

Behaviour Policy



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| Author | Assistant Principal: Behaviour and Attitudes |
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Introduction

Chipping Campden School is dedicated to ensuring that our school environment supports learning, and the wellbeing of students and staff, through a strong sense of community cohesion. Cooperation, support and respect are the foundations of our community and we work hard to provide a safe school where all students feel valued. This policy outlines what we expect from all of our students in terms of their behaviour and summarises sanctions in the event that students fall below our expectations. In short, our Behaviour Policy is built around building positive learning relationships, preventative practice and positive and negative consequences. We recognise that poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach and the quality of learning, teaching and behaviour in schools are inseparable issues.

The values upon which this policy is based have been agreed by trustees, staff, parents and students and are set out in the school's Missions, Vision and Values statement.

Aims

Chipping Campden School aims to encourage positive behaviour patterns and seeks to promote good relationships throughout the school built on trust, understanding and agreed routines and practices. Our aim is to ensure that all of our students leave with the key skills they need to continue to progress, to the best of their ability, in all areas of life. The Behaviour Policy aims to:

- Support teaching, learning and individual success
- Promote good behaviour
- Promote respect and positive relations
- Prevent bullying, cyberbullying, discrimination and harassment
- Promote equality of opportunity and inclusion
- Support excellent standards of welfare and support

Our principles

We believe that:

- all school members and visitors to the school should be treated fairly, courteously and with respect in an environment which is orderly and safe, free from violent or abusive behaviour and where conduct is underpinned by the adoption of **British Values**
1. democracy.
 2. the rule of law.
 3. individual liberty.
 4. mutual respect and tolerance of those with different faiths and beliefs
- all should be supported to achieve their full potential in a learning environment that is free from disruption
 - classroom and school environment should embody the school values of curiosity, respect, inclusivity, charity, integrity and tenacity
 - our environment should be a safe, healthy and a positive place in which to work, learn and develop



- our Home School Agreement (Appendix 1) supports positive collaborative working with parents and carers and encourages positive behaviour in students
- our school environment deserves to be respected and should be free from litter and vandalism
- students are ambassadors of the school when travelling to and from school and undertaking activities outside of school such as school trips and visits, work experience, school fixtures etc; actions which bring the school into disrepute, including the use of technology to bully or promote disruption, will be subject to school sanctions
- the school offers appropriate levels of additional support and makes reasonable adjustments for students identified with SEN, disability and vulnerabilities which may contribute to their behaviour
- it is important to empower students to make positive choices about their behaviour by the consistent application of Chipping Campden School's 'Choices and Consequences'
- no one in the school community has to the right to do anything which has a negative impact upon the safe and orderly running of the school
- students should take responsibility for adhering to the terms of the Chipping Campden School rules: CCS Committed, Considerate, Safe
- students should take responsibility to ensure that their behaviour in school corridors and on the school grounds is safe, sensible and considerate to others
- it is important to celebrate positive behaviour, attendance, presentation in dress and attitude to learning; and to challenge students who do not meet the school's expectations
- school is an environment which should be free from bullying, derogatory or discriminatory language, or any language which denigrates, threatens, or causes harm to others
- there is no place in school for items which are illegal for children to possess, deemed to be inappropriate for a school community by those in charge of the school, or everyday items which are used in such a way to bring harm to others
- students should be encouraged to learn to modify their behaviour, following any sanctions that they receive, to avoid repeated issues. This requires students to fulfil the requirements of any sanction and support set by the school in full

Supporting Positive Learning Behaviours

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. As part of day-to-day teaching, students will receive frequent reminders about how they are expected to engage in the classroom. Teachers will use a range of classroom management strategies including:

- Modelling wanted behaviours
- Being deliberately bothered by negative actions
- Calm and consistent adults
- First attention to best conduct
- Use of restorative practice
- Having expectations of what is required from students

Responding to good behaviour

Staff at Chipping Campden School acknowledge that recognition and reward are powerful tools for motivating students. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The school uses a wide range of methods to acknowledge good behaviour including achievement points, praise cards and phone calls home. Positive and improved A2L grades are also recognised and rewarded.



Achievement Point Categories reflect desired behaviours and include:

- Exemplary attitude to learning
- Making time count
- Excellent Independent Practice
- Detailed Reflection from Feedback
- Commitment to extra challenge
- Taking risks in answering questions
- Respect
- Integrity
- Charity
- Curiosity
- Tenacity
- Inclusivity

Dealing with unacceptable behaviour

Whenever possible, students will be given an opportunity to change unacceptable behaviour, helped to understand what they have done wrong, and why the behaviour is unacceptable. If a sanction becomes necessary, sanctions will be applied, commensurate with the behaviour, as deemed appropriate by the school.

Whilst all teachers, and other staff in charge of students, have the statutory power to sanction unacceptable behaviour the Principal may limit the power to apply particular sanctions to particular staff.

Restorative approaches are positively encouraged at all stages of behaviour management.

The sanction journey

In the vast majority of cases the sanctions most often in use at Chipping Campden School are summarized in the 'Choices and Consequences' (Appendix 2).

Standards

Standards marks are logged where a student breaches basic expectations in terms of uniform/equipment and punctuality. Repeated breach of these standards (2+) within the same day is dealt with through attendance at litter picking which is led by a senior member of staff at Break 2 for approximately 10 minutes.

Students are supported to rectify any standards issues at the beginning of the day through the lending of uniform and equipment at the office assistant desk in reception.

Consequence 1 (C1)

Where the behaviour of students falls below the required expectations students may be issued with a 'C1 - Formal Reminder in Expectations'. This acts as a clear warning for students, indicating a need for a change in behaviour.

Students who fail to submit Homework on time and to a satisfactory standard will be issued with a C1 for Homework.

Consequences 2 (C2)



If despite a 'Formal Reminder in Expectations', there is not the desired improvement in behaviour, students will be issued a C2 equating to a loss of free time (10 minutes) at Break 1 the following day.

Categories include: Disruption to Teaching and Learning, Defiance, Out of lesson behaviour and Non-Inclusive behaviour. Teachers reserve the right to issue a C2 (without a C1) where they feel appropriate. This may include non-inclusive comments/walking away from a member of staff.

Consequence 3 (C3)

Should a student fail to attend a detention, students will be issued a longer detention (15 minutes) the following break time. This is escalated to a C3 when failure to attend a detention on two occasions results in parental contact seeking their support to encourage attendance the following day.

Consequence 4 (C4)

C4A - Where behaviour is repeated or more serious, students may be required to attend an SLT detention after school. Parents will be notified of this 24 hours in advance and is approximately 1hr 30 minutes in length.

C4B - Students may also be required to work in Internal Exclusion. This provision seeks to be restorative and prevent further escalation of sanctions for a student by giving an opportunity to reflect and recover their behaviour.

Specific Behaviours

Any of the above consequences may be used following an investigation relating to specific behaviour. These could include, assault/aggressive behaviour, illicit item, bullying/cyber bullying, derogatory or prejudicial language, racism, sexual harassment/violence, theft, vandalism, serious defiance, serious disruption, full lesson truancy. The level at which the sanction is issued will be proportionate to severity of incident and determined by Pastoral Year Leads, Directors of Learning, Assistant and Vice Principal, Principal.

Investigating an incident

Where an incident is deemed serious by senior staff, and where an investigation is required to enable a decision to be made about a sanction, the following steps may be taken:

- Written student statements taken as soon as is practicable to do so (appendix 3)
- CCTV scrutinised
- Staff statements taken

Senior/pastoral staff will determine whether an investigation is required. The Principal must apply the civil standard of proof: i.e. 'on the balance of probabilities' when making a decision about an appropriate sanction.

Prohibited items, Search and Confiscation

It is our first priority to ensure that students are in a safe and secure environment when they are in our care; if a student is suspected to have any items that may impact upon the well-being of other students, or themselves, the Principal, or other members of staff authorised by the Principal, will conduct a non-intimate search and confiscate any items which give cause for concern. The Education Act 2011 also allows staff to examine any data or files on any electronic device if they think that there is good reason to do so. A record will be made of any searches undertaken and parent/carers contacted.



Mobile phones

Students may bring their mobile phones to school; with the exception of students using the Sixth Form Centre, they must remain silent and out of sight at all times during the school day. If mobile phones or associated technology (including headphones), are visible at any stage, without the specific permission of a member of staff, they will be confiscated and may be picked up by the student at the end of the day at reception. All confiscations will be carefully logged and any second 'strike' would mean that the phone will be kept and parents/guardians contacted. On a second "strike" parents asked to collect the item so that the issue can be addressed more formally.

Physical contact and restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

At Chipping Campden School the use of force and restraint is avoided, if at all possible, and only when a desired result cannot be achieved by any other means. "Force" is defined as the minimal contact needed to prevent injury to self or others, damage to property and/or extreme disorder. Following significant incidents involving the use of force, the school will speak to the parents concerned, a record of the event logged and post- incident support actioned, as appropriate.

Intervention strategies

Chipping Campden School will always seek to promote positive attitudes to learning and good standards of behaviour. Referrals of concern from staff, formal reports on attitudes to learning and attainment, and individual incidents, may instigate intervention. Intervention strategies vary dependent upon an individual student's needs, and the behaviour in question, but may include:

- Individual discussion
- Sharing of proven successful strategies
- Goal setting
- Mentoring
- Positive recognition and reward
- Rearrangement of seating plans
- Time out card
- Departmental action
- Increased home/school liaison
- Monitoring report card
- Learning contract
- Executive Function Support
- Counselling
- Escalating support via the Graduated Pathway
- Temporary reduced curriculum



- Signposting to external agencies
- Managed Move/Alternative Provision

These interventions will typically be led by the pastoral team e.g. Tutor, Pastoral Year Lead, Pastoral DOL, Assistant Principal: Behaviour Attitudes, Vice Principal – Pastoral.

Alternative Provision

Abbey View www.abbeyviewschool.co.uk

A placement at Abbey View Alternative Free School may be offered or directed by the Principal, as a temporary or longer-term placement, as an intervention for students who find meeting the demands of mainstream education challenging.

Abbey View also provides an alternative education for students who are excluded for a number of days or for those at risk of permanent exclusion. Students are required to attend Abbey View on the sixth day of any exclusion though it may be agreed that this begins from the point of exclusion. Entry to Abbey View is strictly by referral from Chipping Campden School.



Appendix 1 - Home School Agreement

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Home School Agreement Students in Year 7 – 11

This agreement is intended to demonstrate the importance that we place on the school, our families and students working together. It outlines the school's expectations of parents/carers and students, and sets out what staff at our school commit to, in delivering an outstanding education for your child.

As a student, I will:

- Follow all teacher instructions and pay close attention to what the teacher is teaching me, taking part in my lessons as much as possible. At all times I will adhere to the CCS 'Excellence in Learning' expectations (outlined below).
- Submit classwork and homework that reflects my very best effort.
- Attend at least one additional extra-curricular/co-curricular club every week.
- Attend school regularly. I will aim for 100% attendance and if I am ever absent from school, I will ensure that I catch-up on any work missed as a result.
- Arrive at school on time, dressed in full school uniform and with the correct equipment for the lessons and activities that day. I will pack my bag the night before.
- Conduct myself in-line with the school values (outlined below) and follow the school rules. If there is ever an occasion where this does not happen, I will accept the sanction given and try hard to learn from my mistakes.
- Use technology only for educational purposes whilst in school, and at all times abide by the school's IT Acceptable Use Policy.

As a parent/carer, I will:

- Ensure that I encourage my child to actively engage in their learning, both within lessons and in their wider development, adhering to the CCS 'Excellence in Learning' expectations.
- Encourage my child to attend at least one co-curricular/extra-curricular club every week.
- Ensure that my child attends school regularly. I will aim for 100% attendance and should my child be absent from school, will ensure that my child catches-up on any work missed as a result.



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- Ensure that my child arrives to school on time, presented in-line with the school uniform policy and with the correct equipment for the lessons and activities that day.
- Ensure that my child conducts themselves in-line with the school values and operates within the boundaries of school policies, supporting the school if there is ever an occasion where a sanction is imposed for not adhering to this.
- Communicate with the school using the established communication processes (inc. reporting student absence) outlined on the school website, ensuring that all my communications are conducted in a pleasant, constructive and supportive manner.
- Attend all Parents' Evenings, Information Evenings and individual meetings if requested.
- Where relevant, support the terms of any Special Educational Needs and/or Disabilities (SEND) or Pastoral documentation, such as an EHCP or My Plan.

Staff at our school will:

- Inspire and engage all students in their learning, adhering to the CCS 'Excellence in Learning' expectations, conducting themselves in-line with the school values.
- As a tutor, encourage their tutees to attend at least one additional extra-curricular/co-curricular every week.
- Regularly recognise high levels of student achievement, engagement and effort through the use of Achievement Points and other school reward systems.
- Perform a uniform check at the beginning of every session, using the established school systems to respond to non-compliance.
- Respond to communication from parents/carers using the established communication processes, outlined on the school website, ensuring that all communications are conducted in a pleasant, constructive and supportive manner.

Signed and agreed by:

Mr Burton, Principal

Signature:..........

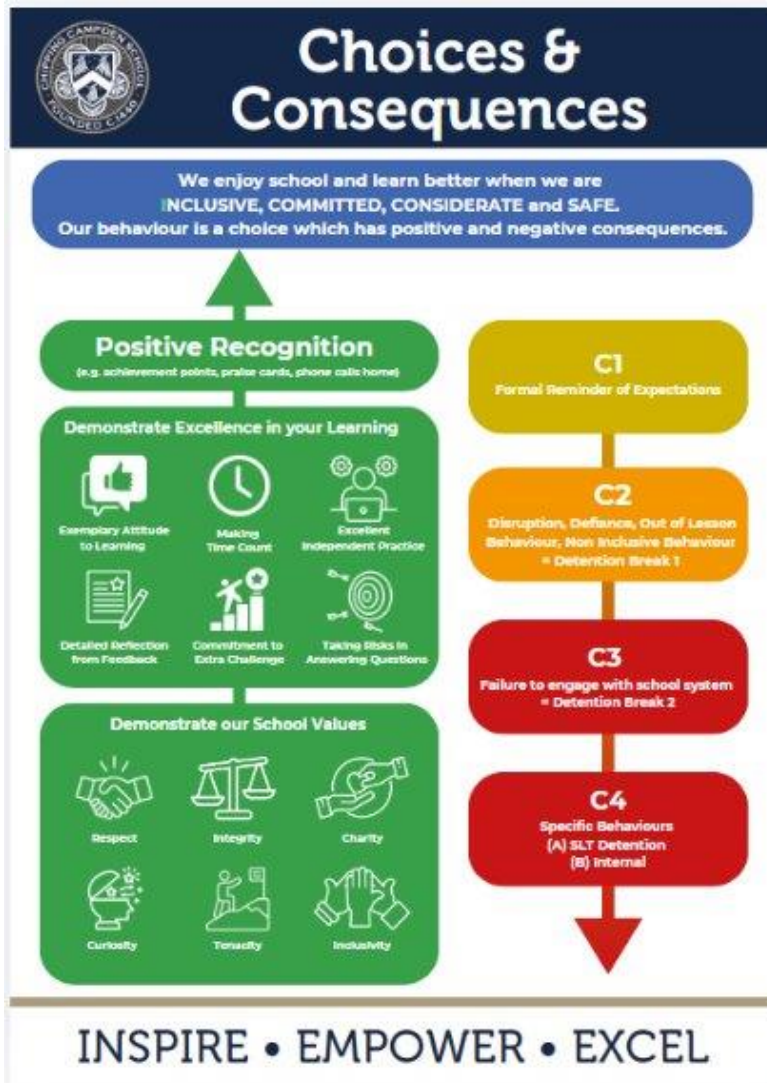
Date:.....03/06/24.....

Parent/Carer and student agreement will be signed and dated digitally

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Appendix 2 – Choices and Consequences





Appendix 3 – School Statement

Chipping Campden - Student Statement

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|---|-------------|
| Student name: | Staff name: |
| Names of others present: | |
| Date of statement: | |
| Date of Incident | |
| Reference: | |
| Statement will be: Written clearly in the first person and in the words of the student. | |
| | |
| Signature: | Date: |

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