



Behaviour Policy

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Updates since last edition:

Section 5	Further detail around responsibilities of Headteacher, SLT and Local Governors.	
New sections added:	7. Staff Induction, Development and Support	
	8. Pupil Transition	
	9. Child-on-Child Abuse	
	10. Pupil Support Strategies	

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1. A Statement of Purpose

The purpose of this Policy is to ensure that all staff create a safe, calm, orderly and positive environment and share clear routines and expectations, which are applied consistently, and communicate them to pupils, so that outstanding behaviour enables pupils to learn in the most effective manner.

2. Policy Aims

The overall aim of this Policy is to create a clearly structured set of principles and values encompassing the expectations of Chase High School (CHS) in terms of behaviour that is accessible to everyone, including visitors to the School and the local community.

Underpinning the Policy is the CHS philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward and general recognition of effort made. This, combined with a clear and fair system of sanctions for those, who choose not to comply, forms the basis of this document.

The CHS values are underpinned by the School behaviour model, which is built upon the principles of “Discipline with Dignity” and are as follows:

- There is no quick fix to establishing outstanding behaviour;
- Do things, which are effective/impactive;
- Be fair and consistent, but consider an individual pupil’s needs;
- Rules must make sense;
- Model what you expect;
- Give the opportunity for pupils to take responsibility;
- Confront misbehaviour with dignity and authority;
- Be persistent when setting sanctions;
- Be willing to discuss issues surrounding misbehaviour with colleagues;
- Strive to get the decisions about pupil discipline and behaviour correct.

CHS is committed to the development and maintenance of the highest standards of behaviour.

The School believes that developing internalised habits of outstanding behaviour is:

- fundamental to the learning environment in order that pupils can work in a positive environment, increase their wellbeing and achieve their full academic potential;
- fundamental to the success of CHS pupils, both within the School and in a wider context. The School believes that this leads to effective relationships and ensures that pupils become well rounded citizens and make a positive contribution to their local community;
- fundamental to an environment where pupils feel safe, happy, supported, and where diversity and inclusivity are celebrated.

Every pupil has the right to learn to the best of their ability and feel safe at CHS. In order to achieve this, the School has three rules:

- 1: Follow staff instructions first time, every time!
- 2: Keep hands, feet and objects to yourself.
- 3: Respect yourself, each other and the learning environment.

3. The Triangle of Parents/Carers, Staff and Pupils

There is a role for the three key parties in a school to play in any behaviour policy: Staff, Parents/Carers and Pupils.

CHS believes that understanding how to behave has to be taught by parents/carers and is reinforced or amended by CHS staff. Through the work of staff in the School and classroom, procedures and practices are adopted that help pupils to learn how to behave appropriately. Through the information that the School holds on its pupils, lessons are planned to meet those needs, and to ensure that progress is made.

4. The Role of Parents/Carers

To ensure that parents/carers do all that they can to maximise the potential of their children, they are specifically asked to help by encouraging their child to:

- Be kind to others;
- Treat others with respect and be aware of the effect that their behaviour can have on others.

CHS expects parents/carers to:

- make time to listen to their child and agree to discuss any problems that arise;
- be positive about their achievements;
- support with homework.

CHS needs parents/carers to inform the School of any changes in home circumstances that could affect the child's welfare and ability to work, as well as ensuring that the child attends School regularly, arriving on time, properly dressed and equipped for the school day. It is essential that parents/carers support the School rules and disciplinary procedures.

Experience shows that CHS' parents/carers are generally its best supporters in all matters. Regular and effective communication with home is the very best way of ensuring high standards and continued progress.

5. The Role of Staff

All members of staff have an important responsibility to:

- Create a positive climate with realistic expectations;
- Teach and model good behaviour;
- Deliver lessons that challenge and inspire;
- Respond positively to efforts made by pupils when they are trying to effect a change in their behaviour;

- Show appreciation of the efforts and contributions of all members of CHS.

General Classroom Procedures

Members of classroom staff should:

- Check attendance by completing the class register at the beginning of a lesson. This should be completed using SIMS.
- Ensure that pupils enter and leave the classroom with correct uniform and appearance.
- Check that pupils are properly equipped for learning.
- Ensure that pupils enter and leave the classroom in an orderly manner.
- Check that class work has been completed to a good standard relative to the ability of the pupil.
- Ensure that written work is neat and accurate and that each piece of work is dated, with headings underlined.

The Headteacher (HT):

- Leads on all aspects of this Policy;
- Is the only person authorised to exclude a pupil (or the Deputy Headteacher (DHT)) in their absence);
- Ensures that risk assessments are undertaken, when required, and that appropriate measures are implemented;
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk;
- Ensures that all staff are provided with clear instructions for reporting incidents of harm, and that all such reports are thoroughly investigated and responded to;
- Offers and provides appropriate support to staff following a stressful incident.
- Reports to Local Governors, at termly meetings, the number of high impact behaviour incidents and suspensions/Permanent Exclusions, together with a brief summary of overall behaviour.

At CHS, the HT responsibilities are delegated to the DHT – Behaviour and Attitude.

Other Senior Leaders:

- Lead on all aspects of this Policy;
- Ensure that the Policy is implemented effectively;
- Ensure that all staff are appropriately trained;
- Oversee the specific needs of all pupils across the School;
- Provide support to staff, pupils and parents/carers, as necessary;
- Link with outside agencies to access additional services;

Ensure that all tracking and reporting of incidents and additional needs are up to date.

Local Governors:

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored;
- Consider families' representations about a suspension/Permanent Exclusion;

- Undertake their statutory role around suspension/Permanent Exclusion;
- Ensure that all staff receive purposeful training in order that they can undertake their role.

6. The Role of Pupils

CHS expects that pupils:

- Arrive at School on time;
- Move from lesson to lesson quickly and quietly;
- Be organised and ready to learn;
- Focus and engage in all lessons;
- Challenge themselves to know more and never give up;
- Show independence in, and develop control over, their own behaviour and learning;
- Display maturity in all relationships, marked by mutual respect;
- Take responsibility for ensuring that they follow the three School rules at all times while in lessons, in the School environment and whilst in the local community when travelling to and from School.

7. Staff Induction, Development and Support

New staff to CHS receive behaviour management training and are informed about the School's discipline, rewards and support procedures prior to starting in role. This includes INSETs on Keeping Children Safe in Education (KCSiE), rewards and 'Discipline with Dignity'.

Staff, who experience difficulties in managing behaviour, may be directed to further training through the School's extensive Continuous Professional Development (CPD) programme.

Early Careers Teachers also receive extra training on behaviour management as part of their two-year induction programme.

Updates on training occur throughout the year, as necessary.

8. Pupil Transition

Year 6 pupils have two induction days in June prior to starting in the September.

Expectations regarding behaviour are explained during these induction days. New pupils also have an assembly on their first day in September, where expectations, behaviour systems, rules and routines are again made clear. The roles and responsibilities and the support provided to them is also clarified and, most importantly, who they can go to if they have any concerns, worries or issues.

All mid-year admissions receive a tour of the School prior to starting in order that they and parents/carers can see for themselves and understand the ethos and culture of the School. The same expectations are also be made clear.

9. Child-on-Child Abuse

It is important that pupils understand that CHS has a culture whereby everybody in the School recognises that safeguarding is paramount, and that any issues need to be referred to the

relevant members of staff. Assemblies periodically inform pupils, who the CHS Designated Safeguarding Lead and other members of the CHS Safeguarding Team are, and how to contact them. Posters are displayed around the School with photos and contact details.

Any form of harmful sexual behaviour, including child-on-child abuse, is taken with the upmost seriousness. Pupils receive assemblies/presentations/workshops on this topic so that they are fully aware of what constitutes child-on-child abuse, and how to refer it to the appropriate designated members of staff. Follow-up learning occurs through the PHSE curriculum.

All incidents are centrally recorded on CPOMS with immediate follow-up action by a member of the Senior Leadership Team (SLT). The relevant stakeholders in the incident are contacted and appropriate actions/plans put in place to ensure that the matter is dealt with appropriately.

10. Pupil Support Strategies

CHS acknowledges that some pupils have, at times, additional needs. The School recognises that children and young people may experience a range of social, emotional and mental health needs, which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs, such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

Pupils, who breach the 'Behaviour Code' receive a sanction. However, in some cases, support strategies may be needed to reduce the chances of repeat offences, to modify future behaviour and to help the pupil to overcome short-term or long-term 'personal' difficulties.

Often the sanction is sufficient to achieve these aims, especially if the pupil is given feedback for 'making things right'. When further support is required, it is vital that a record of all support strategies is made. This could be provided by staff in School, by parents/carers/relatives or, in more severe cases, the School may need help from a range of outside agencies. Whilst every effort is made to support all pupils, it is important to note that pupils with Special Educational Needs are not exempt from sanctions under this Policy.

Types of Support Strategies in School

- Verbal 'counselling', talking to the pupil about the reason for the problem. Then providing simple, low-level advice and help to overcome the issue;
- 'Detention' time to help complete work;
- Discussions with parents/carers/pupil/teacher regarding coping strategies (see The Role of Parents/Carers above);
- 'In-house Counselling' via a member of the Pastoral Team (Form Tutor, Head of Year Deputy, Head of Year, Resilience Coach or Director of Key Stage), or the Special Educational Needs and Disabilities Coordinator (SENDCo);
- SLT mentoring.

Support from 'Outside Agencies'

- Social Services, including Child Protection (a notice of who is the named person and deputy is displayed in the main reception);

- GPs;
- School Careers Adviser;
- Pupil Support at the Local Authority – Positive Referrals;
- SENCAN (Special Education Needs) – usually via SENDCo;
- Education Psychologist;
- Police;
- Child and Adolescent Mental Health Services;
- Behaviour and Attendance Partnership (BAP).

11. Rewards

Positive Pupil Behaviour and the House Point System

The vast majority of pupils behave exceptionally at CHS every single lesson of every single day. The CHS rewards system allows teachers, pupils and their parents/carers to see how well they are progressing in subjects, and where they are producing sustained goodwork, effort and progress. It also rewards attendance.

CHS recognises that a key part of developing the potential of its young people is giving encouragement and praise. Praise is a key component of “Discipline with Dignity”, as are good teaching and good staff/pupil relationships. Staff at CHS are encouraged to actively look for opportunities to praise pupils, both within and beyond lessons. The School encourages its pupils to strive for excellence, which means them being the best that they can be, regardless of ability. The School’s system of rewards allows everyone to celebrate achievement, excellence and pupil contribution in all aspects of School life through House Points and certificates in termly Honours Assemblies.

House Points and Honours Certificates can be awarded for all of the following:

- An excellent piece of work;
- Excellent effort;
- Good progress (relative to the individual);
- Improvement;
- Attendance: 100% attendance to be rewarded by an Honours Certificate;
- Consistently good organisational skills;
- A positive contribution to a lesson;
- Courtesy;
- Consideration of others;
- Pupils, who have achieved their lesson or achievement targets e.g. on report.

The School uses displays and notice boards to celebrate each Year Group, Tutor Group and curriculum team to publicise achievement in all spheres of School life.

House Point Procedure

The School takes opportunities throughout the year to celebrate the progress of pupils and

ensures that all parents/carers are kept informed of their child's rewards through the logging of achievements on Satchel One. The School welcomes feedback from pupils, parents/carers, teachers and governors, in order to improve its system. Certificates are awarded to keep parents/carers further informed of progress.

Form Tutors regularly monitor the number of House Points and draw attention to the data provided.

Form Tutors facilitate inter-form and house competition.

How else can pupils be rewarded?

The following are means of rewarding pupils available to staff at CHS:

- Assembly – praise from peers and teachers;
- Attendance certificate – prize at end of term;
- Being sent to Subject Lead, House Lead for “well done” or to show work;
- Tutor Group nominations for end-of-term celebration assemblies;
- House Points issued by teachers in class – the main reward;
- LORIC badges issued by teachers in class – subject to specific/relevant LORIC strand;
- Department praise postcard;
- SLT praise postcard;
- Marking – stamps, written comments;
- Celebration assemblies at the end of each half-term;
- Phone calls home;
- Verbal praise;
- Jack Petchey Awards;
- Honours Certificates.

LORIC Badge Procedure

LORIC badges focus on rewarding pupils for demonstrating components of character education. LORIC badges are monitored in the same way as House Points. Electronic LORIC badges can be awarded via Satchel One. At the end of each term, they are collated and rewarded in Honours Assemblies, in the same way as House Points.

Once a pupil has achieved 15 badges, in total, on Satchel One, they receive a Leadership badge, 30 badges equate to an Organisation badge, 45 badges equate to a Resilience badge, 60 badges equate to an Initiative badge and 75+ badges equate to a Communication badge.

12. Behaviour for Learning Sanctions and Consequences

- Before formal sanctions are issued, two informal warnings are given.
- All behaviour incidents must be logged on Satchel One.
- All departments have a “declassing” rota.
 - Declassing - staff send email to chs.rtl@chasehigh.org immediately. The member of staff on patrol is contacted and discusses the incident with the pupil. An email is sent by the Return to Learning (RTL) team to the Subject Lead, who sets a “Level 2 Detention”.
- Parents/carers are informed of all sanctions and consequences via Satchel One and phone calls are made by the member of staff setting the consequence (Level 2/SLT Detention).
- If poor behaviour occurs outside lessons, it is the responsibility of staff around the School to deal with the behaviour and to follow-up and log appropriately on Satchel One.

Detention System

Formal Warning	This is logged on Satchel One and followed up with a conversation with the pupil.
Level 1 Detention	Up to a 15-minute detention, which is logged on Satchel One. Pupil is made aware of the time and location of the detention. Detention takes place during break, lunch or after school. It is vital that, during this time, the member of staff discusses the behaviour incident with the pupil. Satchel One is updated by the member of staff as “attended”.
Level 2 Detention	<p>Up to a 30-minute detention with Subject Lead or Year Lead, which is logged on Satchel One. A phone call home is made by the member of staff, and the pupil is made aware of the time and location of the detention. Detention takes place after school at the convenience of the staff member. It is vital that, during this time, the member of staff discusses the behaviour incident with the pupil. Satchel One is updated by the member of staff as “attended”.</p> <p>A declassing results in a Level 2 Detention with the Subject Lead.</p>
SLT Detention	<p>60-minute SLT Detention on a Thursday after school in the cafeteria, which is logged on Satchel One and a phone call and formal letter sent home by the relevant Year Team. The pupil is reminded of the detention by the Year Team. During this time, the member of staff, who set the consequence, attends the SLT Detention and discusses the behaviour incident with the pupil. Year Teams attend at the start of the detention to register pupils, update Satchel One as “attended” and follow-up with phone calls, where necessary.</p> <p>Failure to attend an SLT Detention results in a day in the RTL for the pupil.</p>

Year Teams monitor and track persistent offenders and take appropriate action.

Report Cards

Pastoral reports are issued by the RTL team, Form Tutors, Year Teams, SENDCo or SLT when it becomes evident that a pupil is causing or experiencing difficulties in a number of areas.

Departmental Reports are issued by subject teachers and Subject Leads. The report is given by the pupil to the teacher at the beginning of each lesson. At the end of the lesson, the teacher completes the report and returns it to the pupil. The report is signed each evening by the parent/carer.

It is the responsibility of the member of staff issuing the report to monitor the pupil's progress and follow-up any further actions required.

Isolations

The School uses a range of different isolations. The underlying principle is that pupils are not permitted to be in lessons. Whenever a pupil commits an offence that warrants isolation, reference is made to previous records to check that any interventions that are in place have had time to work.

For SEND, LAC or pupils on the safeguarding/vulnerability register, there is a discussion between the relevant professionals about the nature/length of consequence.

Suspension/Fixed Term Exclusion

This only happens in extreme cases. Suspensions/Fixed Term Exclusions can only be sanctioned by the HT.

Permanent Exclusion

Permanent Exclusions can only be sanctioned by the HT and are the most serious sanction. A pupil may be permanently excluded for:

- A serious breach, or persistent breaches, of the School's Behaviour Policy, or where allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.

Pupils may be withdrawn for an internal exclusion whilst an incident is fully investigated and a period of reflection is allowed. Parents/carers are informed of the exclusion via a letter given to the pupil, a copy of which is also sent home by post.

Parents/carers are contacted each time a suspension/exclusion sanction occurs.

When investigating an incident involving behaviour in the wider community, CHS considers the following

- Whether the Behaviour Policy and School rules have been broken;
- The severity of the misbehaviour;
- The extent to which the reputation of the School has been affected;
- Related to this, whether the pupil(s) were identifiable as a member of the School community;
- The extent to which the behaviour in question might have repercussions for the orderly running of the School and might pose a threat to another pupil or member of

staff;

- Whether the misbehaviour in question was on the way to or from School, outside the School gates, or otherwise in close proximity to the School.

If a pupil is found to have broken the Behaviour Policy and School rules in the wider community, staff treat this as a serious matter. The pupil can expect:

- To be instructed by staff to behave in an acceptable manner, and to be disciplined on their return to School;
- To be referred to their Year Team;
- That their parents/carers are contacted;
- To be issued with an appropriate sanction;
- If the misbehaviour could be classed as criminal or poses a serious threat to a member of the public, for the police to be informed.

Appendix 1 - Behaviour for Learning Sanctions and Consequences – Guidance for Staff

Two informal warnings are given before formal sanctions are imposed.

Consequence	Type of Behaviour	Staff Actions	Follow-up
Formal Warning	Pupil out of seat Calling out Lack of effort or sloppy written work in lessons Disrupting others' learning Talking without permission Lack of equipment Anything else that a pupil has previously been reminded about by a teacher	Remind pupils of the School rules and expectations Log behaviour incident on Satchel One	Discuss behaviour with pupil
Level 1 Detention Up to a 15-minute detention, to take place during break, lunch or after school.	Failure to follow School rules Continuation or escalation of formal warnings Disrespectful behaviour or inappropriate comments towards member of staff/pupil Refusal to borrow PE kit Late to School/lesson Lack of homework Little/insufficient work produced Chewing gum or eating in lesson	Remind pupils of the School rules and expectations Move seat Speak outside the classroom Log behaviour incident on Satchel One Inform pupil of where the detention will take place	Discuss behaviour with pupil during 15-minute detention Update Satchel One as "attended"

Level 2 Detention Up to a 30-minute detention to take place after school with Subject Lead or Year Lead	Failure to attend a Level 1 Detention Continuation or escalation of Level 1 behaviour Declassed Severe and continued disruption to learning Persistent failure to follow staff instructions Verbal abuse/intimidation towards pupils Walking out of lesson without permission	Remind pupils of the School rules and expectations Log behaviour incident on Satchel One Call home Inform pupil of where the detention will take place Declassing - email chs.rtl@chasehigh.org immediately. The member of staff on patrol that period is contacted and discusses the incident with the pupil	Discuss behaviour with pupil during 30-minute detention Update Satchel One as "attended" Declassing - An email is sent by the RTL team to the Subject Lead, who sets a "Level 2 Detention"
SLT Detention 60-minute SLT detention on a Thursday in the cafeteria	Failure to attend a Level 2 Detention Continuation or escalation of Level 2 behaviour Complete refusal to follow (SLT) instructions Truancy from lesson Mobile phone (should not be visible) Refusing to be declassified/walking away from declassing	Remind pupils of the School rules and expectations Log behaviour incident on Satchel One Call home Inform pupil of where the detention will take place	Discuss behaviour with pupil during 60-minute detention Update Satchel One as "attended" Letter home from relevant Year Team
Isolation or suspension At least one day spent in the RTL room	Failure to attend SLT Detention Using social media in an inappropriate manner in or out of School Refusal to hand over mobile phone when requested by staff Vandalism	Log behaviour incident on Satchel One Year Team completes paperwork for all RTL referrals Search by authorised staff	Pupil to go on report card Monitored by Resilience Coaches Discussion and parent/carers meeting, where needed

from 08.20 – 15.20	Intimidation/disrespectful behaviour or verbal abuse towards member of staff Violent conduct towards another pupil Smoking/vaping Bringing School into disrepute Violent conduct/dangerous behaviour towards others Truancy Extreme and challenging behaviour Discrimination or prejudice towards another pupil Possession of any prohibited or banned item as noted in Appendix 2.	Signed off by Key Stage Director Call home	Reintegration meeting with staff member Formal letter home by Key Stage Director
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Appendix 2 – Prohibited and Banned Items

The following are “prohibited items” under section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) regulations 2012:

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence;
 - To cause personal injury to, or damage to the property of, the School, staff, pupils, or any person (including the pupil).

Discovery Educational Trust and its Schools also ban other items, including chewing gum, drug paraphernalia, cigarettes, electronic cigarettes or e-cigarettes, personal vaporizers (PVs) and electronic nicotine delivery systems (ENDSs), and any other battery-operated device that mimics tobacco smoking, that are reasonably believed to be likely to cause harm, offence, e.g. any item of a racist nature, or disruption. This means that pupils must not have these items in their possession on School premises, or at any time when they are in the lawful charge and control of the School.