be recognised and rewarded.
- 2.2 To foster a culture in which colleagues regularly use praise and rewards, and higher-level rewards become accessible to a larger group of students. In this way students will improve standards of work and behaviour. Colleagues and students will raise expectations.
- 2.3 To provide a system that is clearly understood and valued by students and consistently applied by staff.
- 2.4 To inform and involve parents more fully in the rewards procedures.
- 2.5 To draw parents into school life to celebrate the achievements of its young people.
- 2.6 To encourage a more consistent and wider use of rewards by all staff.
- 2.7 To provide a greater variety of rewards to recognise different levels of attainment and achievement.
- 2.8 To give a higher profile to rewards using assemblies, notice boards and the school website.
- 2.9 To provide students with valued documents and prizes as evidence of attainment and achievement.
- 2.10 To involve form tutors and Key Stage Directors more fully in celebrating the achievements of students in their care.

3. PROCEDURES

3.1 There are important differences between the systems for KS3 and KS4.

3.2 KS3 Rewards:

3.2.1 Praise

- a) **Smile:** students expect their teachers to demonstrate a real passion for their subject.
- b) Use **students' names:** students need to know that they are acknowledged and liked by their teachers.
- c) **Verbal praise** and **feedback** during, and at the end of, a lesson can have a very positive impact on students' self-esteem and sense of control over their own learning. Recognising achievement and explaining the next steps to improve learning is effective formative assessment or 'assessment for learning'.
- d) Encourage a **dialogue** between students and the teacher during the lesson with the focus on strategies to improve learning.
- e) **Written praise** in student exercise books. **Notes to parents** in the student planner.

3.2.2 Merits

All staff may award a merit mark to students. Merits can be awarded for achievement in subjects, for participating in extra curricular activities, for service to the school, for excellent attendance (95% in any one term) or for general improvement e.g. in behaviour, over a period of time. Staff awarding merits should also enter 'M' onto SIMS in the 'enter comments' box next to student's name on the lesson register. This data will be collected and analysed by the appropriate SSM on a termly basis. Students also keep the merit stamps they receive on the special merit pages of their student planner. This facilitates positive contact with parents and enables students to collect prizes from the merit shop.

3.2.3 Merit Certificates

Merits awarded are cumulative throughout the year to enable access to certificates by all.

Staff awarding merits should stamp student planners and also enter 'M' onto SIMS. This data will be collected and analysed by the appropriate SSM on a termly basis.

KSDs will reward students who have maintained 95%+ and 100% attendance each term. At the end of Year 9 there is a special prize of aVoucher for the student who has collected the most merits during Key Stage 3.

3.2.4 Awards Ceremony

Awards ceremonies are promoted in end of term assemblies.

3.3 KS4 Rewards

3.3.1 Praise

See KS above. Students at KS4 enjoy praise just as much as at KS3!

3.3.2 Postcards

All staff may award a postcard to students. Postcards can be awarded for achievement in subjects, for participating in extra curricular activities, for service to the school, for excellent attendance (95%+ in any one term) or for general improvement e.g. in behaviour, over a period of time. Postcards are sent home by the main office. Staff awarding postcards should post the card home and also enter 'P' onto SIMS. This data will be collected and analysed by the appropriate SSM on a termly basis.

3.3.3 Postcard Prizes

TBD Work in progress.

3.4 Additional Rewards and Recommendations

- Form Reps, Sports Reps, Charity Reps and Eco Reps receive a badge as a reward for their contribution to the school.
- Prefects in Y11 also receive badges as a reward for their contribution to the school.

There are a range of other celebrations of achievement by different departments and year teams around the school. These include notice boards to display students' work, high achievers, gifted and talented students, photographs, certificates and press coverage.

3.4.1 Progress Reports and Academic Reviews

Academic success and sustained achievement shown by Progress Reports and Academic Reviews is celebrated in letters of congratulation sent to parents.

4 MONITORING AND EVALUATION

4.1 In liaison with their SSM, Key Stage Directors monitor and analyse the regularity and frequency of merits, postcards and other awards each term.

4.2 This information is collated and published to all tutors on a termly basis.

4.3 CTL/FTL monitor carefully the consistency with which staff award merits and postcards. Departments may also have their own certificates and rewards to help develop a positive classroom climate.

4.4 Assemblies play an important role in publicising the rewards systems, and reflect the positive ethos of the school.

4.5 The school strives to maintain a balance in its communications with parents, writing home to give praise, as well as to seek support where there are difficulties.

4.6 Awarding Criteria for each Merit / Postcard

4.6.1 Subject attainment and effort

- i) An excellent piece of work or excellent effort applied to a piece of work
- ii) Consistently good or better, or marked improvement in content or presentation
- iii) Consistently good or better, or marked improvement in contribution/engagement
- iv) Consistently good or better, or marked improvement in homework

4.6.2 Pastoral care

- i) Taking extra care of the school environment, beyond that which is expected
- ii) Consistently good or better, or marked improvement in punctuality/attendance
- iii) Consistently good or better, or marked improvement in attitude/behaviour
- iv) Showing good or outstanding citizenship qualities
- v) Showing good or outstanding leadership qualities

4.6.3 Good citizenship

- i) Performing in a concert or a play
- ii) Taking part in an assembly or presentation
- iii) Representing the school at a function, event or elsewhere
- iv) Acting as host to visitors
- v) Collecting for charity

- vi) Working as a Form, Charity, Eco or Sports Representative
- vii) Working as a prefect and/or peer supporter or mentor

4.7 Headteacher's Commendation

Any member of staff can nominate a student for a Headteacher's Commendation. These are awarded at the Headteacher's discretion. The prize is £5 on a student's cashless catering account, and a special certificate awarded to the student in assembly by the Headteacher. Students may be nominated for:

- i) An outstanding single major piece of work/performance/contribution, which may far exceed the expectation for the student concerned.

SANCTIONS AVAILABLE

The school will apply a range of sanctions as disciplinary and supportive measures. These should be applied in a fair and consistent manner. Each member of staff should be clear, and make clear to the student, when and why a sanction is applied.

Before putting a sanction in place, a subject teacher should implement all the strategies mentioned in the behaviour policy above in the section on procedures. If a student's behaviour requires more serious action, then the subject teacher should consider use of the following:

- a) Issue a caution.
- b) The subject teacher can insist the student remains in at break or lunch if appropriate. **(NB – whole class detentions are discouraged).**
- c) If the unacceptable behaviour continues after the issue of a caution, then the subject teacher should issue a second caution.
- d) If the unacceptable behaviour persists, the subject teacher should complete an Incident Report Form to pass to the CTL/FTL or within 24 hours of an incident occurring. The action taken by the subject teacher and CTL/FTL must be noted.
- e) The CTL/FTL, or another member of the department if appropriate, may receive the student causing concern into the back of his/her lesson for one lesson or a limited time period using the Faculty Parking Timetable.
- f) If the student fails to attend the subject teacher detention(s), then the CTL/FTL will issue a lunchtime detention.
- g) Department detentions are available weekly and co-ordinated by CTL/FTL. They are used for failure to comply with instructions, rudeness and defiance.
- h) ELT/SLT detentions are also available daily to support form tutors, FTL referrals of serious incidents and for issues outside the classroom.
- i) If a student is involved in a serious incident, then the subject teacher should access On Call Support. To do this, send a reliable student to Student Services. Written details of the incident must be made on an Incident Report Form and followed up by the subject teacher/CTL/FTL and ELT or SLT.
- j) Subject Report GREEN – the teacher places the student on report for a two-week period. The teacher informs appropriate colleagues and sends a letter home to confirm use of the report.
- k) Parental meeting with targets set for improvement where appropriate.
- l) FTLs should inform KSDs of all relevant communications with parents and a copy of any necessary communications should be placed on a student's file via SSMS.
- m) KSD Report YELLOW – students will be monitored by KSDs for an agreed time for further disruption in several lessons.
- n) SLT Report ORANGE for students returning from exclusions or more serious behavioural concerns.

Detentions

From 1 September 1998 schools and colleges have had clear legal authority to detain students after school on disciplinary grounds.

- i) Detentions must be reasonable and proportionate to the offence.
- ii) Colleagues must take into account any special circumstances, for example age, special educational needs, religious requirements, parents' arrangements for getting the student home after the detention.
- iii) The written notice must inform the parents why, when, where and for how long the student will have to remain at school.

(iv) Lunchtime detentions are managed by SLT/ELT and start at 1.30pm in Room 2.

If a student's conduct is inappropriate or they are late to the detention they will have a repeat detention the following day. If this continues a student will be given an afterschool detention, 3.15-4.15pm.

On Call Support

On Call support is intended to support all colleagues as part of our behaviour management procedures. To operate effectively, it must be used appropriately. It should only be used when a real crisis arises, which is defined as when:

- A student poses a real threat to the safety of themselves or others.
- A student's behaviour persistently and genuinely prevents teaching and learning from taking place.
- After all other reasonable strategies to manage the behaviour within the lesson and the department have failed.

How to access On Call Support:

- The subject teacher should send a responsible student to Student Services to request On Call Support.
- The colleague On Call will be alerted by Student Services and will go directly to the classroom.
- Depending on the incident, the colleague on call should try to reintegrate the student back into the class.
- Failing reintegration, the colleague on call will take the student to a venue such as their office or empty classroom where work should be undertaken, with appropriate supervision.
- An automatic detention will be given which is held in Room 2 that day or the next.
- If they are fit to go to their following lessons they should be released to do so. If not they should remain in isolation until they are ready or it is the end of the school day.
- The issues of concern which led to the On Call Support being required should be discussed and the student encouraged to take responsibility for their actions.
- The subject teacher will liaise with the On Call Support colleague as appropriate.
- An Incident Report Form must be written by the subject teacher concerned and an appropriate sanction should be put in place. Another member of the department if appropriate may receive the student causing concern into the back of his/her lesson for one lesson or a limited time period using the Time Out Timetable.
- ELT/SLT will monitor the use of On Call Support.
- Where there is persistent and cross-curricular disruption, the student will be placed in isolation for a fixed period.

Isolation

- a) Students may be isolated for a fixed period for serious breaches of behaviour. Examples of reasons for isolation are given below, although this is not an exhaustive list:
- Direct swearing/offensive and abusive language or gestures to a colleague
 - Non-compliance with staff requests/defiance
 - Physical aggression towards a member of staff or student
 - Persistent smoking offences
 - if caught once – lunch detention and letter home
 - if caught twice – letter home and after-school detention

There are clear procedures for isolation:

- Parents are informed.
- Students report to the agreed ELT/SLT the following day at 9am and they will be interviewed by the ELT/SLT supervising.
- An arranged isolation location will be decided and their personal effects will be locked in a cupboard until the end of the day.
- The students should bring a packed lunch and break and lunch will take place in isolation.
- The students' day in isolation will finish at 3.30pm.
- The experience is intended to be a negative one – a deterrent.
- If a student does not co-operate or complete the isolation satisfactorily then they should be sent home (1/2 day exclusion) and do it the following day.

Parents where necessary should attend a meeting for feedback from ELT/SLT to facilitate communication and to set targets.

Fixed Term Exclusions

- b) A fixed term exclusion can be given for up to 45 days in one academic year. Only the Headteacher, or a Deputy acting on her authority, may exclude a student.
- c) Work must be set for the period of exclusion and the SSM will ensure this is collected from subject staff and communicated home to the student and their parent.
- d) Parents will be requested to attend an interview on the student's return from a fixed term exclusion with a member of SLT.
- e) A Pastoral Support Programme (PSP) may be established during the review meeting.

Permanent Exclusion

The following list, which is not exhaustive, outlines the behaviours which could result in permanent exclusion:

- Racial harassment
- Sexual harassment
- Bullying and intimidation
- Possession of illegal substances
- Selling illegal substances
- Possession of articles which could be used as offensive weapons
- Theft of student or school property
- Malicious damage to school property
- Conduct which brings the good name of the school into disrepute when travelling to and from school in uniform, or whilst representing the school in sporting events or as a member of a school party
- Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other students
- Violent behaviour towards any member of the school.

Investigation of Serious Incidents

The following guidelines should be closely adhered to:

- Isolate individual(s) using an office, empty classroom, On Call Support, SLT
- Avoid pre-judging the outcome
- Any comments/questions should be focused on what has been reported
- As far as possible have a second colleague present as witness to proceedings.
- Incidents such as fighting, bullying, theft, smoking and vandalism should be investigated and dealt with by ELT/SLT. Incidents of racism should be dealt with in the same manner and logged in the racist incidents file.
- A written report must be completed by the student, or where assistance is needed, colleagues may write the report, which should then be read back to the student and written confirmation of the accuracy of the content signed and dated by the student.
- Where possible a signed and dated witness statement should be completed.
- For very serious incidents such as drug use, large-scale theft, possessing of offensive weapons or assault, a second person should be present from the start of the investigation. His/her role could be to scribe comments and/or ask additional questions as guided by the ELT/SLT. Drug related incidents should be reported directly to SLT and the guidance of the Drugs Policy should be adhered to. Serious accusations against colleagues should be reported immediately to the Headteacher or a Deputy Headteacher.
- Any Child Protection issues should be reported to the Deputy Head, (Julian Dale) in the first instance, or to Louise Poole, Assistant Head.
- It must be a priority to conclude questioning and have written reports on the day of the incident prior to the student(s) being sent home.
- As appropriate, parents should be contacted.
- By the end of the following day, the final outcome and action must be agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. Isolation or a fixed period of exclusion, while further investigation occurs.

Power to Search

In accordance with the Violent Crime Reduction Act 2006, the Headteacher can authorise a member of staff to search students for knives and offensive weapons without consent. The guidance highlights the fact that no member of staff, unless authorised by the Headteacher, can undertake a search. Where there is felt to be any risk of safety, the Police should be called. The guidance also states that:

- Two members of staff must always be present at a search, and recommends that both should have received appropriate training.
- The search must be undertaken by a staff member who is the same sex as the student; and
- Where possible, the search should take place out of public view.