Behaviour Policy

Chew Valley School

School Policy Approved by Local Governing Body

Signed: S Williams

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Chair of Local Governing Body
Authorised for Issue

Signed: G S Beynon

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Headteacher

1. Rationale

Chew Valley School is committed to creating an environment where a positive, constructive approach is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides an approach to develop self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and students.

At Chew Valley School we value **mutual respect and positive relationships**.

Every student will understand what the school expects so that they can learn, grow and achieve in fair and inclusive surroundings.

2. Statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination including race, gender or sexuality.
- Violence or threatening behaviour will not be tolerated in any circumstances.
- All staff set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The behaviour policy explains that exclusions will only be used as a last resort
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

3. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- School suspensions and expulsions - GOV.UK (www.gov.uk)
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

It is also based on the special educational needs and disability (SEND) code of practice.

This policy complies with our funding agreement and articles of association.

5. Definitions

5.1 Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

This behaviour is recorded as Level 2 on our computerised management system, SIMS which is used to monitor behaviour.

5.11 Serious misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).
- **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

This behaviour is recorded as Level 3 or 4 on our computerised management system, SIMS which is used to monitor behaviour. Level 4 reserved for the most serious incidents

5.2 Behaviour and achievement points

To ensure quick and effective handling of behaviours, the recording of all behaviour incidents is made through our computerised management system, SIMS which is linked to Insight Portal for parents. This data is then used to reward students or inform discussions with parents/carers, staff, multi-agency partners and governors about patterns of misbehaviour.

Positive/achievement points

These recognise a student's positive;

- Attitude to learning
- Response to feedback
- Independent study
- Behaviour
- Contribution to school life

Negative/behaviour points

These are attributed to the severity of a behaviour incident. They are recorded as

Level 2 (2 points) – Low level disruption/incident resolved with low level sanction

Level 3 (3 points) – Significant incident or problem e.g. EXIT (removal from lesson)/persistent disruption/endangering self or others

Level 4 (4 points) – Very significant incident or problem/incident resolved with exclusion.

5.3 Detentions

Last to leave detention

The student is not allowed to leave the classroom until all other students have left at the end of the lesson. This is a strategy that shows the student that his/her negative behaviour has had a consequence and it affords

an opportunity for a brief private discussion with the student concerned. This should clearly not delay start to next lesson or cause the student to be late to his/her next lesson.

Short detention (without warning)

The student is detained without warning for up to 10 minutes at a pre-arranged time, which may be, break time or lunchtime, or at the end of the day. Students may be given tasks to do such as clearing up, picking up litter or assisting the teacher or this may be used as an opportunity for a one-to-one talk.

Leadership team detentions

The student is detained for 20 minutes during lunch time within a designated detention rooms.
This will be the result of misbehaviour either in the lesson or social time.
These detentions run every day (Monday to Friday) and the student will be expected to attend the "next one" following the behaviour incident.
Students will be asked to remain in silence during this time, but they can carry out independent work or reading. They may also be given tasks to do that correct the misbehaviour or this may be used as an opportunity for a one-to-one talk.
This detention will be recorded on SIMS and the student will be told about the detention in advance either in the afternoon or morning of the detention.

Deputy Headteacher detention

If a student has been unsuccessful or a "no show" at a Leadership team detention, the student will be detained on the Friday of that week for 40 minutes on a Friday lunch time with one of the Deputy headteachers in the designated detention room.
Students will be asked to remain in silence during this time, but they can carry out independent work or reading. They may also be given tasks to do that correct the misbehaviour or this may be used as an opportunity for a one-to-one talk.
This detention will be recorded on SIMS and the student will be told about the detention in advance either in the afternoon or morning of the detention.

Headteacher's detention

If a student has been unsuccessful or a "no show" at a Deputy Headteacher detention on a Friday, the student will be detained the following Monday for one hour after school.
These detentions will be with a member of the Senior Leadership Team in the "Exit" room.
Students will be asked to remain in silence during this time, but they can carry out independent work or reading. They may also be given tasks to do that correct the misbehaviour or this may be used as an opportunity for a one-to-one talk.
This detention will be recorded on SIMS, parents will be informed by text on Friday ahead of the detention on Monday. Students will be reminded on Monday,

Reparation/Reconciliation
A phrase used to describe the restoration of relationships in school. Necessary following misbehaviour. It may take the form of payment towards damage, the replacing or repair of an item or a first move to reconcile differences with another.

6.0 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in Appendix 1.

7.0 Roles and responsibilities

7.1 The governing body

The governing body at Chew Valley School responsible for reviewing and approving the written statement of behaviour principles

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

7.12 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.13 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and mutual respect
- Fostering positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

See appendix 1 - Building positive relationships - The learning culture

The senior leadership team will support staff in responding to behaviour incidents.

7.14 Parents

Parents are expected to:

- Support their child in adhering to the school rules and routines
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's appropriate teacher or tutor promptly

7.15 Students

Adherence to the following rules and routines will ensure not only a safe and pleasant working environment around the school, but also create an atmosphere that is conducive to effective teaching and learning.

During lessons we expect all students to do the following:

- Arrive on time
- Sit where they are told
- Bring the correct equipment
- Listen respectfully when others are talking
- Keep off task conversations for social time
- Work in silence when an adult asks them to
- Not to eat or drink in lessons (only water)
- Speak to others with respect

As a large community, we want to all enjoy working in a clean, safe and orderly environment that promotes mutual respect and positive relationships.

We therefore expect students at all times, to:

- Respect the school environment. The cost of repairing vandalism will be charged to the culprit(s).
- Report any damage.
- Recognise, respect and value difference. This includes difference in gender and the need for mutual respect when speaking to others and using technology. This includes students not carrying out harmful behaviour towards each other with regards to sexual violence or sexual harassment
- Report discriminatory behaviour.
- Respect the property of others. Only use with the permission of the owner.
- Only eat in the designated areas.
- Place all litter in the bins provided.
- When moving inside the school buildings to walk and never run. Keep to the left when using the corridors.
- Use appropriate language and be considerate of those working around you, please moderate noise levels appropriately.
- Understand bullying, whether verbal or physical, will not be tolerated by the school. If a student is a victim of bullying, or sees someone being bullied, they should talk to an adult as soon as you can.
- Only leave the site with permission. If it is necessary for a student to leave school during the day e.g. for an appointment, inform the attendance officer, provide written permission and sign in/out via Reception.
- If late for any reason, report to student services before going to lessons.
- Stay within the designated areas at breaktimes and lunchtimes. For health and safety reasons, some areas are out of bounds. It is the student's responsibility to be aware of these areas

Adherence to these rules will support all members of the community and the values of the school. Sanctions will apply to students who choose not to follow these rules and meet expectations.

The Approach to Learning grid

Excellent learning behaviour is explained and modelled to the students at Chew Valley School by the continual reference to our approach to learning grid. The grid is designed for students so that they can understand our expectations and know the learning behaviours that are required to enjoy academic success. The grid is displayed in classrooms, referred to in assemblies and it is referred to at review points.

Approach to Learning

	Excellent	Good	Insufficient	Poor
Attitude to learning	• Excellent focus • Rarely off-task • Seeks challenge • Perseveres • Asks questions to extend thinking • Approaches learning with active interest	• Good focus • Responds positively to challenging activities • Completes all work set to good standard • Answers questions • Connects ideas	• Inconsistent focus • Avoids challenging tasks • Gives up easily • Passive in the classroom • Inconsistent work rate	• Shows little focus • Disrupts the classroom • Work often incomplete or inadequate
Response to feedback	• Invites feedback • Responds positively to praise and critique • Learns from setbacks and mistakes • Reviews own progress, acting on the outcomes	• Shows a desire to improve • Takes action based on feedback • Shows progress over time	• Sometimes attempts to act on feedback • Needs close direction to rectify errors or learn from mistakes	• Does not attempt to act on feedback • Responds negatively to praise or critique
Independent study	• Starts learning readily • Seeks own solutions to problems • Asks questions • Organises time effectively • Meets all deadlines	• Shows good application • Can find solutions to problems • Seeks help when needed • Organises time well • Meets deadlines	• Requires close supervision to attempt tasks • Gives up easily • Misses some deadlines	• Normally requires pressure to attempt learning tasks • Does not engage unless closely monitored • May refuse support • Misses most deadlines
Behaviour	• Seeks solutions to difficulties • Sets an example • Takes responsibility • Acts as an advocate for views and beliefs that may differ from their own	• Follows all instructions • Shows kindness, consideration and respect • Listens carefully • Understands views of others	• Requires supervision to ensure instructions are followed • May distract others • May be off-task • Struggles to understand the views of others	• Does not listen • Distracts others • Disrupts the classroom or school environment

8 Rewards

8.1 Rewards

All staff should be looking for opportunities to reward students for positive effort and achievement in any area of school life. For example:

- Verbal praise
- Written praise in books/ stamps/ stickers etc
- Display of work
- Written praise in school planner
- Achievement points (logged on SIMs)
- Telephone calls home
- Letters home
- Postcards
- Events – awards assemblies
- Report to Tutor/Head of House/Head of Department or Faculty/Senior Leadership Team

The following principles should apply when using rewards:

- Rewards should be given for behaviour as well as for efforts in learning
- Rewards should be given for improvements in work and behaviour rather than only in response to absolute standards
- Attention, praise and encouragement are key rewards in promoting positive behaviour and should be used frequently
- Public praise is more effective with some students that others; research shows older students value praise but receive it more positively in private
- To be effective, rewards must be genuine
- Building student involvement by asking them what they find rewarding creates a strong basis for success
- Contact with home is highly valued by most students
- Faculty marking and assessment and feedback policies should ensure that rewards are equally accessible by all students
- Immediate and constructive feedback is an important motivator for students and an essential element of effective learning

The School Rewards System

- All positive efforts should be recognised and praised.
- Staff should tell students when they have awarded achievement points
- Tutors should regularly inform students of their achievement points
- House points should be used to reward and record effort and achievements.
- A bronze, silver and gold reward system is in place to reward students at 200, 400 and 600 achievement points respectively.
- A commendation or praise postcard should be awarded for specific achievement or improvement and/or consistently high standards over a period of time.
- Exceptional effort/achievements may be referred to the Head of House or Senior Team link for personal recognition.
- At the end of each academic year, awards from each department will be recognised based on effort and presented during our Summer Celebration Assemblies.
- All achievement and house points are combined together to contribute to the annual house competition. The winning house will receive the end of year prize. There are termly awards to compliment this.

It is important that staff are clear and consistent in their use of rewards so that students understand how to earn praise.

9.0 Sanctions

All staff will operate the agreed application of sanctions, as **consistency in the behaviour of adults** is vital in effecting high standards of behaviour across the school.

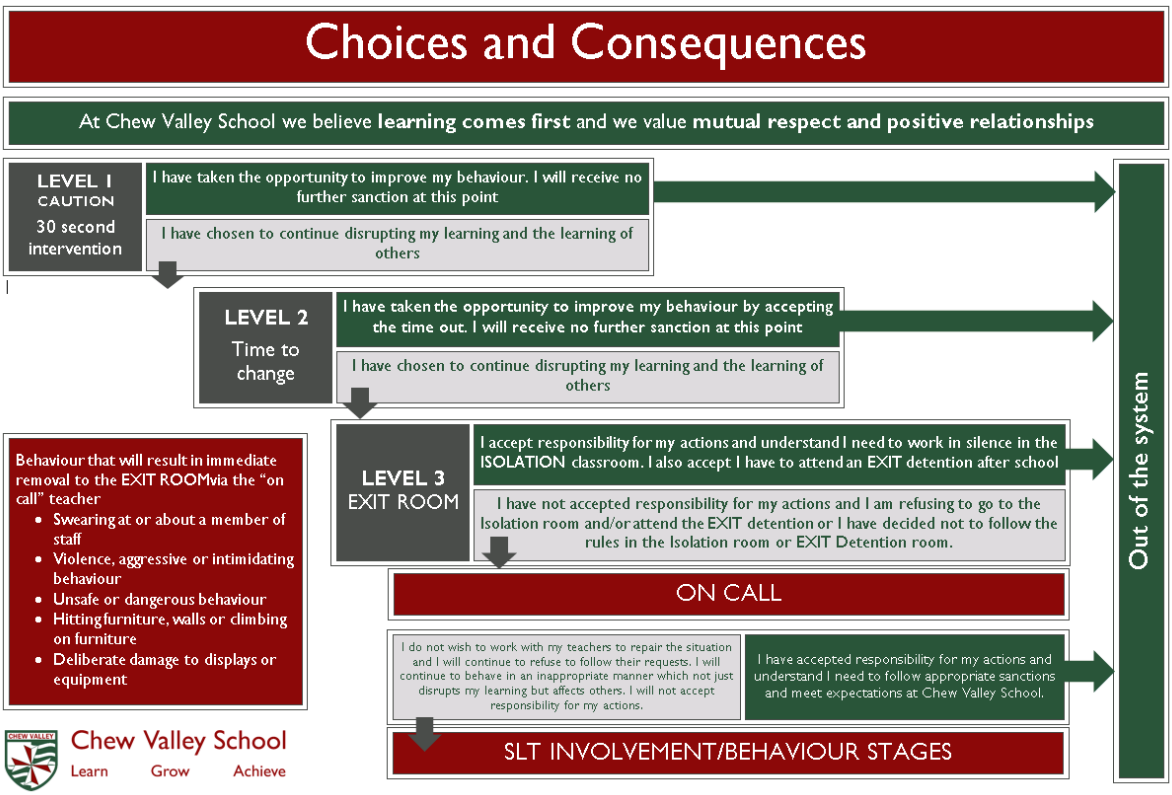
The following principles should apply when using sanctions:

- Separate the student from the behaviour and avoid labelling
- Sanctions should be used sparingly and often privately
- The immediacy of a sanction enhances its effectiveness
- Sanctions should be applied calmly and fairly
- Students should normally be warned of the consequences of their behaviour and stated sanctions must then be put into practice if the unacceptable behaviour is repeated
- The consequences of poor behaviour should always seek to teach more positive outcomes
- Students should always be made aware of why the sanctions are applied to them
- Consequences should 'fit the crime' and clearly distinguish between minor and major problems
- Group sanctions are ineffective and should be avoided
- We will seek to include parents where appropriate and work together to support positive student choices.
- Parental support over sanctions is very important and appreciated by the school
- We may seek to include peers where appropriate to support fellow students in making positive choices.
- Reasonable adjustments should be made to support students with SEND

When establishing the facts in relation to a behaviour incident, the school will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

9.1 Sanctions during lessons – Disruption to teaching and learning

To help students understand the sanctions that are applied to poor behaviour in a lesson, copies of the "choices and consequences" diagram (below) are displayed in every classroom.



Failure to comply with the school sanctions is non-negotiable. The system is based on "choices and consequences" so the student has the option of "putting things right" at each level.

If a student refuses to follow the sanctions, this is gross defiance (Level 4). If the student is grossly defiant, the "On Call' teacher will be called, the student will be removed from the classroom to the Exit Room. If they continue to be defiant parents/carers will be called to collect their child and the student will be excluded.

9.11 – The Exit process

Level 1 (L1) - 30 Second intervention

If a student is disrupting learning and/or the learning of others, the teacher will communicate with the student so that they understand their behaviour is not meeting expectations.

Wherever possible the teacher will do this using a gentle approach, non-threatening, side on, eye level or lower.

- They will tell the student what behaviour is expected
- Remind the student of their previous good conduct to prove they can make good choices.
- They should then walk away from the student; allowing time for the student to decide what to do next.

Times where this might not be possible are if the teacher is addressing the whole class or they are working with another student across the room. Therefore, verbal or non-verbal communication may be necessary from across the room.

Following this communication, the student is expected to change their behaviour. Defiance will result in a level 2 sanction

Level 2 (L2) - Time to change

If the student does not respond to the L1 intervention. The teacher will issue an instruction which changes the situation in the classroom.

This instruction is likely to be one or more of the following:

- Change in seating position/group/task
- Speaking to the teacher away from the others
- Time outside the classroom
- Time placed elsewhere in the department

This change must be put in place so that boundaries can be reset, and the learning can continue.

The teacher will:

- State behaviour that was observed and which expectation it contravenes
- Tell the student they will be sent to the Exit Room if they choose to continue with the behaviour
- Give the student a final opportunity and take up time* to reengage with learning.
- Once again, remind the student of their previous good conduct/attitude/learning and ask them to reflect.
- Record incident as a L2 incident on SIMS

Again, there are times where it is not possible for the teacher to have this conversation straight away, therefore the student should follow the instruction and the teacher will speak to the student when appropriate.

The student should not challenge this instruction. Defiance will result in a level 3 - EXIT.

**Unless the behaviour is unsafe, dangerous or harmful to others and then this time may be shortened*

If all the above has been put in place but the student has chosen to continue with unacceptable behaviour, they will be EXITED.

EXIT means a student will be removed from class for a period of time in the EXIT ROOMS and expected to complete refocus work before returning.

This is because their behaviour is

- Preventing the teacher from teaching the group.
- Preventing others from learning.

This incident will be recorded as a L3 incident on SIMS

9.12 - The Exit Rooms

The Exit rooms are staffed by the Behaviour Support Manager, SLT and Leadership team. The "on call" teacher will also be present in the rooms.

There are two adjoining rooms in Student Services. One room is for quiet refocus work and the other room is for students who need "cooling off" time before carrying out their "refocus work", calm discussions about the reasons for the exit or a space to prepare students for their return to lessons

Students will remain "Exit" for two hours, this will include social time and run over into the next academic day if needed.

If the sanction crosses over a break or lunch session, the supervising member of staff will ensure the student has correct access to all amenities, food and drink.

Students will return to lessons if they have completed their time in "Exit" successfully.

Success criteria will always be made explicitly clear to students upon entry.
Staff will ensure students are informed of their progress towards these criteria through a tick system.
Students need "two ticks" to return to class. Students will receive a "tick" at the end of each successful hour.

Exit - Success criteria

Be considerate of those working around you and in the same space by

- Talking politely to others, using appropriate language and tone.
- Ask if you would like to use or borrow equipment
- Work quietly and moderate noise levels to avoid distracting others.
- Be respectful of others personal space (students and staff)
- Respect the physical environment and any resources you have been given
- Remain in the specified area
- Attempt all set work and put effort into your learning.
- Take care with your presentation of your work, ensure the "quality standards in books" the school expects.

Meeting these expectations means that you will be able to return to lessons when you have completed your two hours in Exit.

9.13 Consequences of poor behaviour in the EXIT ROOMS

If a student is failing to work towards the success criteria, they will receive the following warnings before they are told the hour has not been successful.

Warning 1 – Green card
Warning 2 – Yellow card
Warning 3 – Red card

At each warning the member of staff will explain what part of the criteria the student is not likely to achieve and what they need to do to correct the situation.
If a student is given a red card, the "hour" they are currently on starts again from the time the red card is given.

Level 4 – SLT involvement/behaviour stages

If the student displays gross defiance and/or refuses to go the "exit rooms" following an EXIT, SLT will be called and will make decisions on the most appropriate sanction. This may involve a form exclusion. An exclusion may lead to movement onto or up a behaviour stage.

9.14 Alternative sanctions

Teachers may resolve behaviour issues such as the following by issuing a "last to leave", "short" or "Leadership" detention or a phone call home. They will record the problem appropriately on the system according to the Level.

- Unruly entrance to classroom at the beginning of the lesson
- Not completing enough work
- Off task behaviour, not disruptive
- Not completing homework
- Not having equipment
- Being late
- Swinging on chair

9.2 Examples of sanctions for specific behaviour issues and/or beyond the classroom

Issue	Consequence
Verbal or physical abuse of staff • Swearing at staff • Pushing past staff • Rudeness and name calling • Online abuse	This is against the core values of our school community. Staff who are victims or witness an incident should report to their SLT link or the Designated safeguarding lead. On-line abuse should be reported immediately by the member of staff to the designated safeguarding lead. Staff should save and share copies of the abuse. Following the instruction of SLT, the student support team will collate statements of all involved and pass on appropriate CCTV footage or on-line activity. The Head of House is made aware by SLT on the appropriate action (loss of social time, internal exclusion, fixed term exclusion or permanent exclusion, police or social care involvement). Parents informed by Head of House.
Prejudicial and discriminatory behaviour • Prejudicial language directed at a person based on their race, colour, disability, sex or gender • Harassment • Inappropriate jokes • Insults/name-calling • Inciting negativity • Sexual violence and sexual harassment	Sanctions will be applied as outlined with all behaviours in line with the schools equalities policies. This could result in external or permanent exclusion. Crimes committed against someone because of their disability, transgender-identity, race, religion or belief, or sexual orientation are hate crimes. Therefore the police may be informed by the school. This can include • threatening behaviour • assault • robbery • damage to property • inciting others to commit hate crimes • harassment • online abuse • violence, harassment linked to harmful sexual behaviour
Use of the mobile phone	First offence – confiscated for the remainder of the day. Second offence – confiscated for 1 week. Parents informed by Head of House.
Truancy	Students may only be out of lessons with the written permission of a member of staff. If a student breaks this rule and is out of a lesson for 10 minutes or more, this will immediately result in a referral to the Head of Department or Head of House and the student will lose an equivalent amount of their social time or be expected to make up the time after school. If a student is out of a lesson for under 10 minutes, the issue should be dealt with by the class teacher.
Defiance • Refusal to follow a reasonable request • Walking away from a member of staff	This is against the core values of our school community. Staff who witness the incident should report to the "on call" teacher or duty teacher who will inform the Head of House and SLT. If out of lessons, the student services team collate statements of all involved and view appropriate CCTV footage. This behaviour will result in internal exclusion and/or an after-school detention. It could also result in a fixed term exclusion.
Violent or dangerous behaviour • Fighting • Threatening behaviour	This is against the core values of our school community. Staff or students who witness the incident should report to student services and the "on call"/duty teacher

	Aggressor and victim are kept apart by student services. This may involve isolation. Student services collate statements of all involved and view appropriate CCTV footage. Head of House is made aware and decides with support of SLT on the appropriate action. (Loss of social time, internal exclusion, fixed term exclusion or permanent exclusion). Parents of the aggressor and victim are informed by the student services team. Assault is against the law, and may result in permanent exclusion. The crime may be reported to the police.
Deliberate damage to or theft of property • Vandalism (windows, doors, ICT equipment, displays, toilets etc.) • Individual belongings	Vandalism and theft are against the law, and may result in permanent exclusion. CCTV footage may be used to identify the crime. The cost of repairing vandalism will be charged to the culprit(s). The crime may be reported to the police.
Exam Misconduct	Students will be placed in isolation to for the remainder of the exam period and will be subject to the law if the misconduct takes place during public examinations.
Possession or use of alcohol or drugs	This is against the law, and will result in permanent exclusion except in exceptional circumstances. Students will be searched if an adult has reason to believe that they may be in possession of banned substances. Refusal may involve the police. Any items will be confiscated, destroyed or handed to the police who are in any event likely to be informed.
Smoking or vaping	Smoking/vaping is not permitted anywhere on school site. If a student is seen smoking/vaping has the clear intent to smoke/vape on the site, this will result in either a fixed term exclusion or internal exclusion. Students will be searched if an adult has reason to believe that they may be in possession of banned substances. Refusal may involve the police. Any smoking or vaping paraphernalia will be confiscated and returned to the parent/carer upon collection.
Possession or bringing in a weapon or dangerous item onto the school site	This is against the law, is extremely dangerous and may result in permanent exclusion. Students will be searched if an adult has reason to believe that they may be in possession of such items. Refusal may involve the police. Any items will be confiscated, returned to the parent/carer upon collection or handed to the police who are in any event likely to be informed.
Deliberately setting off the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion
Bullying • Physical or verbal abuse of others	Sanctions will be applied in line with the schools anti-bullying bullying and equalities policy.

• Offensive use of social media	
Buses	Students who use buses should queue properly and behave courteously to other passengers. Normal School Rules in terms of courtesy, safety and consideration for others apply on the buses. Failure to behave appropriately on the buses may lead to a permanent ban.

This list is not exhaustive and therefore any other serious breach or persistent breach of the school's behaviour policy; and/or where allowing the pupil to remain in school risks seriously harming the education or welfare of the pupil or others in the school will involve sanctions up to and including permanent exclusion.

9.3 Sanctions - Behaviour monitoring

9.31 SIMS behaviour logs/points

To ensure quick and effective handling of behaviours, the recording of all incidents is made through our computerised management system, SIMS.

Incidents are recorded as

Level 2 (2 points) – Low level disruption/incident resolved with low level sanction

Level 3 (3 points) – Significant incident or problem e.g. EXIT/persistent disruption/endangering self or others

Level 4 (4 points) – Very significant incident or problem/incident resolved with exclusion.

Tutors and Heads of House regularly monitor SIMS behaviour logs and discuss "points" with the students in their respective tutor group or house.

Parents/Carers can view behaviour incidents/points via the Insight portal.

This data is used to intervene and support vulnerable students and may also be used to inform discussions with parents/carers, staff, multi-agency partners and governors about patterns of behaviour and the need for a student to be monitored on a governors' disciplinary/behaviour stage.

9.32 Report cards

These are suitable for students who have demonstrated on-going problems in relation to:

- Attendance and punctuality
- Effort and progress
- Behaviour.

The students may be placed "On Report" by a teacher, tutor or Head of House. The member of staff overseeing the report card (normally the tutor or Head of House) will attach rewards and consequences to the report, which will also involve informing parents of progress.

Normally, students would not remain "On Report" for a period in excess of two school weeks. The aim is to wean students off the external support of being "On Report" to taking responsibility for their own behaviour at the earliest opportunity.

Whilst on report students will be set SMART targets

Failure to respond to being "on report" is likely to result in a student being "put on a behaviour stage" (Governors disciplinary stage)

9.33 Governors' disciplinary/Behaviour stages

If a student repeatedly misbehaves, there is a need for the school to take action.

This action will involve the student being placed on a behaviour stage.

When placed on a behaviour stage, the student's behaviour is closely monitored, SMART targets are set in partnership with the student and their parent(s).

This takes place at a behaviour stage meeting.

At behaviour stages 2-5 this planned action and support is all captured and shared through behaviour stage support plan.

A review of a behaviour stage takes place approximately six full school weeks after the implementation of the stage.

The review will include:

- A 'Round Robin' – collection of information from relevant staff about behaviour, attitude and homework to review progress against targets.
- Consideration of the number of achievement and behaviour logs recorded on SIMS and/or detentions accrued in the review period.
- Any other relevant information relating to the reason the stage was implemented.

A successful review would lead to the student coming down ONE stage. If relevant, further reviews would take place every six full school weeks.

If a student fails to improve their behaviour, they will be moved to the next stage of the governors disciplinary process/behaviour stages

There are five stages; 5 being the final stage

A behaviour stage support plan is a written summary of the action plan created from a behaviour stage meeting (or review meeting at behaviour stages 2-5).

The expectation is that the student's behaviour will improve as a result of this support plan.

Behaviour stage support plans are shared internally with relevant staff to support teaching and learning. They are also sent home to parents and where necessary shared with external agencies.

All behaviour stage meetings and associated paperwork are co-ordinated by our student support administrator. Stage meetings take place during the working day. A copy of all agreed support plans are sent home.

An invitation for the first, stage 2 meeting will be sent out at least a week in advance and the date for all subsequent meetings will be agreed in the meetings. The student support administrator will send a letter and text reminder so that meetings are unlikely to be missed.

If a parent is unable to attend a meeting and advance warning is given, the meeting may be able to be rearranged but if we cannot rearrange, the meeting will go ahead with the student in the parents absence.

Involving external agencies and the local authority

In situations where the behaviour of a student continues to be a cause for concern a referral may be made to an external agency or the local authority for advice and/or intervention. Referrals should be co-ordinated by either the SENCO, Student Services team, or the Assistant Headteacher responsible for student support.

At Stage 3 it is likely that parents will be asked if their child can be discussed at the local authority behaviour and Attendance Panel. This panel consists of the Assistant Headteacher responsible for student support and their equivalent from other local secondary schools. The purpose of the panel is to discuss additional support and make recommendations. This could include the offer of a managed move/negotiated transfer.

NB: Being on a disciplinary/Behaviour stage might well affect a student's eligibility for taking part in school visits or other activities.

9.4 Governors disciplinary/Behaviour Stages

Stage 1	**Warning stage** – issued for a serious incident (L4) and/or when a student accumulates a significant number of L2 and/or L3 incidents. Students are placed on a report card and are monitored by their tutor on a daily basis.
Stage 2	Head of House monitoring – issued for a serious incident and/or when a student has failed to improve their behaviour whilst being on Stage 1. Parents are expected to attend the behaviour stage meeting and subsequent review meeting so that an effective support plan can be put in place that reflects the views of all stakeholders. SMART targets will be set.
Stage 3	Senior Leadership Team monitoring by the Assistant Headteacher linked to behaviour and Attendance. Given for a serious incident and/or when a student has failed to improve their behaviour whilst being on Stage 2. Parents are expected to attend the behaviour stage meeting and subsequent review meeting so that an effective support plan can be put in place that reflects the views of all stakeholders. SMART targets will be set. The school's SENCO will also contribute towards the support plan and if appropriate an assessment for additional needs will be carried out (if this has not already taken place).
Stage 4	Governors' disciplinary panel hearing - given for either a various serious incident, including a repeat of previous misbehaviour and/or when a student has failed to improve their behaviour whilst on stage 3. Parents are expected to attend the hearing. SMART targets will be set and the provision/support reviewed. Following the hearing a review date will be set and the student will need to report to the headteacher.
Stage 5	Governor disciplinary panel hearing regarding permanent exclusion

9.5 Sanctions – Exclusion

9.51 Isolation

A student may be isolated whilst an investigation into a behaviour incident is carried out. This could be for the remainder of the day if there is a concern the student is a danger to themselves or others.

9.52 Internal Exclusion

An internal exclusion is appropriate sanction for all Level 3 or 4 incidents that have taken place out of lessons or for failed removal to EXIT, repeated failure to commit to the outcomes of reparation meetings or EXIT detentions, non-compliance with the school's "non-negotiables" and/or failure to attend Headteachers detention.

Internal exclusion takes place within the school setting and means that the student is isolated from their peers for a period of time. This could be for part of the school day, a whole day or longer dependent on the behaviour that led to the exclusion.

Students will either be placed in the Exit rooms or told to work in specific areas where they can be supervised appropriately. Students will be given work and expected to abide by the same rules as those students in the exit rooms.

If the sanction crosses over a break or lunch session, the supervising member of staff will ensure the student has correct access to all amenities, food and drink.

Internal exclusion is considered to be the most significant sanction within the school and is only surpassed by an external exclusion

Parents will be informed by phone call, from the students Head of House or a member of the Senior Team. There will also be a follow up letter.

Failure to co-operate with teaching staff whilst carrying out an internal exclusion may result in external exclusion.

9.53 External Exclusion

There are two kinds of external exclusion - fixed term (suspended) and permanent (expelled).

1. **Fixed term exclusion**
   - A fixed term exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.
   - If a child has been excluded for a fixed period, the school will set and mark work for the first 5 school days.
   - If the exclusion is longer than 5 school days, the school will arrange suitable full-time education from the sixth school day.

2. **Permanent exclusion**

   - Permanent exclusion means a child is expelled. The Headteacher of the school will take all reasonable steps to avoid permanent exclusions but it may be the only alternative in some circumstances.
   - The relevant local council must arrange full-time education from the sixth school day.

External exclusion is avoided wherever possible for the following reasons
- Students may fall behind with critical academic work.
- There may be difficulties with supervision out of school.
- It may cause anxiety when the student returns.
- Vulnerable students may become more vulnerable.

However, at times an exclusion is difficult to avoid and may be appropriate where
- An occurrence requires a public sanction in order to reinforce school community values.
- The safety of any persons or property is seriously compromised.
- There is a refusal to comply with internal sanctions appropriately.
- It is the Headteachers' view that for the students' progress, external exclusion is appropriate and/or it is the appropriate consequence to the build-up of poor behaviour over time.

Only the Headteacher can exclude a student. If the Headteacher is not on the premises, this duty may be legally undertaken by the Deputy Headteacher.

The Headteacher must consider a school's responsibilities under the Equality Act 2010 when deciding whether to exclude a student. They must not discriminate against, harass or victimise students because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy/maternity

After a fixed term exclusion

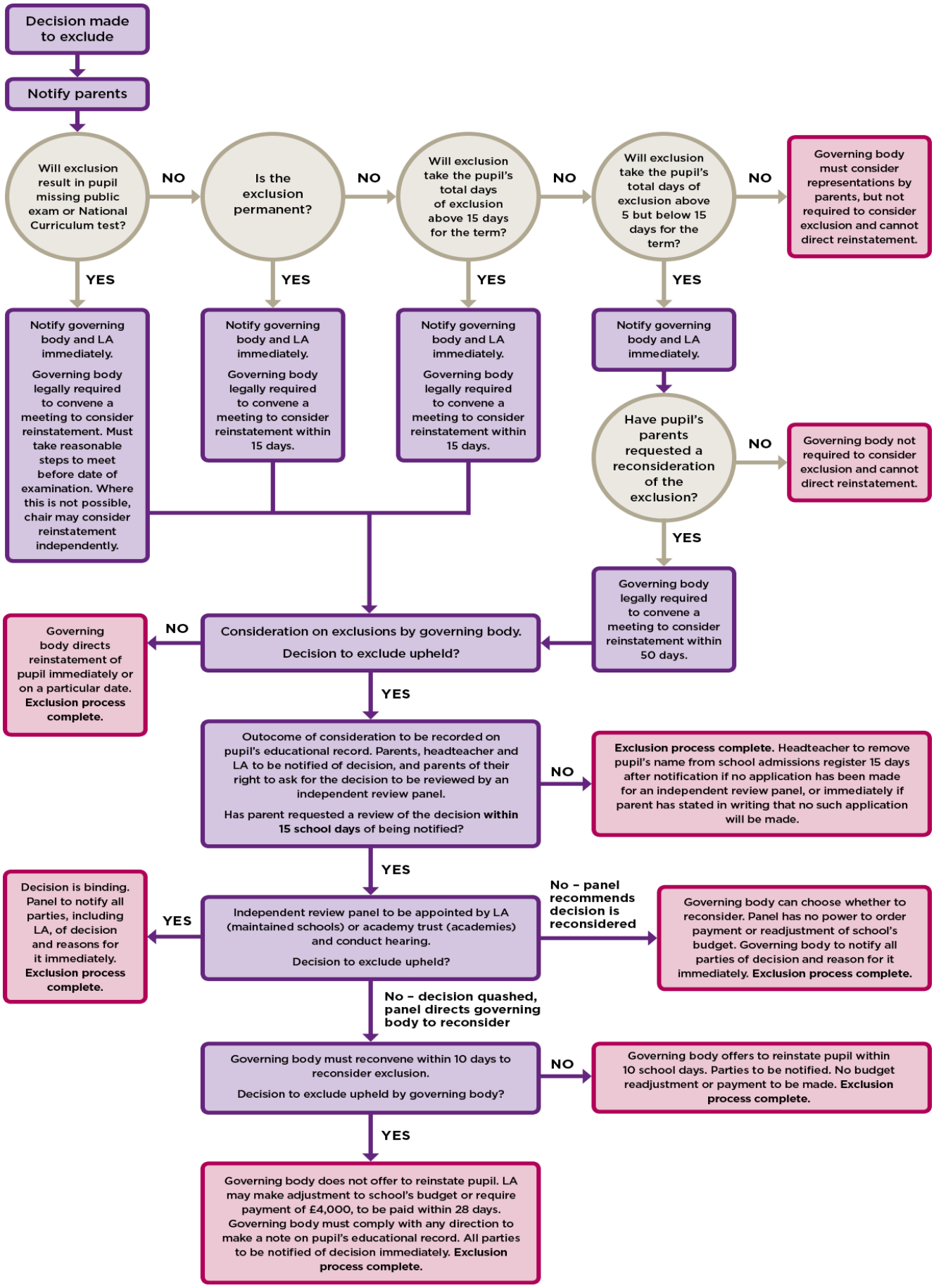
- After any exclusion, a student is only re-admitted into school through a "return from exclusion meeting" with the Headteacher or a senior member of staff, the student and their parents. The minutes from this meeting will be recorded and shared with parents.
- During this meeting there is an expectation that the student and their parents will agree to comply with certain, reasonable requirements as to the future conduct of themselves or their son/daughter in school.
- During the meeting the student will be moved up a behaviour stage and may also be issued with a report card and/or a support plan may be set up or adjusted.
- They may also have a slow re-integration process through an adjusted timetable that could include additional periods with members of the student support team in and/or internal exclusion.

9.6 Managed Moves (MM) or Negotiated Transfer (NT)

- A Managed Move (MM) or Negotiated Transfer (NT) is an intervention strategy that can be used when a student is at risk of fixed term or permanent exclusion and there is limited improvement in their behaviour over time.
- It involves a managed move to another school for a maximum of 16 weeks.
- The receiving school will set SMART targets in relation to behaviour and attendance which the student will be expected to adhere to. These SMART targets will be reviewed regularly by the receiving school.
- At the end of the agreed period, the student's behaviour will determine the next steps i.e. remain at their new school or return to Chew Valley School.
- Failure to work towards the SMART targets is likely to result in a termination of the move/transfer.
- A MM/NT can only happen with the support and consent of parents/carers and both schools.

Exclusion Process

Below is a flowchart setting out the process schools must follow when excluding a student, either permanently or for a fixed period.



10.0 Off-site behaviour

Sanctions may be applied where a student who has misbehaved off-site when representing the school.

This includes:

A. When the student is:
   - Taking part in any school-organised or school-related activity, or
   - Travelling to school, or
   - Wearing school uniform, or
   - In some way identifiable as a student at the school.

B. 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 staff or of the public or could adversely affect the reputation of the school.

11.0 Allegations of misconduct

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance

The Headteacher will need to consider the pastoral needs of staff accused of misconduct.

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for information on responding to allegations of abuse.

12.0 Physical restraint

'Reasonable force' covers a broad range of actions, used by most teachers at some point in their career, that involve a degree of physical contact with pupils.

The force is usually used either to control or restrain, but no more force is used than necessary.

Examples of when force is used to control pupils can include:
- In passive physical contact, such as standing between pupils or blocking a pupil's path
- In active physical contact, such as leading a pupil by the arm out of a classroom

In contrast, restraint means:
- Holding a pupil back physically
- Bringing a pupil under control

Restraint is typically used in more extreme circumstances, such as when two pupils are fighting and refuse to separate or a child is at risk of being injured by a moving vehicle.

Who can use reasonable force?

All members of school staff have the legal power to use reasonable force.
It can also be used by anyone who's been put in charge of pupils temporarily by your headteacher, such as:
- Unpaid volunteers
- Parents accompanying students on a school trip.

When reasonable force can be used

Reasonable force can be used to prevent pupils from:

- Hurting themselves
- Damaging property
- Causing disorder

It can never be used as a form of punishment.
It is up to your staff's professional judgement to decide whether to physically intervene.
This decision should always depend on the individual circumstances.

Examples of when it is acceptable

You may use reasonable force to:

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

Certain techniques are unacceptable

The following restraint techniques present an unacceptable risk when used on children, and should never be employed:

- The 'seated double embrace' - two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' - holding a person's arms across their chest
- The 'nose distraction technique' - a sharp upward jab under the nose

Other forms of physical contact

It is not illegal to touch a pupil.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, such as if you:

- Comfort a distressed pupil
- Congratulate or praise a pupil
- Demonstrate how to use a musical instrument
- Demonstrate exercises or techniques during PE lessons or sports coaching
- Give first aid

Pupils with SEND

Reasonable force can be used on these pupils, but when deciding whether this is appropriate, staff should know and understand the needs of the student concerned.

Reporting incidents and informing parents

All parents will be spoken to about any 'serious incidents' involving the use of force on their child.

Internal records

'Serious incidents' involving the use of force should be recorded in the "serious incidents" file, held in the Headteacher's office.

13.0 Confiscation

In accordance with the DfE's latest guidance on searching, screening and confiscation the Headteacher and staff authorised by the Head have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives, weapons or BB Guns
- Alcohol
- Illegal drugs and legal highs
- Stolen items
- Tobacco, cigarette paraphernalia and electronic cigarettes/vape pens/Puff bars
- Fireworks
- Laser pens
- Pornographic images
- Any article, including electronic device/phone, that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the student).

School staff can confiscate any item, which is either prohibited or considered harmful or detrimental to school discipline found as a result of the search. Confiscated items will either be disposed of or delivered to the police in accordance with the law.

14.0 Students with additional needs

The school recognises its legal duty under the The Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. The approach to challenging behaviour may be differentiated according to the circumstance of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where appropriate, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will work with parents to create the plan and review it on a regular basis. As appropriate we will liaise with external agencies and plan support programmes for that child.

15.0 Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

16.0 Training

Our staff are provided with training on managing behaviour, including use of reasonable force, as part of their induction process and annual safeguarding updates.

Behaviour management will also form part of continuing professional development.

17.0 Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher.

18.0 Links with other policies

This behaviour policy is linked to the following policies and support documents:

- Child Protection and Safeguarding
- Anti-bullying policy
- Equality policy
- Home School Agreement
- Staff code of conduct

Appendix 1 - Chew Valley School - Anti-Bullying Policy

It is the right of all individuals in Chew Valley School to feel safe and secure without fear of bullying or intimidation.

Bullying takes place in all schools and institutions, and it is therefore essential to recognise it when it happens and deal with it appropriately.

Bullying may be by a student to student, staff to student, student to staff or staff to staff. In all cases it is wrong, and the school will expect that it should be reported either by the victim or anyone who observes/suspects the bullying.

If a person perceives that they are being bullied then it must be dealt with as a case of bullying.

Bullying is 'behaviour by an individual of a group repeated over time that intentionally hurts another individual either physically or emotionally'. (DFE 'Preventing and Tackling Bullying, 2017) This may be verbal, physical or relational, cyber, sexual or prejudicial. It may be exclusion from a group or a conversation or intimidation to behave in a manner that the victim does not wish to behave in.

Or simply Bullying can be defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying via internet websites, email, instant messaging or texts are becoming increasingly prevalent.

In all cases, Chew Valley School recognises it is the subjection of an individual or group to a sustained campaign of behaviours that reduce their self-esteem and/or make them feel threatened.

Bullying is not teasing/banter between friends without intention to cause hurt; falling out between friends after a quarrel or disagreement or behaviour that all parties have consented to and enjoy.

Bullying may be carried out by an individual or a group on individuals or groups within the school.

The school acknowledges that victims of bullying are often reluctant to tell others because of concern that it will increase the bullying. The admission that they are being bullied may exacerbate the feeling of low self-esteem.

Staff should look for signs that may indicate a problem including:

- Change of mood/reduced participation in class
- Reluctance to leave the classroom at break or end of session
- Truancy or his levels of non-attendance

If a case of bullying is reported to a member of staff they must:

- Either investigate the allegation or report the allegation to an appropriate member of staff – e.g. the child's tutor, House Head, within 1 working day.
- Actions must then be carried out sensitively in communication with the victim to avoid exacerbating bullying while investigations are carried out.
- Where the allegation is found to be supported the incidents must be dealt with and the perpetrator warned of the consequences of persistent bullying – which may include permanent exclusion.

- Incidents of bullying that involve racial, cultural, religious, disability or sexual orientation abuse [hate incidents] must be recorded as such and reported to the Head of House, who in turn must report to the Assistant Headteacher (behaviour and designated safeguarding lead).

Appropriate methods of dealing with bullying may include:

- Restorative meetings
- Contacting parents/ carers of the victim/ perpetrators
- Antibullying contracts
- Sanctions including detentions, internal exclusions or external exclusions in accordance with the school behaviour policy.

Where the perpetrator of bullying has a disability that is relevant to the bullying incident this will be taken into account when dealing with the incident and deciding appropriate strategies and or sanctions.

The school attempts to prevent/reduce the incidence of bullying through:

- Staff modelling "mutual respect and positive relationships" see Appendix 2 - Building positive relationships
- The promotion of positive relationships between students through the vertical tutoring system and through the house system, curriculum and co-curricular offer
- Educating and promoting about relationships through the assembly, tutor and PSHRE programmes and drop down days in school
- The pastoral support offered by the student services team (Appendix 3)
- Through the email link tellus@chewvalleyschool.co.uk
- Peer mentoring
- Providing access to a designated Student Wellbeing Manager
- Recording all incidents of bullying on the school information system (SIMS) and ensuring regular monitoring of these incidents by SLT and the governing body
- All staff having regular training through safeguarding updates on how to identify bullying and how to deal with incidents of bullying reported to them.
- Highly visible staff presence in social areas during unstructured time

Appendix 2 - Building positive relationships

It is the professional responsibility of the teaching staff to build an environment in school where students can learn effectively. This depends on the establishment of good relationships between teachers and students.

There are a number of strategies teachers can use to achieve this.

A model for building positive relationships:

- Actively build rapport
- Actively build self-esteem
- Use the language of choice
- Catch them being good
- Make use of available data
- Plan for good behaviour
- Separate the behaviour from the child
- Model the good behaviour you want to see
- Always follow up on the issues that count
- Work to restore relationships

In working with students, staff must remember to:

Actively build rapport

Building rapport with students requires effort, commitment and skill. It happens in many simple ways: learning names, greeting students in corridors, showing interest in what they do both in the classroom and out of it, showing interest in them as human beings. In order to influence and guide students it is necessary to enter their world and be aware of their perspective.

Actively build self esteem

If experiences in school are constantly negative and unsuccessful they will undermine the students' ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them; this will lead to behaviours that avoid risk-taking and challenge. These behaviours can be disruptive to learning. As a significant adult, all school staff can alter this. Staff need to let students know that we respect and value them. If all staff do this it will improve self-esteem. People achieve more when they are confident and trusting. Praise the good choices that students are capable of making.

Use the language of choice

Using the language of choice as a foundation is crucial. It:

- Reduces instances of conflict arising from trying to make things happen
- Teaches students a sense of responsibility
- Creates an important link between choice and consequence that helps to empower students as individuals
- It gives feedback on the choices students are making, letting them know whether they are good or bad choices:

Examples
'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you'.
'If you choose not to finish your work now, you will be choosing to finish it at break. Make a good choice and get back to work now'.

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome these create and in this way to influence future choices to be positive.

Catch them being good

This is one of the keys to successful teaching and learning.
Staff should thank students – let them know what the praise is for e.g. being resilient, acting independently, asking enquiry questions, showing respect to others, being creative – this highlights what behaviours they can repeat in order to gain praise.

Make use of available data

If a student has a Special educational Need, their support plan or student profile will advise the strategies that should be used and implemented in your classroom to support the progress of that student i.e. differentiate your lesson accord to the student's individual needs. The school acknowledges behaviour as a form of communication and as such will analyse behaviour patterns in order to find triggers and respond to a student's need.

NB Students with language and communication differences and/or Autism will require visual prompts and longer processing time in order to respond to the 'the language of choice'. For many students with such differences, making choices can add to their anxiety and escalate unacceptable behaviour.

It is good practice for staff to take time to discuss their approach with a student with additional needs, discuss with their key worker (if assigned) and/or parents, regularly checking the interpretation of the suggested strategies and to review the impact and outcomes.

Plan for good behaviour:

- Balance correction with praise and encouragement- praising five times more than correcting
- Use the school rewards and sanctions procedures to establish consistent rewards and punishments
- Use the language of choice to teach and emphasise the responsibility for behaviour
- Use language that is positive and motivational - growth mind set vocabulary e.g. you may not have achieved this yet
- Plan alternatives to confrontation
- Know how to get help when necessary

Separate the behaviour from the child

- Make the behaviour unacceptable, not the child
- Making the behaviour wrong allows for change to better behaviour
- Do not link poor behaviour to the student's personality
- Linking good behaviour to a student's identity builds self-esteem

Model the good behaviour you want to see

- Calmly resolve conflict, be firm rather than aggressive.
- Calmness, predictability and certainty are the key behaviours to model
- Listen to problems and respond

Always follow up on issues that count

- Following up shows that you care and that what you say is important
- Always follow up on student's choices with a consequence
- Be positive about future behaviour when following up
- Keep the focus on the behaviour, not the personality

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back
- Remember that students may still be stressed or resentful
- Allow time and repeat the attempts to be positive
- If there is no hope of a way back, relationships and achievement will suffer

Appendix 3 Harmful Sexual Behaviour

Our behaviour policy is mindful of the publication of Keeping Children Safe In Education (KCSIE, 2021) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

along with the ofsted document 'Review of sexual abuse in schools and colleges', (June 2021)

https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges

The school has looked to build a culture where this area can be addressed via our RSE curriculum along with assemblies and discussion. Staff who are delivering our curriculum look to gain external training to make sure that they are up to date with this agenda and the whole staff are made aware of the need for vigilance along with training during our INSET sessions around safeguarding.

When dealing with cases of this the school will look to risk assess the situation through our Designated Safeguarding lead (DSL) and other senior staff coming together and discussion our next steps which may include;

- Referring to early help
- Referring to children's social care
- Reporting to the police

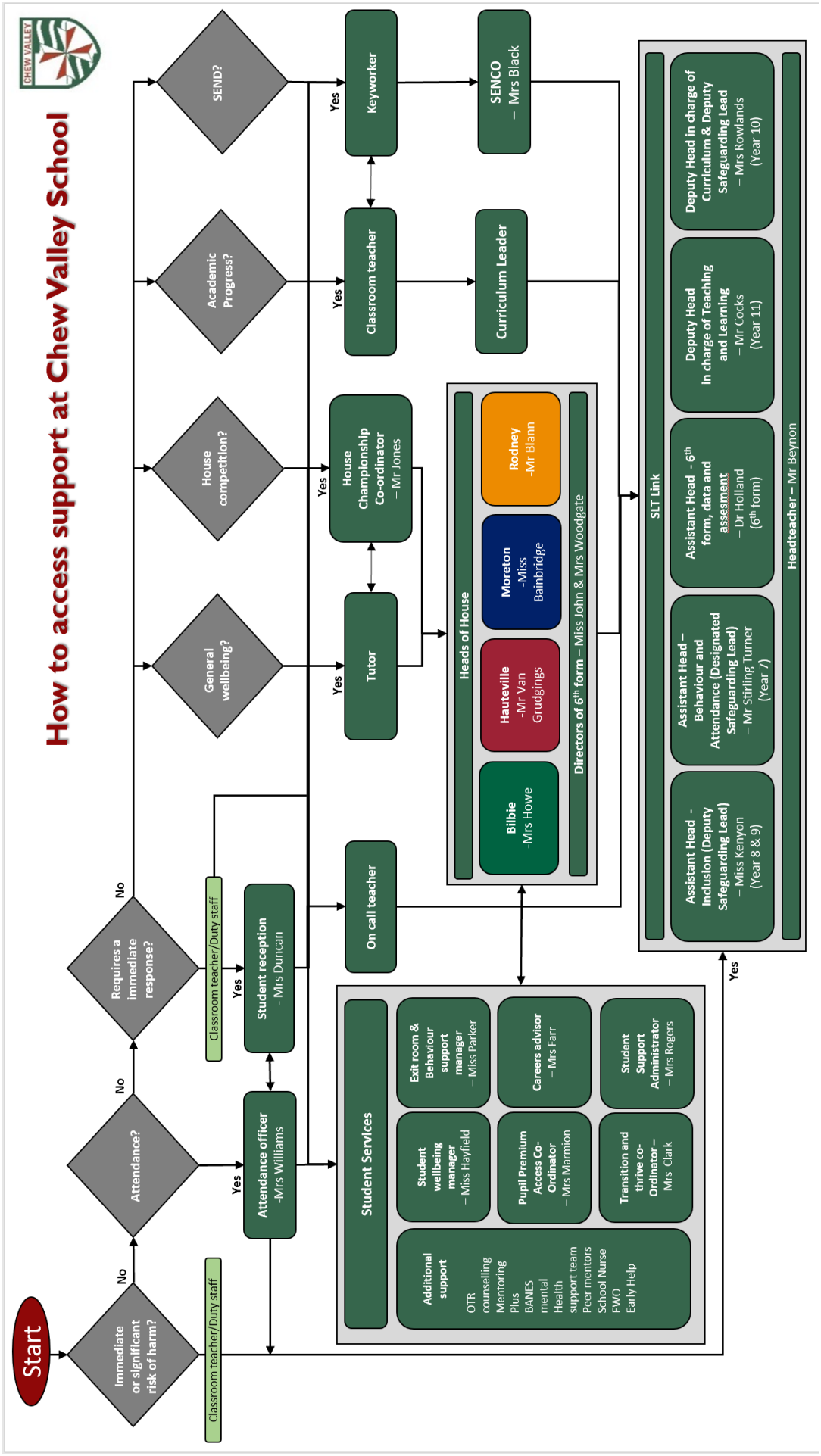
The school throughout will look to make sure that any response is;

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

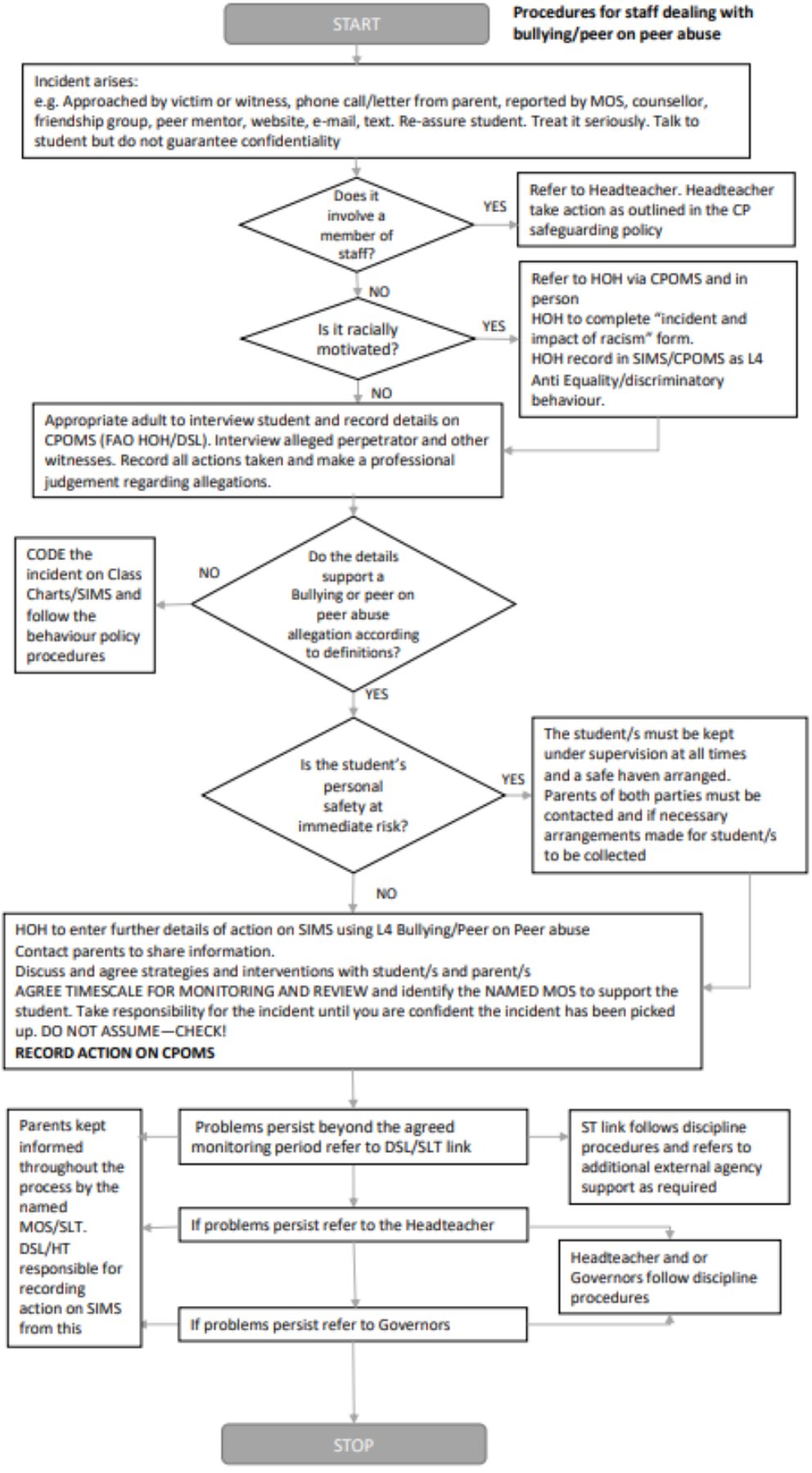
The school will follow the guidance give directly in Keeping Children Safe in Education Part five: child on child sexual violence and sexual harassment sections 427 to 463 (pg 99 to pg117)

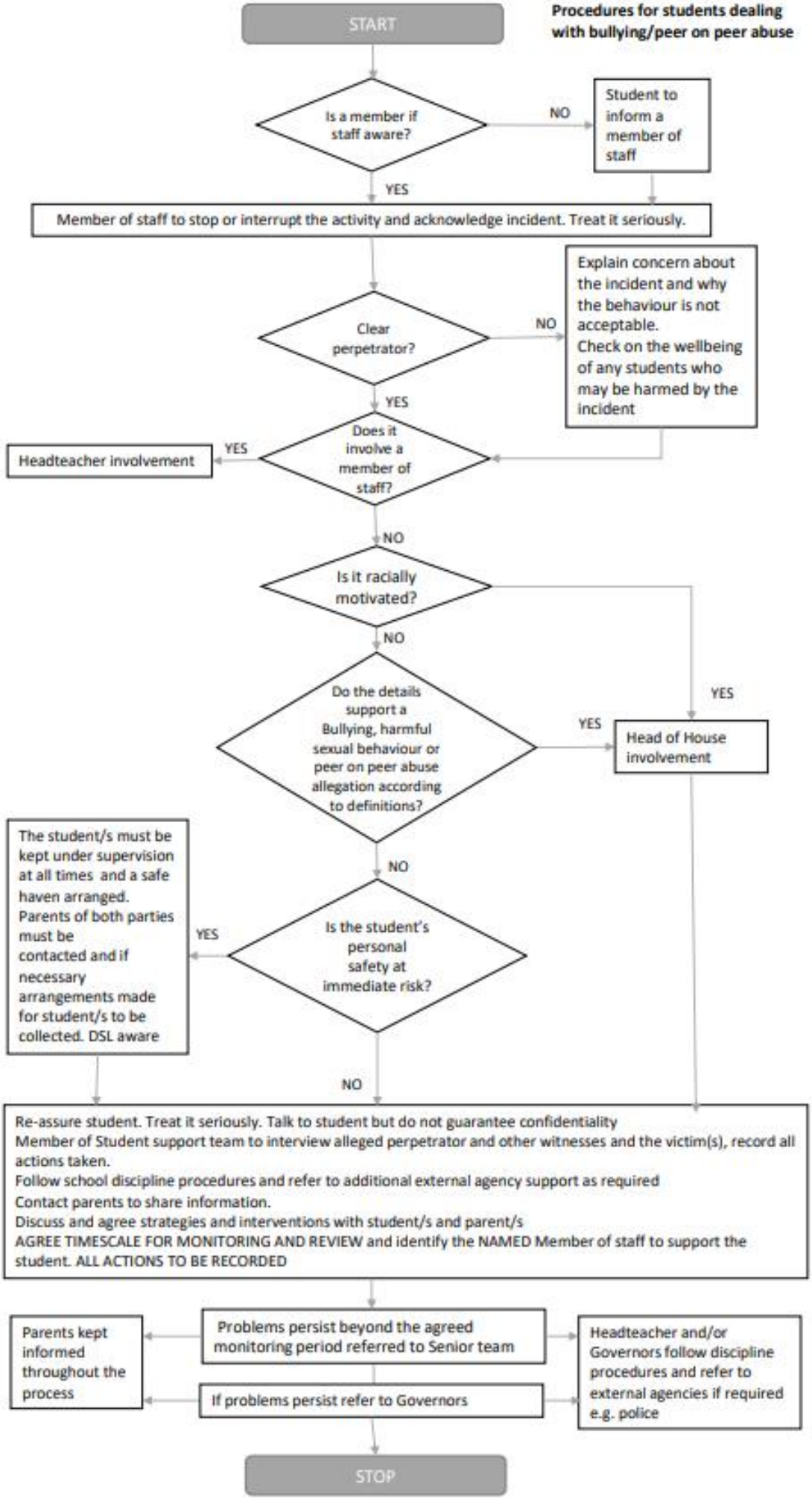
All of the sanctions identified in the school behaviour policy will be used dependent on the situation.

Appendix 4 – How to access support at Chew Valley School



Appendix 5 – Procedures for staff and students dealing with bullying/peer on peer abuse




Procedures for students dealing with bullying/peer on peer abuse
START
Is a member if staff aware?
NO
Student to inform a member of staff
YES
Member of staff to stop or interrupt the activity and acknowledge incident. Treat it seriously.
Clear perpetrator?
NO
Explain concern about the incident and why the behaviour is not acceptable.
Check on the wellbeing of any students who may be harmed by the incident
YES
Does it involve a member of staff?
YES
Headteacher involvement
NO
Is it racially motivated?
NO
YES
Do the details support a Bullying, harmful sexual behaviour or peer on peer abuse allegation according to definitions?
YES
Head of House involvement
NO
Is the student's personal safety at immediate risk?
YES
The student/s must be kept under supervision at all times and a safe haven arranged.
Parents of both parties must be contacted and if necessary arrangements made for student/s to be collected. DSL aware
NO
Re-assure student. Treat it seriously. Talk to student but do not guarantee confidentiality
Member of Student support team to interview alleged perpetrator and other witnesses and the victim(s), record all actions taken.
Follow school discipline procedures and refer to additional external agency support as required
Contact parents to share information.
Discuss and agree strategies and interventions with student/s and parent/s
AGREE TIMESCALE FOR MONITORING AND REVIEW and identify the NAMED Member of staff to support the student. ALL ACTIONS TO BE RECORDED
Problems persist beyond the agreed monitoring period referred to Senior team
Parents kept informed throughout the process
Headteacher and/or Governors follow discipline procedures and refer to external agencies if required e.g. police
If problems persist refer to Governors
STOP