

Chew Valley School Behaviour Policy

Chew Valley School is a successful school and much of this success comes from the very positive relationships that exist between staff and pupils. All adults involved with this school work to create firm discipline within a relaxed atmosphere.

We believe that students need and appreciate the security of knowing clearly what is expected of them and that school rules will be enforced in a consistent way. We expect very high standards of behaviour and this can best be achieved when all members of our school community – pupils, parents, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other.

Students flourish in a supportive and caring environment. Our policy emphasises the importance of encouragement and praise and the ways that staff can celebrate individual and group achievement.

Aims of the Behaviour Policy

- To develop in pupils a sense of self-discipline and honesty and an acceptance of responsibility for their own actions, their own discipline and for their own learning.
- To create the optimum conditions for an orderly community where learning and respect can flourish.
- To enhance self-esteem with the aim of encouraging students to become responsible and caring citizens.
- To encourage all our community to adopt a positive approach to everything that they do and to appreciate and take advantage of all the opportunities that are offered.
- To encourage respect and consideration for others. We all have responsibilities to our school community and wider society.
- To encourage and develop genuine dialogue between home and school on both positive school related issues and also on any occasions when a pupil's behaviour falls short of our high expectations.

BEHAVIOUR POLICY

THE CLASSROOM IS OUR PLACE OF WORK. PLEASE REMEMBER THAT
TEACHERS HAVE A RIGHT TO TEACH AND PUPILS HAVE A RIGHT TO LEARN

CODE OF BEHAVIOUR (Displayed in every classroom)

1. I should arrive on time and be ready to start the lesson.
2. I should listen and follow instructions first time.
3. I should have the right equipment for learning.
4. I should respect others and keep hands, feet and objects to myself.
5. I should leave the room tidy and ready for the next lesson.

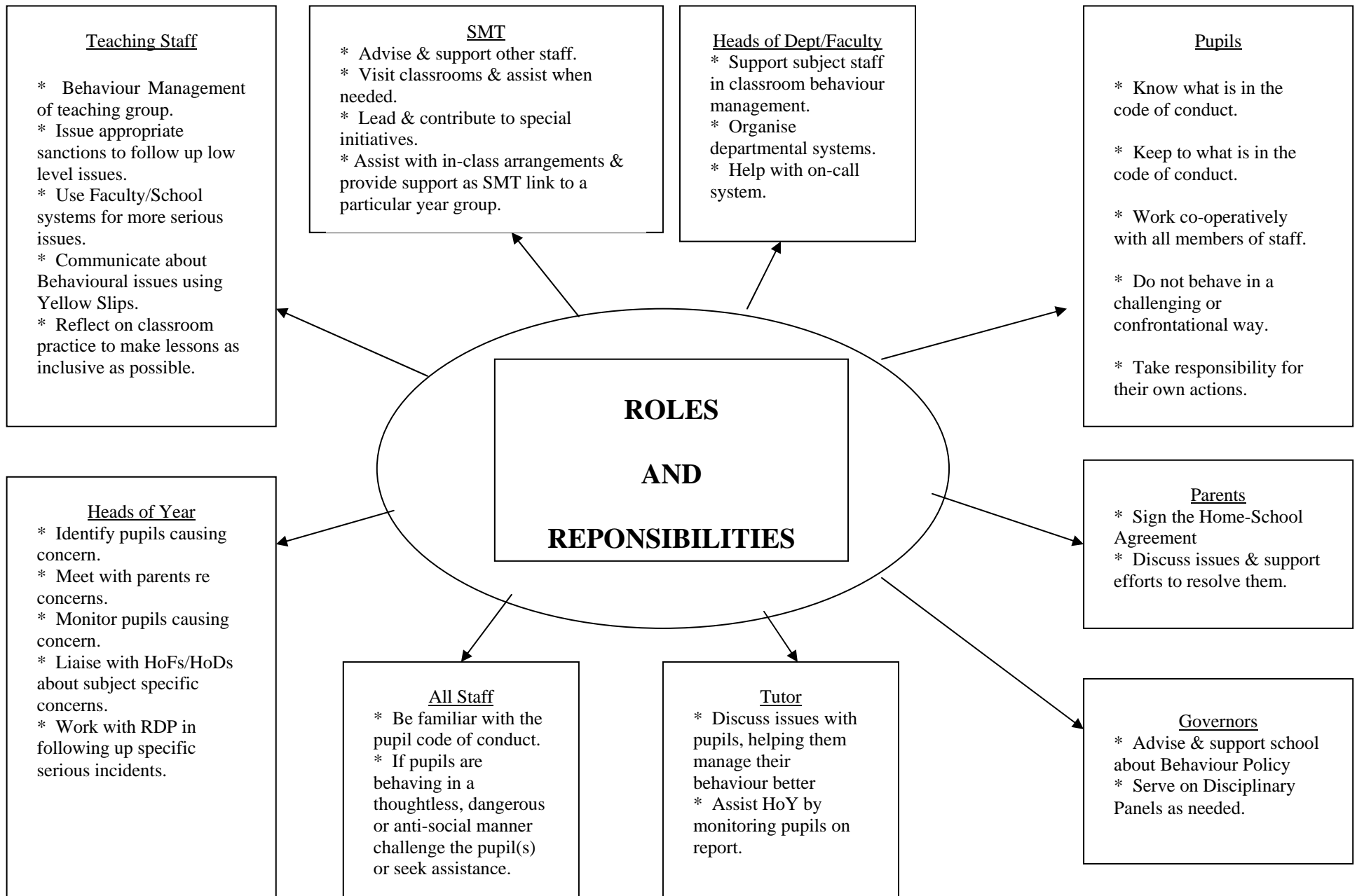
BEHAVIOUR POLICY

SCHOOL RULES BEHAVIOUR POLICY

SCHOOL RULES

WE ARE A LARGE COMMUNITY AND WE WOULD ALL LIKE TO ENJOY WORKING IN A CLEAN, SAFE AND ORDERLY ENVIRONMENT. TO ENABLE US TO DO THIS YOU MUST ABIDE BY THE FOLLOWING RULES:

1. Smoking is unhealthy and dangerous. You are not allowed to smoke in school or on the way to or from school.
2. Bringing or using harmful/illegal substances to or in school is forbidden and will be punished severely.
3. Respect the school environment. The cost of repairing vandalism will be charged to the culprit(s) and they will be punished.
4. For security and safety reasons, never bring valuable items to school e.g. personal radios/walkmans, iPods, computer games, mobile phones, large amounts of money, etc.
5. For safety reasons, when moving around the school, please walk and never run. Keep to the left when using the corridors.
6. For security reasons, you are not allowed to leave the site without permission. If it is necessary for you to leave school during the day e.g. for a dental appointment, you must inform your tutor and also get a **permission to leave school slip** from Mrs Taylor (Home-School Liaison Officer).
7. If you are late for any reason, please report to Reception before going to lessons.
8. Bullying is behaviour towards other people that causes emotional, physical or psychological suffering and is totally unacceptable.
9. For Health and Safety reasons some areas of the school are out of bounds at breaktimes and lunchtimes. These are clearly displayed on maps all around the school. It is your responsibility to be aware of these areas.



THE AIMS OF CHEW VALLEY SCHOOL

Chew Valley School exists to help all our children fulfil their potential to become happy, confident and responsible adults. It aims to provide a pleasant environment which is intellectually and culturally stimulating and gives the opportunity for individuals to achieve success.

Our detailed aims fall into six categories which may be summarised as follows:

1. To develop the intellectual potential of each child to the full

To help pupils develop lively, inquiring and creative minds; the ability to use language and number effectively; the ability to think logically, to question and argue rationally; to stimulate in them a desire and value for lifelong learning.

2. To provide a range of opportunities for the widest development of skills and talents

To help pupils acquire knowledge and skills relevant and adaptable to their present and future needs and allow natural talent and potential to emerge.

3. To encourage the personal development of individual pupils in terms of physical health, emotional maturity, aesthetic awareness, moral and spiritual development

To help pupils understand their own physical and emotional development and encourage the development of aesthetic awareness and a discriminating respect for moral and religious values.

4. To give our pupils a sense of responsibility to others, to the community, to society and to their wider environment

To help pupils understand the world in which we live and the interdependence of individuals, groups and nations; to strive for equality of opportunity regardless of race, gender, social class, disability or any other form of discrimination; and encourage a respect for their environment.

5. To develop a mutually beneficial partnership between our school and the community

To provide many opportunities for our pupils to work within the community and for our wider community to participate in the life of school; to facilitate community use of our premises and resources.

6. To provide a stimulating and supportive environment for all our staff at our school

To create opportunities for staff to develop their professional skills and to share in good practice for the benefit of all our pupils.

We seek to achieve these aims with the continued support and co-operation of parents and of the wider community.

REWARDS PROCEDURE FOCUSSING ON ACHIEVEMENT

RATIONALE:

- To motivate students to strive to fulfil their potential
- To encourage students to recognise their achievements and to take pride in their successes

PURPOSES:

- To let students know that their efforts and achievements have been recognised by their teachers and parents
- To enable staff to give positive feedback about work, attitude and behaviour to both the students and their parents
- To provide a record of the individual student's efforts and achievement throughout their school career

HOW WE CELEBRATE PUPIL SUCCESS:

Homework Diary Comments: Positive comments by teachers in Homework Diaries are intended to quickly communicate achievement from school to home.

HOUSEPOINTS:

- House points are awarded to students in Years 7 – 9
- House points are recorded in the student's diary
- Certificates are awarded:

25 – Bronze	125 - Diamond
50 – Silver	150 - Kryptonite
75 – Gold	175 – Moon Dust
100 – Platinum	200 - Pianite
- Heads of Year keep a tally of house points.
- The House points go towards the monthly tutor group competition in each year. A Cup will be awarded in the Year assembly.

COMMENDATIONS:

- Commendations are awarded for exceptional achievement or progress
- The criteria for awarding Commendations is printed on the Certificate and there is a space for staff to write their own criteria/comment if the printed ones do not suit the occasion
- Commendations are placed in the student's Record of Achievement after three adults, who hopefully will have reinforced the praise for the student's success, have signed them. This procedure is indicated on the reverse of the Commendation.

HEAD'S COMMENDATIONS:

- A Headteacher's Commendation will be awarded to a student who receives five or more Commendations in one term
- The student will also receive a Chew Valley School pen from the Headteacher in recognition of their success.

REWARD POSTCARDS:

- To celebrate success or effort staff can also use a specially produced school postcard. These are sent home by staff as a surprise to inform parents of positive behaviour. These cards are valued by pupils and often displayed by parents. These cards will be recorded on posting in Reception and this information is communicated to Heads of Year.

SPECIAL EVENTS:

- Each Year will hold Celebration Events at the end of the academic year. These formal occasions will celebrate the wide range of achievements that have happened in the school year. These events will recognise the whole range of academic and extra-curricular achievement as well as social development and commitment in terms of effort and application.
- The Head Teacher's Achievers Reception. This will be held during the last week of the school year and is intended to reward those pupils from all years who have consistently displayed academic excellence across a range of subject areas.
- The Head Teacher's Effort Reception. This is a similar event to the one detailed above. The target group will be those pupils who have demonstrated great effort in their school life over the last academic year.

SANCTIONS

RATIONALE:

- Whilst the Behaviour Policy places the emphasis on developing the skills of self-discipline, there will, on occasions, be a necessity to respond to unacceptable behaviour.
- The sanctions are progressive and a student persistently demonstrating unacceptable behaviour would normally work their way through the four levels.

Behaviour Levels (Reverse of Yellow Slip)

Behaviour levels – further examples:	EXAMPLES OF BEHAVIOUR	LIKELY ACTIONS	PATH OF YELLOW SLIP	
<ul style="list-style-type: none"> ● wearing trainers ● wandering about ● talking at wrong time ● rocking on chair ● inappropriate noises 	<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> ● Breaking of school rule ● Second reminder ● Lateness to lesson ● Chewing, make-up, jewellery, uniform ● Lack of homework diary, misuse of diary/school books ● One homework missed ● Key moment violation ● Minor disruption ● Minor out of bounds 	<p>Reminder of rule (displayed in all rooms). Name on board, movement within class. Instruction to remove, confiscation. Social time detention.</p> <p>Record in Hwk diary. Task set, discussion with pupil. Incident recorded by teacher.</p>	No yellow slip written	
<ul style="list-style-type: none"> ● misuse of equipment ● interfering with others ● throwing/flicking objects ● graffiti on books 	<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> ● Repetition of Level 1 ● Disruptive behaviour ● Uncooperative behaviour ● Lack of work ● Silly social time behaviour ● Inappropriate language 	<p>Social time detention, extra work, warn of referral to HOD/HOF. Parental contact through Hwk diary (signed response or answer phone to H Taylor).</p>	<p>Teacher ↓ Tutor (within 24 hours) ↓ HOY</p>	
<p><u>Consider using *on-call</u></p> <ul style="list-style-type: none"> ● graffiti on desks, walls ● leaving classroom without permission, including inappropriate use of time out card ● walking away from adult when being spoken to 	<p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> ● Repetition of Level 2 ● Persistent poor behaviour ● Failure to follow instructions ● Smoking, coursework/Hwk issues ● Major out of bounds ● Bullying, ignoring safety rules. 	<p><u>HOD/HOF involved</u> Faculty Detention. Tasks set. Pupil “parked” within Faculty/Dept. After school detention. Exclusion Room (for single subject or social time). Parent phoned or letter. <u>In social time</u> take to Duty Team Leader/HOY. Report/Achievement Book</p>	<p>In Class Teacher ↓ HOD/HOF ↓ Tutor ↓ HOY</p>	<p>Out of Class Teacher ↓ HOY/SMT ↓ Tutor ↓ HOY</p>
<p><u>Use *on-call:</u></p> <ul style="list-style-type: none"> ● refusal to follow safety instructions ● deliberate obstruction of lesson ● intimidating behaviour ● racist remark ● sexual remark 	<p><u>LEVEL 4</u></p> <ul style="list-style-type: none"> ● Repetition of Level 3 ● Defiance of adult ● Swearing at adult ● Bullying, physical violence, theft, vandalism. 	<p>After school detention. Internal exclusion from single subject or social time. Internal exclusion. External exclusion. Parental interview. Consider placing student at Stage 1 of disciplinary procedures.</p>	<p>In Class Teacher ↓ HOD/HOF ↓ HOY ↓ SMT ↓ Tutor ↓ HOY</p>	<p>Out of Class Teacher ↓ HOY/SMT ↓ Tutor ↓ HOY</p>
<p>*For serious disruption in lessons the ON-CALL facility should be used. This involves sending a trusted student to Reception to summon the senior member of staff who is On-Call to remove the poorly behaved pupil.</p>				

DISCIPLINARY PROCEDURES

When students fail to respond to the support that they have received to improve their behaviour, it is likely that they will move onto the next stages of our disciplinary code.

These strategies are designed to positively support pupils to help them avoid further fixed term exclusions or permanent exclusion.

At all of the following stages all evidence will be logged and regular reviews will take place. Parents and pupils will always be kept fully informed of the progress that has been made.

Cause for Concern

This stage is used when any of the following apply:

- ongoing poor behaviour is giving cause for concern;
- an incident of poor behaviour warrants a short fixed-term exclusion (eg 1 or 2 days).

Pupils are placed on this stage when the Head of Year judges it to be appropriate.

Action the school will take:

The behaviour will be addressed through the pastoral support system.

- Tutor informed.
- The Head of Year will contact parents to express concerns or the Headteacher notifies parents of a fixed-term exclusion.
- Appropriate strategies will be put in place (report book, achievement cards, progress reports, target cards etc).
- The Assistant Headteacher (Pastoral), and Behaviour Support Teacher and SENCO (if special educational needs an issue)..
- The Head of Year will inform relevant staff via memo and at staff briefing.

Stage 1

This stage is used where any of the following:

- persistently poor, or escalating behaviour is giving increased cause for concern;
- strategies put in place at the Cause for Concern stage need reinforcement, amendment or additional interventions;
- a number of short fixed-term exclusions or longer exclusions (eg 5 days+) have been warranted;
- a 'one-off' incident of more serious behaviour has occurred, probably leading to a longer fixed-term exclusion.

Pupils are placed on this stage when the Head of Year, Behaviour Support Teacher or Assistant Headteacher (Pastoral) judge it to be appropriate.

Action that school will take:

A behaviour support plan will be drawn up; this will usually be an IEP (IEP 1- Pupil Inclusion Plan). The pupil will be placed at School Action on the Special Needs register.

The Head of Year holds responsibility to co-ordinate the support plan, assisted by the SENCO and Behaviour Support Teacher.

The key person should:

- Contact parents/carers with a view to drawing up a behaviour support plan (IEP, TAP or PIP).
- Inform all relevant staff of the plan, targets and strategies.
- Clarify appropriate rewards and sanctions with all involved.
- Keep parents/carers fully involved and informed of progress.
- Ensure that the behaviour support plan is monitored and reviewed.
- Reviews should take place at a maximum of 4 school weeks.
- For statemented pupils, an interim statement review may be appropriate. Consult local authority SEN service.
- The Education Psychologist will be informed – referral for information only.
- Firm consistent discipline must be encouraged. For some pupils a “3 strikes and out” policy has proved beneficial (3 yellow slips in 5 school days).

If progress has been made, the pupils can be moved back to the Cause for Concern stage of the disciplinary procedures and eventually could be removed from this stage. These decisions can only be made at a review meeting.

If there is a need to move the pupil to Stage 2 of the disciplinary procedures and School Action Plus of the SEN register, this will be done through the IEP review or as other serious incidents occur.

Stage 2

This stage is to be used where any of the following apply:

- **Persistently poor or escalating behaviour is giving increased or serious cause for concern and a review of the Stage 1 plan agrees the need to move up a stage;**
- **A more serious one-off incident has taken place;**
- **The use of fixed-term exclusions is escalating or longer periods of exclusion (eg 10+ days) are warranted.**
- **Total days excluded have reached 15 in a school year. If total days of exclusions has reached 15 days the Headteacher should inform the Local Authority by submitting a Notification of an Exclusion from School form.**

Pupils are placed on this stage when the Headteacher, Head of Year, SMT member, SENCO or Inclusion Support Co-ordinator judge it to be appropriate. The Head of Year remains the key person but will be supported and advised by the Behaviour Support Teacher.

Stage 2 (cont)

- Pupil placed at School Action Plus on the SEN register.
- School to complete consultation form stating which LEA agency they require support from.
- SENCO/LEA agency to offer advice and support to the Head of Year.
- A new IEP 2 (Target Action Plan) is drawn up with the parent/carer and student fully involved. All parties to agree and sign the new document.
- A daily monitoring system to be put in place by the Head of Year.
- Clear rewards and sanctions must be used to support the IEP/TAP.
- SENCO to consult with the Educational Psychology Service if necessary.
- School should also consider if other external agencies are required to assist (117, Mentoring Plus, Drug Action Team, Mentoring Plus, etc).
- Firm consistent discipline will be employed by the school. “2 or 3 strikes and out” might be considered.
- SENCO might consider a request for Statutory Assessment (SIF needed).
- A managed transfer might be considered.

If progress is made, the pupil can be moved back to Stage 1 of the disciplinary procedures. Evidence of improvement will be needed. The IEP will be reviewed before any decision is made.

If further serious incidents occur, the pupil will be moved to the next stage of the school discipline procedures. If this happens the Headteacher should complete a Notification of an Exclusion from School form and send it to Children’s Support Services.

If not previously done, the Headteacher may consider convening a governors disciplinary panel at this point to meet with the pupil and their parent/carer.

Stage 3

Despite a range of support strategies having been implemented the pupil’s persistently challenging behaviour and/or level of fixed-term exclusions is placing him/her at high risk of permanent exclusion. This stage may also be used when a very serious incident warrants an extended period of exclusion (eg over 15 days) and the Headteacher considers a repetition could lead to permanent exclusion.

Action school will take:

A Pastoral Support Programme (PSP) will be drawn up. The local authority or other external agency will be involved. Pupil will be formally referred to the Educational Psychology service, if this has not already happened.

- The Head of Year, SENCO or Behaviour Support Teacher will co-ordinate the initial PSP meeting, ensuring that the parents/carers and pupil are fully involved. They will also take responsibility for co-ordination, monitoring and review of the PSP. They will ensure that appropriate external support services (Educational Psychology, Behaviour Support, Child Missing Education Officer etc) are involved.

Stage 3 (cont)

- The PSP to be reviewed every 2 weeks. The IEP/TAP (IEP2) can still run in conjunction with the PSP but it could be subsumed. It must be remembered however that the PSP does not reply the SEN process.
- A daily monitoring system will be put in place by the Head of Year.
- At 12 weeks the PSP will be formally reviewed, producing a written submission to the Headteacher on the progress that has been made. If possible a member of SMT will attend this 12 week meeting.
- At this stage the school might consider, with parents/carers or social worker, a Managed Transfer to another institution if permanent exclusion is still likely.
- If significant progress has been made the PSP can finish after 12 weeks.
- The PSP can continue for a further 4 weeks and at the end of this period the pupil can move back to Stage 2 and return to an IEP if progress has been made. If insufficient progress has been made, the pupil may be permanently excluded (Stage 4), after the 16 week review.
- For a Looked After Child, the PSP should be an integral part of the Care Plan and included in the educational section of that plan. The pupil's social worker should always be involved in the PSP process and certainly should attend the initial PSP meeting.
- Statemented pupils will require an interim formal review of the statement which might be called by the school. The PSP process can be integrated with the review process. Parents/carers and the SEN service must be consulted.
- The PSP meeting can be part of a readmission meeting from fixed-term exclusion. If a pupil is excluded for a long period, the PSP review should still take place prior to the readmission date.
- The Headteacher will consider a Statutory Assessment to be submitted.
- Clear and consistent discipline will be employed. "2 or 3 strikes and out" will continue.
- If pupil reaches 45 days fixed term exclusion in one academic year they will be permanently excluded.

Stage 4

Permanent Exclusion

This stage will be used when all possible strategies have been used to resolve the behaviour problems. This stage will also be used when in the Headteacher's judgement it is appropriate to permanently exclude for a first or 'one-off' offence such as serious actual or threatened violence; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon.

The Headteacher will ensure that all exclusion paperwork is completed and sent to the Local Authority. The Headteacher will consider referral to the police, if a criminal act is involved, and/or Social Services if a sexual abuse or assault has occurred.

BULLYING POLICY

We are a very successful and effective school. Our success is based on good teaching, good order and good relationships both within School and between School and home. However, we accept that we are not immune from bullying and that we need to be pro-active in preventing it and quick and sensitive in our response to it when it does occur.

References to School Strategies are to be found in the following:-

- {a} School Behaviour Policy
- {b} Information booklet for new parents
- {c} Information booklet for new pupils
- {d} School Rules [listed in each classroom]
- {e} School Diary
- {f} Personal and Social Education Curriculum

Summary

1. We seek to prevent bullying by:

- re-enforcing the school aims and ethos in Assemblies, in our teaching strategies and in our general school organisation;
- focusing on people's differences and developing an understanding, tolerance and respect for these differences;
- raising awareness of our responsibilities towards others;
- developing confidence, self-esteem and self respect, as well as respect for others.
- ensuring that every member of our school community is aware of their responsibilities should they encounter any behaviour that could possibly be a case of bullying.

2. We respond to bullying quickly and sensitively by:

- always taking allegations seriously;
- encouraging pupils to talk and not keep bullying to themselves;
- using a variety of strategies to address the issue, e.g. talking to people individually, talking to the bully and the victim together, talking to a group, working with parents;
- using the school's disciplinary sanctions where appropriate; this may include excluding pupils from school.

Bullying is not a problem that only affects young people. Adults bully. We aim to develop the necessary understanding and skills to enable our pupils to:

- {a} refrain from bullying and
- {b} know how to respond with confidence should they ever find themselves the victims of bullying at any time in their lives.

Reviewed: March 2010

Date of next review March 2012