



CHIPPING NORTON
SCHOOL

BEHAVIOUR FOR LEARNING POLICY
(STATUTORY)

Reviewed by:	Impact Committee
Date reviewed:	September 2021
Next review:	July 2025 (every four years)
Member of staff responsible:	Natalie Hancock, Deputy Headteacher

1. Introduction

This policy is under continuous review by the Leadership Team and the Governors' Impact Committee. Its purpose is to promote good behaviour, self-discipline and mutual respect, prevent all forms of bullying (including cyber, prejudice based and discriminatory) and to ensure that students work to the best of their ability in order to achieve success in a safe and supportive environment. It is also intended to ensure that the conduct of students can be regulated. It recognises that a clear school behaviour policy, consistently and fairly applied, underpins effective education. This policy has been written with reference to the DfE guidelines [Behaviour & Discipline in Schools](#) (January 2016). In addition to Section 90 & 91 of the Education and Inspections Act 2006, [Ensuring Good Behaviour in Schools](#) (2016) and Section 550A of the [Education Act](#) (1996). Reference has also been made to DfE advice [Sexual Violence and Sexual Harassment between children in schools and colleges](#) (2021)

This is a school where human rights are respected; as such the responsibility to maintain high standards of behaviour lies with all members of the Chipping Norton School community. We recognise the importance of creating a culture which promotes and nourishes good behaviour.

The school acknowledges its legal duties under the Equalities Act 2010 in relation to all protected groups including SEND (Special Educational Needs and Disabilities) and will always take their circumstances into account. The school will consider whether an individual's poor behaviour raises safeguarding concerns and where it does the school's Safeguarding Policy will be applied.

2. The School's Responsibilities

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 (for example where their conduct impacts on the school life of a student or where their conduct brings the school into disrepute). The power to discipline also applies to all trainee teachers, cover teachers and paid staff with responsibility for students, unless the Headteacher determines 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).

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 and necessary 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.

In the event of physical restraint being used by any member of staff, the incident must be recorded and held centrally.

3. Staff Responsibilities

All staff are morally and professionally obliged to speak to and about all students with respect at all times.

Staff should be fully aware of The Code of Conduct (Appendix A), the Behaviour For Learning Procedure (Appendix B) and School Routines (Appendix G) 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 (students *and* staff) to take responsibility for the impact of their behaviour on others. Such conversations are conducted with a member of the pastoral team present to ensure that both parties are heard.

Staff must be consistent and confident in challenging inappropriate behaviour and encouraging positive behaviours. All staff are expected to be very familiar with the correct use of sanctions, see Sanctions Summary (Appendix E) by which consistency is achieved. Well-planned, interesting and challenging lessons directly 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 conduct then additional interventions may be considered. Additionally, the school's Assistant Head of Key Stage (AHoKS), Family Support Worker, Vulnerable Learning Coordinator and the School Nurse also provide support. Students may contact these individuals 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 (Appendix A), Behaviour for Learning Procedure (Appendix B) and School Routines (Appendix G);
- 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 in order to maintain positive relationships with all staff.

6. *Parents and Carers*

We value the support of parents and carers and are very aware that inappropriate behaviour is most effectively dealt with when a family and the school work together. We quickly alert parents and carers to concerns through meetings, phone calls, emails and letters.

Attendance at Parent & Teacher Consultation evenings (PTCs) is strongly encouraged as a way of communicating progress and any concerns that may have emerged.

Parents and carers are always involved in the implementation of the Behaviour Contract or Pastoral Support Programmes (PSPs), which are 6 and 16 week supportive programmes to support students who exhibit more challenging or persistent behavioural issues. PSPs involve fortnightly meetings.

Governors will also be informed of these processes.

We know that parents and carers value emails, letters, postcards and phone calls. Parents and carers (and students) are required to read and verbally agree to the 'Home School Agreement' (Appendix C) every year at the 'Meet The Tutor Evening' in late September / early October. This agreement sets out, in simple terms, the standard of behaviour expected of all students. The first port of call for any parent or carer with concerns should be with their child's tutor. The tutor will try to answer questions or resolve concerns and will signpost to the most appropriate colleague if they are unable to do so.

7. *Rewards and Recognition*

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.

Teachers have a wide range of informal and formal means to reward and recognise students:

- Verbal and non-verbal praise;
- Motivating written comments in students' books and folders;
- Award House Points for their effort and for reaching goals in their learning;
- Telephone calls or emails to parents and carers;
- Praise postcards sent home to families;
- Ask Heads of Department, Heads of Key Stages, Senior Leaders or the Headteacher to speak to groups of children to praise and celebrate;
- Nominations for school celebration events.
- Nominations for Fantastic Friday awards

Before Christmas, Easter and Summer, Heads of Key Stages (HoKS), Assistant Heads of Key Stages (AHoKs) and their LT link will jointly organise celebration assemblies that reward and recognise seven themes:

- **Courage:** Each Head of Department will nominate one student in each year group whose effort and commitment has been an example to all other students;
- **Curiosity:** Each Head of Department will nominate one student in each year group whose interest and passion for that subject has been an example to all other students;
- **Creativity:** Performance (arts and sports);
- **Compassion:** Volunteering and community service;
- **Character:** Each tutor will nominate one student from their tutor group;
- **Students' personal scorecard:** Attitude to learning, attendance, punctuality, behaviour and uniform;
- **Single acts deserving of special recognition.**

Parents and carers will be encouraged to join these assemblies and will be notified if their children are to be awarded a prize. Heads of Key Stage should develop opportunities for any member of the community (e.g. family members, friends, staff) to discreetly seek public recognition for otherwise unknown or unrecognised acts of great character or acts of kindness.

We know that as students get older, their preference for how and where their successes are rewarded or recognised changes and therefore Heads of Key Stages, along with the Leadership Team, must remain alert to what is most motivating for each year group.

Three times a year students in years 7-10 will receive their Personal Score Card (Appendix D) which records:

- Attendance and Punctuality
- Quality of Classwork
- Quality of Homework
- House Points
- Uniform & Appearance

Depending upon how a student has performed in all of these areas, they will receive a Bronze, Silver or Gold Score on their card. Those achieving gold scores will be recognised in the main celebration assemblies 3 times per year.

8. *Uniform and Appearance (See Appendix F)*

Every member of teaching staff and those associate staff employed to work directly with students (including those staff on duty) are required to enforce the school uniform and appearance rules at all times.

The challenge for us all is trying to establish why a student persistently breaches our expectations on uniform and appearance. With good rapport, most students will openly engage in deeper conversations about why they dress and appear the way they do and often welcome the fact that we have noticed and wish to explore how they feel.

In the grid below some of the possible reasons are identified and their remedies explored. The vast majority of uniform and appearance transgressions are in the first category.

Why uniform or appearance may be incorrect	How we ought to deal with that...
The student is testing the boundaries and has no justification whatsoever for ignoring the clear and fair rule.	Traditionally. From being 'told off' to detentions.
The student did not know the rule/s or the rule/s were not clear or not clearly communicated.	Sensibly. Where possible, we give the benefit of the doubt and agree a reasonable time-frame in which to sort out the problem.
Family may not be able to afford the correct items or are only able to purchase inferior quality goods that do not last.	Sensitively. The Yellow slip protects the student from being 'hassled' and we have a budget set aside to purchase items without any fuss or embarrassment.

<p>A conscious / deliberate or unconscious / inadvertent communication of their rejection of belonging to the school community.</p>	<p>Sensitively. This is a tricky one because we might be punishing an issue that stems from feelings of low self-worth. By punishing them we risk validating their sense of remoteness and may reinforce their negative mind-set.</p>
<p>Make-up (in particular) can sometimes be used to create a mask to 'hide behind' or to project a more mature persona to others.</p> <p>But sometimes it is simply because a young person wants to emphasise their own natural beauty (i.e. positive self-esteem) or their maturity, via make-up, piercings or body art.</p>	<p>Sensitively. Gently, and with the right person, this needs to be explored as a feature of a perfectly normal adolescence or, occasionally, the result of low self-esteem or poor body-image. It is possible to tread carefully and with compassion, but also maintain high standards across the school.</p>
<p>To push others away.</p>	<p>Sensitively. Striking hair colours, piercings, blackened eyes or a Grunge / Goth image are ways in which a student may consciously and deliberately seek to push other students and adults away and attract like-minded others. Often they just like the look and it is not complicated at all!</p>

Often, the school is responsible because there is a perception or a reality of an inconsistent application of the rules. This is why no member of staff is permitted to adopt their own interpretation of the rules. However, parents and carers can struggle just as much as staff to enforce rules and will never be treated as the problem but always part of the solution. However, at the heart of all of these relationships has to be the assumption that in sending a child to Chipping Norton School, the family wishes to embrace all of our values, ethos and rules.

9. Sanctions

There are times when sanctions must be applied. (see Sanctions Summary Appendix E, BFL Procedure Appendix B & School Routines Appendix G). 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, disability or personal circumstances.

There is no legal requirement to inform parents or carers of detentions, neither is parental or carer consent required or sought for all detentions given. However, we will always attempt to contact parents or carers 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 and carers in helping a child to take responsibility for their actions by attending the detention at the set time.

Serious or persistent misbehaviour may result in more severe sanctions that include a period of silent supervision at break and lunchtime by a member of the Leadership Team – known as 'Leadership Team Supervision' (LTS) – or a suspension from school for a fixed term period (0.5 to 5 days).

All misbehaviour is unacceptable because it affects the education and welfare of all students and impairs teachers' ability to teach and, therefore, learners' ability to learn. When arriving at a decision regarding an appropriate sanction, all staff are required to be reasonable and proportionate. Furthermore, all staff are required to be consistent with one another so that all students and their families are fully aware of the standards that are expected at Chipping Norton School.

At Chipping Norton School, teachers and tutors are entitled to place a tutee or student in an after school detention .After school detentions will apply for poor/inappropriate behaviours. Appendix E sets out the responses of the School to misbehaviour, based on the principle of proportionality and reasonableness at all times. 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 (SEN/vulnerable students)

10. Monitoring Behaviour and Interventions

Where poor behaviour becomes persistent over time, and we see an escalation of behaviours, a child may be placed on a green (tutor), amber, (Head of Key Stage) or red (Leadership Team) report card (see Appendix B). When poor behaviour continues the student may move onto an Individual Behaviour Contract and then a Pastoral Support Programme. Each stage is summarised below and is designed to improve behaviour and reengage the student in their leaning. Furthermore, they are also partly a deterrent and a strategy to reduce the risk of further exclusion or even permanent exclusion.



<i>Green Report Card</i>	<i>Amber Report Card</i>	<i>Red Report Card</i>
<ul style="list-style-type: none"> Responsibility of the Tutor. If student receives 10 or less points in a day then this is a successful day. If student receives more than 10 points then the sanction will be an after school detention. The student has to have five consecutive successful days in order to come off report. 	<ul style="list-style-type: none"> Responsibility of the Head of Key Stage(HoKS) If student receives 10 or less points in a day this is a successful day. If students receives more than 10 points then the sanction is an after school detention the following day. Report card must be signed by HoKS or Assistant Head of Key Stage (HoKS) at lunchtime. Failure to do so will result in an after school detention. Student has to have ten consecutive successful days in order to come off report. 	<ul style="list-style-type: none"> Responsibility of the Leadership Team (LT) If student received 10 or fewer points in a day this is a successful day. If student receives more than 10 points then the sanction is a period of no less than five days in ‘Leadership Team Supervision’ and a detention. Report card must be signed by a member of the LT / HoY at lunchtime. Failure to do so will result in a sanction determined by LT / HoY. Student to have 10 consecutive successful days in order to come off report.

Individual Behaviour Contract (IBC)

- If behaviour concerns persist with an individual, despite all three reports cards being attempted, the student will then move onto an Individual Behaviour Contract. Parents or carers will be invited into the school to help draw up a behaviour contract that will then be signed by both the parent or carer and the student. Governors are informed of this process. The Individual Behaviour Contract will last for six weeks (the course of a term). The Head of Year liaises with the SENDCo to identify any unmet needs.
- At the end of the six weeks on the Individual Behaviour Contract, a meeting is called to discuss behaviour and progress / lack of progress over the six-week period. If there has been an improvement in behaviour over the previous six weeks the student will be praised and rewarded. If, however, there has been no improvement and the targets on the behaviour contract have consistently not been met then it may be

necessary to move onto a Pastoral Support Programme or extend the duration of the Individual Behaviour Contract.

Pastoral Support Programme (PSP)

- A PSP runs for sixteen weeks. Parents or carers will be expected to attend a meeting every two weeks to discuss their child's progress.
- At the half way point (i.e. at the eight-week review), a representative member of the Governing Body may be present and it is also possible that someone from the Social Inclusion Team from Oxfordshire County Council may want to attend to discuss progress. At the end of this procedure, the student will either have met the targets of the PSP and be praised or the behaviour continues to cause concern. The following options will then be considered and discussed:
 - i. Alternative provision/reduced timetable (reviewed regularly);
 - ii. Change of school instigated by parent;
 - iii. Permanently expelled/managed move.

11. Classroom Behaviour

Teachers are required to plan and deliver lessons of a very high quality. The school emphasises the importance of Task design, teachers' Explanations, Modelling and Practice in the creation of great learning experiences. Such features of great teaching alone do not guarantee great learning if lessons are interrupted or disrupted by, for example, lateness, failure to bring equipment, low level distractions, disputes between students, or a reluctance / refusal to participate in the lesson.

In order to discourage poor behaviour and encourage positive attitudes towards learning, teachers at Chipping Norton School use a 'two strikes system'. This provides students with one warning (strike 1) that acts as an early warning indicator and enables students to learn how to self-modify their behaviour and refocus their attention. The approach also avoids an unnecessary rapid escalation of sanctions and demonstrates to students that we are both reasonable and demanding in our expectations of great behaviour at all times.

If a student fails to respond positively to the first strike by continuing to misbehave, he or she will then be issued with a 30 minute detention (for organisational issues) at lunchtime or a 60 minute after school detention (for poor behaviour).

Should that student continue to misbehave (effectively a third strike) then they will be removed from that lesson. They will face a 60 minute after school detention and will also face time in Leadership supervision (LTS). They will also be expected to participate in a Repair and Rebuild meeting with that teacher.

12. Collecting Students from School

In extraordinary circumstances, it may become necessary to make contact with parents or carers when a student displays very serious behaviour or continues to behave defiantly and will not behave in accordance with the Code of Conduct. In such circumstances, parents and carers may be required to come into school and either support us in trying to immediately reintegrate their child back into lessons or begin a period of suspension for defiance. In all instances, the needs of the individual child to be educated will be balanced against the needs of all children to learn in an undisturbed, calm and safe environment.

13. Communication

The school recognises that parents' and carers' support for our high expectations relies on excellent communication. This includes the requirement of all staff to make contact with the parents or carers of children who have misbehaved and are due to be sanctioned.

- When a tutor or a teacher first sets an after school detention, the parent/carer will be informed. There is no legal requirement to inform parents or carers of detentions, neither is parental or carer consent required or sought for all detentions given.

- If the student fails to attend the detention then a Friday after school detention will be issued and Parents/Carers will be informed
- If the student fails to attend the Friday after school detention then the student will be placed in LTS (Leadership Team Supervision) for a period of time.
- In the event of a student being placed in Leadership Team Supervision (breaktime and lunchtime), the parent or carer will be informed of this, together with the reason and the duration of the supervision. During the period of this supervision, the student will be denied access to the dining facilities and will, therefore, need to bring a packed lunch into school. Students eligible for a free school meal will choose their lunch at breaktime and will have their lunch delivered to them at lunchtime.
- In the event of a student being suspended from school for a fixed term period (between 0.5 and 5 days), the parent or carer will receive a phone call on the day of the decision. This courtesy call will summarise the reason for the suspension and the proposed date and time of the readmission meeting.
- At the end of a fixed term suspension it is a statutory requirement for a readmission meeting to take place. This meeting involves the student and their parent/s or carer/s. They will meet with the Head of Key Stage and or a member of the Leadership Team. Such meetings have four purposes: (1) to clarify the reason for the suspension, (2) to provide all parties with an opportunity to talk, answering one another's questions, (3) explore ways to try and avoid a reoccurrence and (4) formally welcome the student back into the life of the school. All fixed term suspensions will also precede at least five days of Leadership Team Supervision.

14. 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. We have a zero tolerance approach to peer on peer abuse, sexual violence and sexual harassment. It is never acceptable and will not be tolerated. Where concerns arise, staff should always follow the schools' Safeguarding Policy.

Consideration should also be given as to whether the continuation of disruptive behaviour may be the result of unmet or unidentified educational or other needs. At this point, a referral to the Learning Support Department or a multi-agency assessment should be considered.

15. Malicious Allegations Against Members of Staff

Disciplinary action will be taken against any student who makes malicious allegations against staff. Where malicious allegations threaten the reputation or career of an employee, the student places him or herself at risk of expulsion from the school.

16. 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.

17. Suspensions/Expulsion

The decision to suspend 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 will always be given to parents and carers informing them of the precise period and the reasons for the suspension. The letter must explain parents' or carers' 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 five days of the suspension. From and including the sixth consecutive day of suspension, full time educational provision must be arranged. The Headteacher must inform the Governing Body if a student is being suspended for more than fifteen days in any two terms, or is facing permanent expulsion. Students can be suspended for one or more fixed periods, which when

aggregated, do not exceed forty-five school days in any one school year. Where a looked after child is excluded, provision should be in place from the first day of suspension.

18. Poor Behaviour Outside School:

The expectations, rules and agreements within this policy apply both on school premises and outside of school. Staff have the right and responsibility to challenge inappropriate and dangerous behaviours of students both in and out of school. In line with [Behaviour & Discipline in Schools](#) January 2016, the school may impose sanctions on a student for poor behaviour outside of school:

Specifically when students are:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school PE kit / branded items; or
- identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another student or member of the public (including cyber bullying – see the Anti-Bullying Policy); or
- could adversely affect the reputation of the school.

19. Monitoring and Evaluation

This policy will be monitored by the Impact Committee and a report made to the Local 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. Suspensions will be discussed at the Impact Committee. Governors also have a responsibility to implement and monitor the Governor's Disciplinary Procedure and to monitor suspensions. They are also encouraged to attend celebration assemblies. Students' views will also be considered in the monitoring process through the annual Student Survey.

20. Links to Other Policies

Other Policies linked to this policy can be found on the school website or are available on request:

- Anti-Bullying Policy
- Drugs Policy
- Equality and Diversity Policy
- Physical Force and Restraint Policy
- Safeguarding
- Staff Well-being Policy

21. Supporting documents:

- Student Code of Conduct (Appendix A)
- Behaviour for Learning Procedure (Appendix B)
- Home-School Agreement (Appendix C)
- Personal Scorecard Explained (Appendix D)
- Sanctions Summary for all Staff (Appendix E)
- School Uniform & Appearance Guide (Appendix F)
- School Routines (Appendix G)