

Chipping Norton School



BEHAVIOUR POLICY Statutory

Reviewed by:	Student Development and Support Committee Date
Reviewed:	April 2015
Next review:	April 2019 (Review every four years)
Member of staff responsible:	Natalie Hancock, Deputy Headteacher
Governor Responsible:	Sandra Coleman, Chair Committee

1. AIMS

- To establish and maintain a positive, effective learning environment where all students feel valued and have every opportunity to achieve their potential.
- To promote inclusion based upon positive, respectful relationships, appropriate curriculum and opportunities for students to participate fully in school life.
- To promote self-discipline and collective responsibility
- To promote personal resilience and respect for the school community, wider community and school environment.
- To prevent bullying through promoting positive, respectful relationships and a restorative 'repair and rebuild' approach

This policy takes into account the following:

- Section 90 & 91 Education and Inspections Act 2006
- Statutory Guidance and Regulations on Exclusion (Feb 2013)
- Ensuring Good Behaviour in Schools (Sept 2012)
- Section 550A Education Act 1996

2. THE SCHOOL'S RESPONSIBILITIES

The Head and all staff are expected to model positive behaviour and promote self-discipline with an emphasis on the due regard among the students for each other and for all staff. Teachers have the power to discipline students for misbehaviour, which occurs in school, or elsewhere under the charge of a teacher including on school visits. In some circumstances, teachers can also discipline students if the behaviour occurs outside school. The power to discipline also applies to all paid staff with responsibility for students, unless the Head says otherwise. Teachers have a statutory duty to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 & 91 of the Education and Inspections Act 2006). The school recognises its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN).

This policy ensures a system of support for staff and students that culminates with the Leadership Team and ultimately the school's governing body. We aim to be consistent and fair, though we also recognise that there may be occasions when we need to consider adjusting sanctions according to individual circumstances.

Although the school does not encourage the use of 'restraint', members of staff may use reasonable force. **Section 550A Education Act 1996** allows teachers, in school or on authorised out of school activities, to use reasonable force to prevent a student from (or continuing):

- committing a criminal offence (including criminal behaviour under age);
- injuring themselves or others;
- causing damage to property (including the student's own property);
- engaging in any behaviour prejudicial to good order and discipline, whether the behaviour occurs in class during a teaching session or elsewhere.

3. STAFF RESPONSIBILITIES

Staff should be fully aware of The Code of Conduct (Appendix A) and the Behaviour For Learning Procedure (Appendix B) in order to secure a disciplined, positive learning environment. Where conflict arises, we expect staff to engage in 'repair and rebuild' conversations to resolve conflict and to repair any harm done. This allows individuals to take responsibility for the impact of their behaviour on others.

Staff must be **consistent** and confident in challenging inappropriate behaviour and encouraging positive behaviours. Well-planned, interesting and challenging lessons contribute to positive classroom behaviour.

We recognise that dealing with persistent inappropriate behaviour is stressful and demoralising for staff. The school has a Staff Well-being Policy to promote good practice in dealing with stress.

4. PASTORAL TEAMS

Pastoral Leaders have an 'open door' policy and students are actively encouraged to seek support and guidance if they have concerns. If there are on-going concerns regarding a student's behaviour the additional interventions may be considered such as the Focus Room (Appendix C) or the Isolation Room. Additionally, two school counsellors also provide support. Students may contact the school counsellors themselves or by asking a member of staff to make a referral.

5. STUDENTS

We expect all students to:

- Adhere to the Code of Conduct and Behaviour For Learning Procedure
- Show respect to staff and students at all times
- Take responsibility for their own learning and behaviour
- Engage positively in their learning and become resilient and independent
- Engage in Repair and Rebuild meetings/opportunities

6. PARENTS

We value the support of parents and are very aware that inappropriate behaviour is most effectively dealt with when parents/carers and the school work together. We quickly alert parents to concerns through phone calls, notes in student planners and letters. Attendance at parents' evenings is strongly encouraged as a way of communicating progress and any concerns that may have emerged. Parents are always involved in the implementation of Pastoral Support Programmes, which are 16 week supportive programmes to address the behavioural issues, involving fortnightly meetings. Parents are also involved in Governor's Disciplinary meetings (Appendix D). We know that parents really value letters/postcards and phone calls. Parents are asked to read and sign the 'Home School Agreement' following their child's admission to the school. This agreement sets out, in simple terms, the standard of behaviour expected of all students. The first port of call for any parent/carer with concerns should be with their child's Tutor.

7. REWARDS AND SANCTIONS

Staff must recognise that praise and rewards are powerful tools for shaping behaviour. Whilst the policy highlights both rewards and sanctions, we aim to emphasise rewards rather than sanctions as a way of motivating students, raising confidence and self esteem and celebrating success. (Appendix E)

There are times however when sanctions must be applied. The aim of sanctions and disciplinary actions is to reinforce to students the expected standards of behaviour, to give students a means of reflecting on their behaviour and to supply the appropriate support needed to see improved behaviour. Sanctions will be proportionate and will take account of the students' age, any special educational needs, and disability.

There is no legal requirement to inform parents of detentions, neither is parental consent required for any detentions given. However, we will always attempt to contact parents when an after school detention is issued so they are aware that their child will be late home. Consideration can be given to travel arrangements, student safety, and caring responsibilities, but we value the support of our parents in helping a child take responsibility for their actions by attending the detention at the set time. A serious breach

of the school rules or the Code of Conduct may result in a period of time in the Isolation Room. Where this is the case, parents will be contacted and the reason for this decision will be clearly explained.

8. SAFEGUARDING

Consideration will be given as to whether behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case staff should follow the schools' safeguarding policy. Consideration should also be given as to whether any continuing disruptive behaviour might be the result of unmet educational or other need. At this point referral to the Learning Support Department or a multi-agency assessment should be considered.

Disciplinary action will be taken against any student who makes malicious allegations against staff

9. CONFISCATION OF INAPPROPRIATE ITEMS

The general power to discipline ("Discipline in Schools" DfE –Teachers' Powers) enables a member of staff to confiscate, retain or dispose of a student's property as a sanction, so long as it is reasonable in the circumstances. Staff are protected by law from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Items confiscated will normally be returned to the student or parent within a stated time period depending on the offence.

10. EXCLUSIONS

The decision to exclude a student either for a fixed term or permanently is made by the Headteacher. This will occur only when absolutely necessary, when serious breaches of the school rules/Code of Conduct have occurred. Written notice must be given to the parents informing them of the precise period and the reasons for the exclusion. The letter must explain parents' duties during the first five days and their right to make representation to the Governing Body. The school must make arrangements to set and mark work for the student during the initial 5 days of the exclusion. From and including the sixth consecutive day of exclusion, full time educational provision must be arranged. The Headteacher must inform the Governing Body if a student is being excluded for more than 15 days in any two terms, or is being permanently excluded. Students can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Where a 'Looked After' child is excluded, provision should be in place from the 1st day of exclusion.

11. MONITORING AND EVALUATION

This policy will be monitored by the Student Support Committee and a report made to the governing body. It will be reviewed every four years. The review will consider the impact of behaviour on academic achievement of individuals and of groups. It will also be reviewed in terms of attendance and inclusion. Exclusions will be discussed at every Student Support Committee meeting. Governors also have a responsibility to implement and monitor the Governor's Disciplinary Procedure and to monitor exclusions. They are also encouraged to attend celebration assemblies

Students' views will also be considered in the monitoring process through the annual Student Survey

Links with Other policies:

- Anti-Bullying Policy
- Home School Agreement
- Equality and Diversity Policy
- Staff Well-being Policy

Supporting documents:

- Code of Conduct (Appendix A)
- Behaviour For Learning Procedure (Appendix B)
- Focus Room Procedure (Appendix C)
- Governors Disciplinary Procedure (Appendix D)
- Rewards and Sanctions Document (Appendix E)