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# Behaviour Policy

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Chew Valley School

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## **Chew Valley School Behaviour Policy**

### **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 believe **learning comes first** and 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.

All our work on behaviour will emphasise:

- A respect for the rights of the individual
- A recognition of individual responsibility on the part of all to protect those rights
- A consistent approach by all members of staff
- Positive behaviour as a key to effective teaching and learning

### **Purposes of the Behaviour Policy**

- To create a culture of developing a positive 'can do' approach: for learning, for community and for life.
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
- To refuse to give students attention and importance for poor conduct.
- To help students to develop a sense of self-discipline; take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, a good understanding of the need to work together within a framework and empathy for others both within and outside of school.
- To discourage bullying, but to understand where students act inappropriately to each other open communication is vital, and promote equality for all.
- To promote community cohesion through improved relationships, adopting a positive approach to everything that students do and to encourage them to appreciate and take advantage of all the opportunities that are offered.
- To encourage and develop genuine dialogue between home and school on both positive school related issues and also on any occasions when a student's behaviour falls short of our high expectations.
- To ensure that excellent behaviour is a minimum expectation for all.

## Guidelines

- All members of staff have the responsibility to teach and encourage high standards of behaviour by promoting “excellent” behaviour as outlined in the school’s Behaviour For Learning grid **Appendix 1**.
- The curriculum will support the development of students’ social, emotional and behaviour skills.
- Clear and detailed training for Behaviour for Learning is given within the new staff induction sessions and is available in the Staff Handbook, including consistent and coherent responses to student behaviour and sanctions.
- “Classroom expectations” **Appendix 2** and the school’s “non-negotiables” **Appendix 3** are shared with all new students and staff and the consequences are understood by all members of the school community.
- There is a clear and levelled “choices and consequences” structure **Appendix 4**, which is communicated to all members of the school, and will be displayed in every tutor base and teaching room to detail the way we work together, ensuring these are shared with students, staff and their parents/carers.
- To ensure quick and effective handling of behaviours, the recording of all incidents will be made through our computerised management system, SIMS. This data will be used to inform support for vulnerable students and may also inform discussions with parents/carers, staff, multi-agency partners and governors about patterns of behaviour.
- Faculties organise their own internal system of managing disruptive students (including faculty detentions) but this feeds into the whole school framework.
- Teachers and all paid staff (with responsibility for students) have a statutory authority to “discipline” students or impose sanctions on students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- Staff have a specific legal power to impose detentions outside of school hours with 24 hours’ written notice, however, parental consent does not need to be given.
- Isolation is used to supervise students who have been removed from normal lessons or social time on the authority of Heads of Year or SLT. Guidance on its use and for those supervising it are outlined in **Appendix 5**.
- Staff can impose sanctions for students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits, or outside school. The definition of “outside of school” is given in **Appendix 6**.
- When a student fails 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 Student Support process. These support strategies are designed to support students in a positive way to help them avoid further fixed term exclusions or permanent exclusion **Appendix 7**. The structures and supports are outlined in Behaviour Stage procedures in **Appendix 8**.
- Members of staff also have legal authority to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Situations in which staff may use reasonable force are: preventing a student from attacking another student or member of staff, or to stop a fight in the grounds, or to restrain a student at risk of harming themselves through physical outbursts. If force is used, parents will be informed and a record made of the incident within SIMS and the student’s file.
- Whilst staff are generally discouraged from physical contact with students, at times it may be appropriate. Examples of proper contact might include: comforting a distressed student; shaking hands when praising or congratulating a student; demonstrating a musical instrument or PE technique/ coaching; when administering first aid.

- Teachers can confiscate, retain or dispose of a student's property in specific circumstances as quoted in DfE document "Screening, searching and confiscation".
- Staff also have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items.
- To ensure the fair and appropriate implementation of sanctions and rewards, the school will monitor the impact of these on different vulnerable groups, for example, fixed term exclusions in students with Special Educational Needs.
- Support networks within school and the wider community (e.g. Year team meetings, termly safeguarding meetings, the Behaviour and Attendance panel) will be utilised to share effective practice, to develop interventions for managing the behaviour of more vulnerable students and students with additional needs.
- The school will utilise appropriate six day+ provision for students for whom a long exclusion is required.
- Rewards are given to encourage students to strive to fulfil their potential, build self-esteem and recognise hard work or good attainment. Positive Points are awarded to students.

### **Appendix 9**

- Positive points recorded from the computerised information management system, SIMS, will be recognised as "House points" for the Inter-House Championship.
- Commendations, phone calls and Postcards home can all be reported via the SIMS system. End of term and year celebrations will recognise both effort and attainment.
- Parents will be made aware of school expectations through the Home-school agreement, their child(ren)'s planners and the sharing of this policy via the school website.
- Summary rewards and behaviour data will be shared with parents via the Insight Portal.
- Students will be engaged in the review of this policy and the structures that underpin it.
- Aspects of Behaviour for Learning will be periodically reinforced during assemblies, tutor group sessions and in-house training.
- Allegations of abuse against staff are dealt with in the Child Protection and Whistleblowing policies.

## **Conclusion**

The consistent implementation of this policy will enable the school to maintain the excellent standards of behaviour already embedded. Positive behaviour management will ensure the high quality of teaching and learning through enhanced relationships between school and the community.

## **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 students with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- 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

**Related school information and support documents can be found in the following links.**

[Child Protection, Safeguarding and Social Media policies](#)

[PSHRE policy](#)

[Equality policy](#)

**Approved by: Full  
Governing Body**

**Date: January 2018**

**Last reviewed:  
January 2018**

**Next review due  
by: January 2020**



## Approach to Learning

|                             | <b>Excellent</b>   | <b>Good</b>   | <b>Insufficient</b>   | <b>Poor</b>   |
|-----------------------------|--|---|---|---|
| <i>Attitude to learning</i> | <ul style="list-style-type: none"> <li>• Excellent focus</li> <li>• Rarely off-task</li> <li>• Seeks challenge</li> <li>• Perseveres</li> <li>• Asks questions to extend thinking</li> <li>• Approaches learning with active interest</li> </ul> | <ul style="list-style-type: none"> <li>• Good focus</li> <li>• Responds positively to challenging activities</li> <li>• Completes all work set to good standard</li> <li>• Answers questions</li> <li>• Connects ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Inconsistent focus</li> <li>• Avoids challenging tasks</li> <li>• Gives up easily</li> <li>• Passive in the classroom</li> <li>• Inconsistent work rate</li> </ul>                   | <ul style="list-style-type: none"> <li>• Shows little focus</li> <li>• Disrupts the classroom</li> <li>• Work often incomplete or inadequate</li> </ul>   |
| <i>Response to feedback</i> | <ul style="list-style-type: none"> <li>• Invites feedback</li> <li>• Responds positively to praise and critique</li> <li>• Learns from setbacks and mistakes</li> <li>• Reviews own progress, acting on the outcomes</li> </ul>                  | <ul style="list-style-type: none"> <li>• Shows a desire to improve</li> <li>• Takes action based on feedback</li> <li>• Shows progress over time</li> </ul>   | <ul style="list-style-type: none"> <li>• Sometimes attempts to act on feedback</li> <li>• Needs close direction to rectify errors or learn from mistakes</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not attempt to act on feedback</li> <li>• Responds negatively to praise or critique</li> </ul>  |
| <i>Independent study</i>    | <ul style="list-style-type: none"> <li>• Starts learning readily</li> <li>• Seeks own solutions to problems</li> <li>• Asks questions</li> <li>• Organises time effectively</li> <li>• Meets all deadlines</li> </ul>                            | <ul style="list-style-type: none"> <li>• Shows good application</li> <li>• Can find solutions to problems</li> <li>• Seeks help when needed</li> <li>• Organises time well</li> <li>• Meets deadlines</li> </ul>                  | <ul style="list-style-type: none"> <li>• Requires close supervision to attempt tasks</li> <li>• Gives up easily</li> <li>• Misses some deadlines</li> </ul>   | <ul style="list-style-type: none"> <li>• Normally requires pressure to attempt learning tasks</li> <li>• Does not engage unless closely monitored</li> <li>• May refuse support</li> <li>• Misses most deadlines</li> </ul> |
| <i>Behaviour</i>            | <ul style="list-style-type: none"> <li>• Seeks solutions to difficulties</li> <li>• Sets an example</li> <li>• Takes responsibility</li> <li>• Acts as an advocate for views and beliefs that may differ from their own</li> </ul>               | <ul style="list-style-type: none"> <li>• Follows all instructions</li> <li>• Shows kindness, consideration and respect</li> <li>• Listens carefully</li> <li>• Understands views of others</li> </ul>                             | <ul style="list-style-type: none"> <li>• Requires supervision to ensure instructions are followed</li> <li>• May distract others</li> <li>• May be off-task</li> <li>• Struggles to understand the views of others</li> </ul> | <ul style="list-style-type: none"> <li>• Does not listen</li> <li>• Distracts others</li> <li>• Disrupts the classroom or school environment</li> </ul>   |

## Appendix 2

### In lessons:

**THE CLASSROOM IS OUR PLACE OF LEARNING.  
PLEASE REMEMBER THAT LEARNING COMES FIRST.  
TEACHERS HAVE A RIGHT TO TEACH AND STUDENTS HAVE A RIGHT TO LEARN**

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### To support this:

- Arrive on time.
- Sit where you 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 you to.
- Don't eat or drink (only water).
- Speak to others with respect.

### Out of the classroom:

**WE ARE A LARGE COMMUNITY AND WE WOULD ALL LIKE TO ENJOY WORKING IN A  
CLEAN, SAFE  
AND ORDERLY ENVIRONMENT THAT PROMOTES MUTUAL RESPECT AND POSITIVE  
RELATIONSHIPS**

\*\*\*\*\*

### To support this:

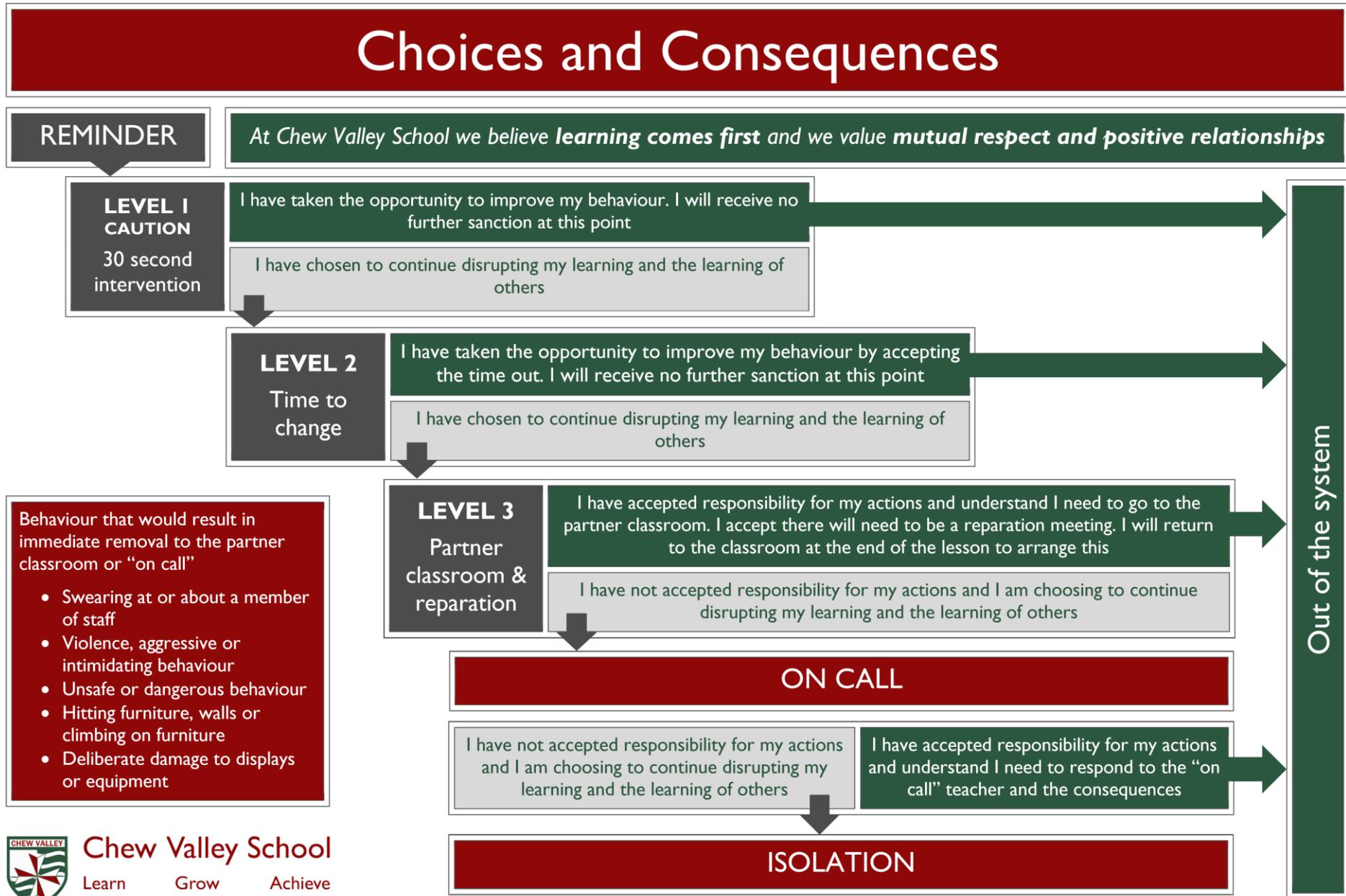
- Respect the school environment. The cost of repairing vandalism will be charged to the culprit(s). Report any damage.
- Respect the property of others. Only use with the permission of the owner.
- Only eat in the designated areas. Place all litter in the bins provided.
- When moving around the school, please 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 you are a victim of bullying, or see someone being bullied, you should talk to an adult as soon as you can.
- Only leave the site with permission. If it is necessary for you to leave school during the day e.g. for a dental appointment, you must inform your tutor, provide written permission from your parents/carers and sign in/out via reception.
- If you are late for any reason, please report to Reception before going to lessons.
- Stay within the designated areas at break times and lunchtimes. For health and safety reasons, some areas are out of bounds. It is your responsibility to be aware of these areas.

## Appendix 3

### Non-negotiables:

| Action  | Likely Consequence  |
|---|---|
| Verbal or physical abuse of staff <ul style="list-style-type: none"> <li>• Swearing at staff</li> <li>• Pushing past staff</li> <li>• Rudeness and name calling</li> <li>• On-line abuse</li> </ul> | <p>This is against the core values of our school community.</p> <p>Staff who are victims or witness an incident should report to their SLT link or the Designated safeguarding lead.</p> <p>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.</p> <p>Head of Year is made aware by SLT on the appropriate action (loss of social time, isolation, fixed term exclusion or permanent exclusion, police or social care involvement). Parents informed by Head of Year.</p> |
| Use of the mobile phone   | <p>First offence – confiscated for the remainder of the day.</p> <p>Second offence – confiscated for 1 week. Parents informed by HOY.</p>   |
| Truancy   | <p>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 for more than 10 minutes of a lesson, this will immediately result in a referral to the Head of Year and the student will lose an equivalent amount of their social time or be expected to make up the time after school.</p>   |
| Defiance <ul style="list-style-type: none"> <li>• Refusal to follow a reasonable request</li> <li>• Walking away from a member of staff</li> </ul>  | <p>This is against the core values of our school community.</p> <p>Staff who witness the incident should report to the student support team or an “on call” teacher.</p> <p>If out of lessons, the student support team collate statements of all involved and view appropriate CCTV footage.</p> <p>In lessons, the classroom teacher shares details with their curriculum leader. Head of Year/Curriculum leader is made aware and decides with support of SLT on the appropriate action. (Loss of social time, isolation or fixed term exclusion). Parents informed by HOY/Curriculum Leader.</p>  |
| Violent or dangerous behaviour <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Threatening behaviour</li> </ul>  | <p>This is against the core values of our school community.</p> <p>Staff or students who witness the incident should report to student support team.</p> <p>Aggressor and victim are kept apart by the student support team. This may involve isolation.</p> <p>Student support team collate statements of all involved and view appropriate CCTV footage.</p> <p>Head of Year is made aware and decides with support of SLT on the appropriate action. (Loss of social time, isolation, fixed term exclusion or permanent exclusion). Parents of the aggressor and victim are informed by Head of Year.</p> <p>Assault is against the law, and may result in permanent exclusion.</p> <p>The crime may be reported to the police.</p>        |
| Deliberate damage to or theft of property <ul style="list-style-type: none"> <li>• Vandalism (windows, doors, ICT equipment, displays, toilets etc.)</li> <li>• Individual belongings</li> </ul>    | <p>Vandalism and theft are against the law, and may result in permanent exclusion.</p> <p>CCTV footage may be used to identify the crime.</p> <p>The cost of repairing vandalism will be charged to the culprit(s).</p> <p>The crime may be reported to the police.</p>   |
| Exam Misconduct   | <p>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.</p>  |
| Possession or use of alcohol or drugs   | <p>This is against the law, and will result in permanent exclusion except in exceptional circumstances.</p> <p>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.</p>   |

|  |   |
|--|---|
|  | Any items will be confiscated, destroyed or handed to the police who are in any event likely to be informed.  |
| Smoking or vaping  | Smoking is not permitted anywhere on school site. If a student is seen smoking or has the clear intent to smoke on the site, this will result in either a fixed term exclusion or an internal isolation.<br>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.<br>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.<br>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.<br>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.  |
| Deliberate setting off of the fire alarm   | This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion   |
| Bullying <ul style="list-style-type: none"> <li>• Physical or verbal abuse of others</li> <li>• Offensive use of social media</li> </ul>   | Sanctions will be applied in line with the schools anti-bullying and equalities policy.   |
| Prejudicial behaviour <ul style="list-style-type: none"> <li>• Prejudicial language directed at a person based on their race, colour, disability, sex or gender</li> <li>• Harassment</li> <li>• Inappropriate jokes</li> <li>• Insults/name-calling</li> <li>• Inciting negativity</li> </ul> | Sanctions will be applied in line with the schools anti-bullying and equalities policies.   |



## “Choices and consequences” - Guidance for Staff

### 30 Second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which expectation it contravenes.
- Tell the student what the **consequence** of their **action** is if they **choose** to continue with the behavior.
- Remind the student of their previous good conduct to prove they can make good choices.
- Walk away from the student; allow time to decide what to do next, if there are comments as you walk away, note them and follow up later.

### Time to change

- Boundaries are reset.
- Student is asked to reflect on their next step (time to change) card can be used.
- Learner is again reminded of their previous good conduct/attitude/learning.
- Learner is given final opportunity to reengage with learning.

Can take various forms...

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

#### Time to change card

You have been cautioned but you have continued to act in a way that is disruptive to your own learning and that of others.

You now have time to think and change

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected?
4. In what way?
5. What needs to be done to make things right?

### Reparation meeting

The class teacher will take responsibility for leading reparation meetings, middle leaders will support when requested. Parents can be invited to attend if considered appropriate by the class teacher.

Structured in 6 steps...

- What has happened?
- What were you thinking the time?
- Who has been affected?
- In what way?
- What needs to be done to make things right? This could mean completing missed work, community service, agree to monitor etc.
- Reaffirm your commitment to building a positive relationship

### Failure to comply

If a student fails to go to the partner classroom and/or attend the reparation meeting the classroom teacher should refer to their curriculum leader for support. Curriculum Leaders can make use of faculty detention, SLT detention or isolation as an appropriate sanction if the student fails to comply.

To access SLT detention or isolation curriculum leaders must liaise with their SLT link.

A reparation meeting with the class teacher must take place before the student returns to lessons.

## Appendix 5

### Internal isolation – rules and expectations

- 1. You are expected to work alone in the allocated rooms for the entire day. You will not be allowed to socialise with your friends at any point during the day and will be escorted around site by staff.**
  - Work and equipment for each of your lessons will be delivered to you. You must not leave the allocated room to collect work or equipment.
  - You should work to the best of your ability.
  - If you run out of work there are plenty of other options available to you;
    - Insight Portal.
    - Hegarty Maths.
    - Reading books – Your own or those available upon request.
    - Additional English and Maths tasks (available upon request).
    - Revision.
- 2. You will be asked to show all items in your possession and hand over any banned items/substances and all electronic devices.**
  - All items will be stored securely until the end of the day and can be collected from the finance office (if appropriate) once your time in isolation has been completed.
  - If you need to access a computer to complete an aspect of your work, you will be allowed to use the computer in the room. You should use this responsibly.
- 3. You are expected to work to the best of your ability**
- 4. You should wear the school uniform appropriately**
- 5. You are expected to treat all staff with respect**
  - Follow all instructions without comment or argument.
  - Do not use any foul or abusive language.
- 6. Do not damage or graffiti any resources or equipment in the room.**
- 7. Request toilet breaks (if needed) via the member of staff on duty.**

You should understand that these requests will always be granted but unless there is an emergency you will only be able to take these breaks during lesson time (not during lesson change or break/lunch time) therefore you may be asked to wait until an appropriate time, you should do this without fuss. You will be expected to return promptly.
- 8. Ask if you need to be escorted to the dining room to purchase food at lunch time.**

You will be taken to the dining room during period 4 before 12.45. You will be expected to eat your lunch in the allocated isolation room.  
You will not be allowed to collect food at break time.
- 9. You are expected to use the time to reflect on your behaviour/actions and understand why your conduct was inappropriate. You must complete the contract/reflection sheet.**

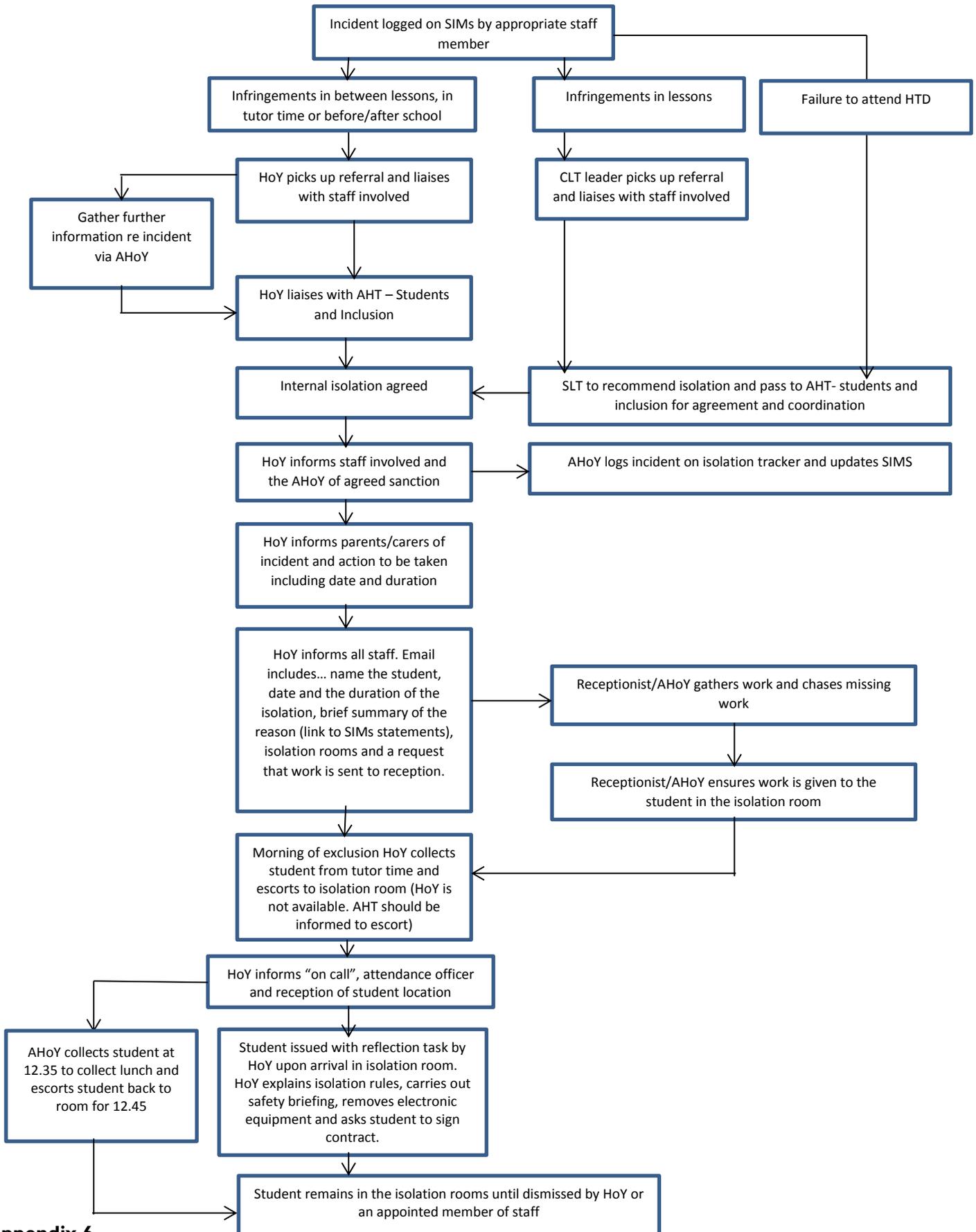
If you fail to meet the expectations your parents/carers may be called into school for an emergency meeting. This will likely to lead to a period of further isolation or a fixed term exclusion plus a move to the next behaviour stage.

#### **Important health and safety information**

In the event of a fire emergency or “lock down”, you must follow the instructions of the member of staff in charge and report to your Head of Year if directed to the Fire Assembly point (The Grids).

## Procedures for issuing isolation

Appropriate for all Level 3 incidents that have taken place out of lessons, failed removal to a partner classroom, repeated failure to commit to the outcomes of reparation meetings, non-compliance with the school's "non-negotiables", failure to attend Headteachers detention (HTD).



Definition of Outside of School:

**School's response to non-criminal bad behaviour and bullying that occurs outside of school hours when witnessed by School staff or is reported to 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.

Sanctions are given as appropriate considering the guidance provided in the school's expectations, non-negotiables and the "choices and consequences" structure.

## Appendix 7

## Exclusion

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

### 1. Fixed period exclusion

- A fixed period 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 relevant local council must arrange full-time education from the sixth school day.

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

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.
- Where it is the 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.

### After a fixed period exclusion

- After any exclusion, a student is only re-admitted into school through a return from exclusion meeting with a senior member of staff, the student and their 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 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 the "base" and/or internal isolation.

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

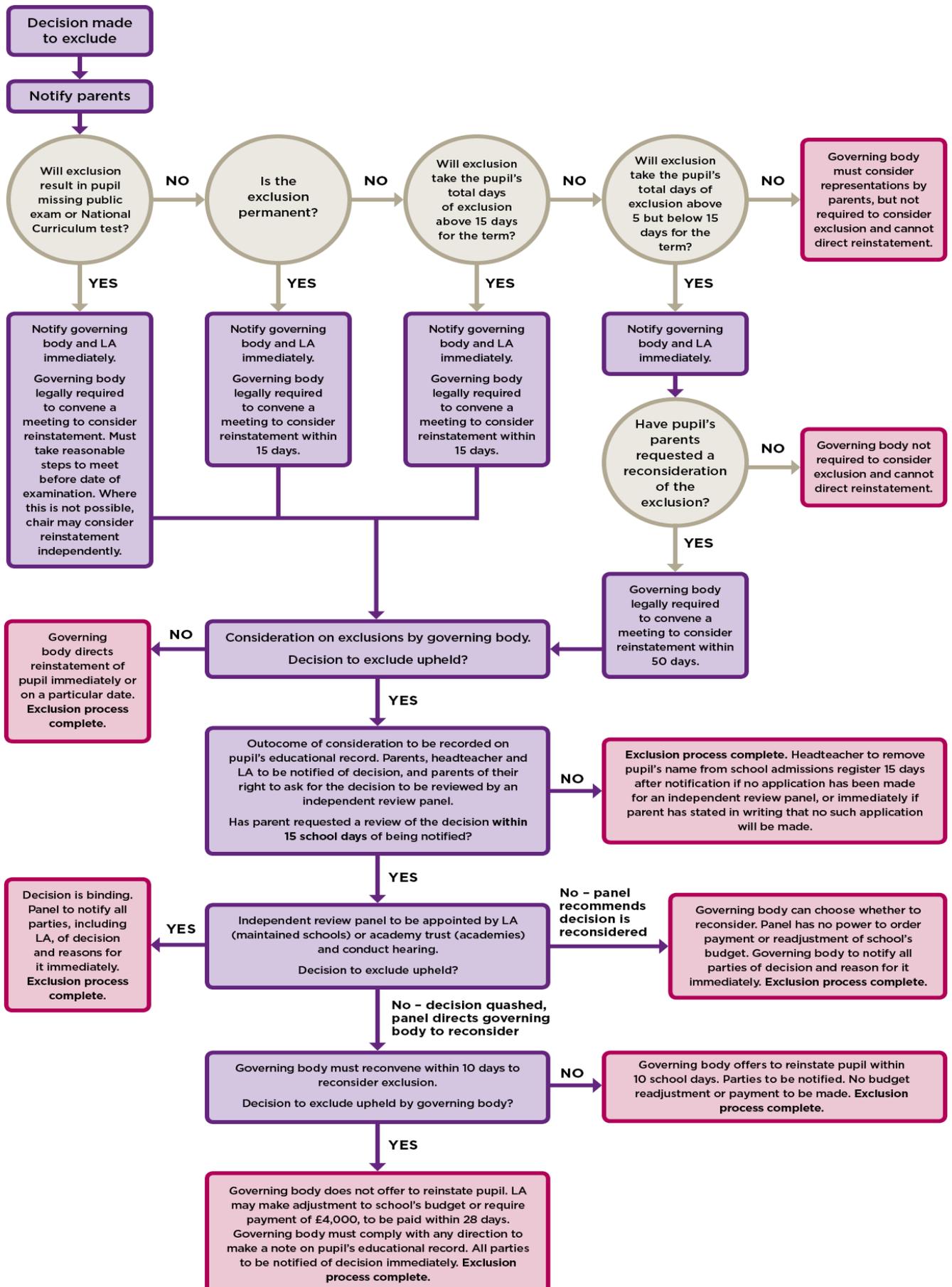
- A Managed Move (MM) or Negotiated Transfer (NT) is an intervention strategy that can be used when a student is at risk of external exclusion and there is limited improvement in their behaviour over time.
- It involves a managed move to another school for a maximum of 16 weeks.
- At the end of the agreed period, the student's behaviour will determine the next steps i.e. remain at their new school or return to Chew Valley School.
- A MM/NT can only happen with the support and consent of parents/carers.

### Permanent Exclusion

The senior management of the school will take all reasonable steps to avoid permanent exclusions but it may be the only alternative in some circumstances.

## Exclusion Process

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



## Appendix 8

### Overview of Chew Valley School behaviour stage procedures

The school has a four behaviour stages. A student is placed on a stage if behaviour (SIMS) points and other evidence indicate that his or her behaviour is giving cause for concern or following a serious incident.

When reviewing an incident or pattern of behaviour, consideration will be taken of:

- Current Stage.
- Previous history.
- Repeat offences. A repeat offence is one which is similar in nature or of equal severity to previous offences.
- Aggravating and/or mitigating circumstances.

#### The four stages

- Progression through Stages 1 to 4 will indicate the increasing seriousness of the concerns about a young person's behaviour.
- If a student is placed on a stage there may be a need to liaise with the SENCO in order to identify any additional support needed. A Student Profile may be produced and a multi-agency assessment will be considered.
- Students on Stages 3 or 4 will be considered to be at risk of permanent exclusion and be considered to be a risk to the values and ethos of the school. At Stage 4 a Pastoral Support Plan will be implemented.
- The entry point onto the stage procedure will be at the discretion of the Head of Year and the member of the Senior Leadership Team dealing with the situation, after consideration of any relevant factors.
- Any student on a Stage will be part of a supportive pastoral and monitoring strategy exercised in order to try, where possible, to prevent a repetition of, or deterioration in, the situation which led to the stage being implemented.

A **review** of stages will take 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 behaviour referrals 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.

#### Procedures for dealing with each stage

##### Stage 1

When a student is to be placed on Stage 1, the parents will be informed by their son/daughter's tutor with an explanation of the reason. Where relevant or necessary a meeting will be arranged between the parents and the Tutor and/or the Head of Year/Assistant Head of Year.

##### Stages 2 to 4

- When a student is to be placed on a stage higher than 1 the parents will be invited and expected to attend a meeting to discuss the situation. The student will also be required to attend the meeting, dressed in full school uniform.
- A letter confirming the stage will be sent after the meeting has taken place. This letter will include an associated support plan and targets.
- Stage 4 should be considered to be the final warning before permanent exclusion is considered. A Pastoral Support Plan\* will be implemented.
- Meetings with parents and the student will be chaired by the following staff:
  - Stage 2: Assistant Head of Year
  - Stage 3: Head of Year
  - Stage 4: Assistant Headteacher – Students and Inclusion

*\*A Pastoral Support Plan is a 16 week programme for those students who are at risk of permanent exclusion. Additional targets will be set and support identified in order to help a student to reach those targets. An interim review of progress will be held after 8 weeks.*

## **Appendix 9**

### **Rewards**

**This is not an exhaustive list but rewards may include:**

- Approving looks, smiles etc.
- Verbal praise, both privately to individuals and publicly in class, assemblies and other presentation events. We believe that an active attempt to show that we recognise and value effort, achievement and verbal contributions at all levels pays enormous dividends.
- Positive comments within exercise books as part of formative feedback
- Displaying students' work in reception and around the school.
- Positive referrals, which can be viewed by parents through the INSIGHT Portal, are awarded for the production of work or contribution to the school which shows exemplary effort or attainment, relative to the ability of the individual child.
- Certificates which reward consistent positive behaviour or work.
- Postcards home.
- House points.
- Termly awards for behaviour and attendance.
- Head Teacher's Commendation for outstanding achievement, progress or contribution to school life.
- Direct contact with parents to pass on praise and congratulations.
- "Feel good Friday" phone calls.
- Invitation to rewards evenings.

**We believe that rewards should greatly out-number sanctions. Our aim must always be to celebrate positive achievement whenever possible and minimise the need for punishment. In order to do this we will monitor the frequency with which praise is given, observe patterns and changes over time and remind staff regularly about the importance of celebrating student success whenever possible.**