

CHACE POSITIVE BEHAVIOUR POLICY

'Excellence has no limits'

<i>Belonging</i>	<i>Responsibility</i>	<i>Excellence</i>
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1. Introduction

The updated whole school policy has been discussed and shared with all members of the school community. It aims to give clear, consistent guidelines for staff, students, parents and governors about our expectations and procedures for managing behaviour to improve learning and raise achievement. This policy gives us a clear framework within which to work towards achieving our aim for Chace to be an inviting, purposeful, successful learning community where the values underpin the school motto; excellence has no limits.

It is simply based around Chace Expectations below with all stakeholders buying into this by being a responsible member of Chace Community School which stretches beyond the school gates. If pupils adhere to this, they will receive rewards, however if they do not then the Chace Consequences will be implemented to help address and modify inappropriate behaviour/conduct in our community.

Chace Expectations (Summary)

Belonging	Responsibility	Excellence
<ul style="list-style-type: none">• We are respectful at all times; manners matter• We respect our uniform and wear it with pride	<ul style="list-style-type: none">• We are always punctual and walk calmly and sensibly around school• We take care of our school environment	<ul style="list-style-type: none">• We stay focused, track the teacher, and follow instructions in all lessons• We always complete classwork and home learning to an excellent standard

2. The Legal framework

This policy has been developed with the following legislation and guidance in mind:

The Children Act 2004

Behaviour and discipline in schools: Guidance for governing bodies (July 2013)

Equality Act 2010

Behaviour and discipline in schools: Advice for Headteacher and school staff (January 2016)

Searching, screening and confiscation (February 2014)

Exclusions from Exclusion from maintained schools, academies and pupil referral units in England (2015)

3. Principles

Successful learning and high achievement depend on good behaviour. At Chace we insist on high standards of behaviour to promote high achievement. Working together with parents, staff, students, governors and the local community we aim to provide a calm, safe, well ordered environment where learning is the priority. A high quality education is the entitlement of all. In the classroom, around the school, on the way to and from school as well as representing the school on visits and journeys we expect students to behave sensibly, responsibly and with respect for others. We insist that all members of the school community are treated with respect and valued equally in line with our Chace expectations, our Equality Policy and the Equality Act 2010.

Students should be courteous and show consideration for others. They should exercise self-discipline and be responsible for their behaviour and actions, making learning the priority at Chace. All staff are actively involved in implementing the behaviour policy consistently at all times with shared responsibility from parents/carers. Unacceptable behaviour is any behaviour or action which interferes with staff or students' entitlement to be safe, respected equally and able to work and learn at Chace. Such behaviour undermines our aims and will be dealt with according to agreed procedure outlined in the Chace Consequences.

Students at Chace are expected to display positive behaviour beyond the school gate and students' behaviour may be dealt with by the school when a student is:

- Taking part in any school-organised or school related activity
- Travelling to and from school
- Wearing school uniform or identifiable as a Chace student in some other way
- Behaving in a way that brings the reputation of Chace into disrepute
- Posing a threat to another pupil or member of the public

The Headteacher works alongside the Police and other community agencies in the event of anti-social or criminal behaviour whether in or out of the school gates. We have made significant additions to this policy with the Chace Expectations and Chace Consequences making our expectations of our pupils and staff clear. This is also to support the Police and other community agencies in the wider role of the school in pupils being positive and active citizens in the community.

The Chace Rewards, Expectations and Consequences underpin the Chace Values. All assemblies are linked to the values, with key sections being linked where possible to the Lifeskills units and other educational opportunities. The aim is to allow high quality teaching and learning to take place. By being on roll at Chace, all parents/carers are automatically signed up to the schools Partnership Agreement. We expect all parents/carers to support the school and any changes regardless of how long their child has attended Chace.

4. Behaviour strategies and the teaching of good behaviour

To encourage positive behaviour in our school community, the key features of the approach is having positive relationships and knowing the students. This is used alongside the Chace Consequences, Chace Expectations summary and below is the detailed version. This includes all stakeholders expectations creating an environment where the student/s can thrive at Chace.

Chace Expectations in detail	
As a student at Chace, you will:	
Classroom Conduct	Corridor/Break/Line-up Conduct

<ul style="list-style-type: none"> • Arrive on time fully equipped for the lesson, sit immediately in your seating plan in silence, and start 'Do now' task. • Listen carefully, in silence, when the teacher is talking • Put your hand up if you need to say or ask something • Complete all of the work you are asked to do to the best of your ability • Respect each other's race, culture, gender and sexual orientation • Pack up when the teacher tells you to and stand quietly behind the desk • Not answer back to a teacher and always try to resolve any conflict calmly • Maintain a polite attitude towards everyone in the classroom • NEVER leave the room to get water or go to the toilet unless you have a medical pass and the permission of your teacher <p>S - sit up ready to learn</p> <p>T - track and follow the teacher</p> <p>A - ask and answer questions</p> <p>R - respect everyone around you</p>	<ul style="list-style-type: none"> • Be polite and respectful at all times • Morning line-up conducted impeccably • Wear the correct uniform at all times, including traveling to and from lesson and in the community • Travel to and from lesson and social times quickly, courteously and calmly. Do not run. • Talk at an appropriate volume. Don't shout and keep your hands and feet to yourself • Respect the lunchtime supervisors and all other staff in our school community • Hold doors open for people in front or behind you, and wait for your turn to pass • Protect your planet by clearing away any rubbish after break/lunch, and recycle when possible • Remember not to bring chewing gum into school as it will be confiscated
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Teachers will	Parents/Carers will
<ul style="list-style-type: none"> • Be well-prepared for lessons and set clear and interesting tasks • Value all positive contributions • Reward students for good behaviour, effort and high-quality work verbally and positive points • Apply rules and consequences consistently • Contact parents to praise students or raise concerns • Follow the school behaviour system • Respect everybody's race, culture, gender and sexual orientation • Look after the building and surrounding environment • Model the behaviour expected from students 	<ul style="list-style-type: none"> • Support the school rules and values • Support teachers in ensuring students are successful • Help to make sure students arrive on time • Send students in unless they are extremely unwell • Check Google Classroom • Check that students have completed their homework • Remind students of targets • Prepare students with the correct equipment at the correct times • Ensure students have correct uniform

- Teachers prevent confrontation through calm, clear instructions consistently following the positive behaviour policy

A range of strategies are used at Chace in order to support students and improve unacceptable behaviour. These include:

- use of rewards
- use of differentiated teaching strategies and resources taking into account SEND/EAL/High Starters implemented consistently within Faculties
- consistent use of seating plans

- respite with the Student Support Centre and personalised timetables
- positive target setting, behaviour contracts and monitoring reports (Form Tutor, HoL, SLT)
- Behaviour Support Service/School Behaviour Panel
- discussion with student/parents
- mediation/conflict resolution
- referral to the Inclusive Learning Group to refer students and seek advice from a range of professionals including SENCO, BST, HoLs, SLT, EP, EWO, YOS, other services and the School Counsellor
- referral to and involvement with outside agencies such as Behavioural Support SENCo; Education Psychologist (learning/behaviour); Education Welfare Officer (attendance concerns); School Nurse; CAMHS; Service for Adolescents and Families in Enfield (SAFE), Youth Offending Service, Social Care
- implementation of a Pastoral Support Programme (PSP)¹
- Governors' Discipline Committee hearing

5. Classroom management

Impeccable positive learning behaviours in lessons are underpinned by high quality teaching, staff knowing students, building positive relationships, having high expectations and following school policies consistently. We have clear expectations of all learners at Chace, the values and Chace expectations make the expected behaviours clear. Chace Consequences used when these expectations are breached.

We aim to be a listening school to resolve any incidents promptly and appropriately in a way that is consistent and clear. Challenging and changing behaviour is part of the learning process and we aim to restore and maintain a positive working relationship within a calm, safe learning environment.

Where there are breaches of our behaviour expectations outlined in Chace Consequences, then incidents are dealt with by initially the member of the staff who must log the incident on our management information system. When dealing with any unacceptable behaviour we want the student to:

- accept responsibility for their actions
- understand how their behaviour has affected themselves and others and their learning
- work with the member of staff working with them to prevent future incidences

The Chace Consequences support all the above and strive to support pupils to modify their inappropriate behaviour by accepting the consequences and reflecting on making better choices in the future. Chace staff will talk to pupils alongside consequences to ensure the pupils understand that their actions have consequences. We will where possible talk and support the pupils through reviewing the incident and what better choices they could make in the future. This is a key part of the Chace Consequences and the Pastoral and Behaviour Support Team (BST) are critical in their roles in supporting pupils in modifying their behaviour by having these discussions, particularly after serious incidences.

	Lesson Consequences
First warning	The teacher will make it clear that you have received their first warning and the reason, then put your name on the board.
Second warning	The teacher will make it clear that you have received their second warning and the reason, then put your name on the board. Teacher will call for on-call to talk to any students with additional needs on their second warning.
Third warning - Student sent to relocation & g.form filled in immediately	The teacher will make it clear that you have received your final warning and the reason then be sent to relocation for the lesson. 30 min same day detention. MOS will call home, log on Progresso and see the student to resolve in detention

6. Rewards

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour will enable students to see the rewards of positive behaviour and to develop appropriate behaviours of their own.

We use rewards at Chace to:

- celebrate achievement and improvement
- share this celebration of achievement and improvement with parents
- develop a positive ethos within the year group and the school
- increase motivation
- recognise service to the school
- aid the monitoring of student progress by year heads and tutors
- contribute to the development of students' responsibility for their own learning.

The school's rewards system summarises the different levels of rewards. Students are awarded points by staff for various achievements such as sustained effort, outstanding performance in lesson, participation in school activities and excellent attendance (97% plus). Point's totals are checked weekly by tutors and students are awarded at bronze, silver, gold and platinum standard. The cumulative total of points for each student will be passed back to the Form Tutor to inform students and celebrated in assemblies and around the building.

Positive achievement	Person responsible	No. of points	Frequency
P1 – for anything linked to one of the values (1 point). Improved Attendance or 100% attendance	All staff Attendance Team/tutors and HOL	1 point	Max 1 P1 per pupil in one lesson for each value - so student could get maximum of 3. Weekly to Termly
P2 – when students consistently meet any one of the 3 values.	All staff	2	Max 1 per lesson for one of the values.

P3 – for subject nominations/prize giving or for nominations from teachers for expectational reasons for meeting the values or work produced	Middle leaders/SLT/CLT	3	Termly or when appropriate
P4 - substantial contribution to school/prize giving Zero negatives for half term	RSL/SLT	4	Half-termly and Termly
P5 - whole school awards for prizegiving and those nominated for Tea with Ms D.	Headteacher/Governors	5	Weekly and termly
Bronze, Silver, Gold and Platinum STARS Awarded to students that gain 50, 100, 150 and 200+ points	All staff points adding to the total (negatives will be deducted for this and for rewards events/experiences)	Bronze – 50 Silver – 100 Gold – 150 Platinum – 200	On-going

We also reward students for participation in school activities and exceptional service to the school. Those activities which involve long term commitment from students, such as being prefects, would qualify for a Headteachers award.

7. Consequences

Although rewards are central to the encouragement of good behaviour, consequences are used to correct poor behaviour and reinforce our expectations.

The use of Consequences should be characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group punishment should be avoided
- It should be the behaviour rather than the person that is punished.

Inappropriate behaviour/conduct is detailed clearly in the Chace Consequences and are staged in severity and opportunities are always given, following clear warnings for students to reflect on their behaviour, correct it and to make the 'right choices'.

Whilst it is important to note that each incident will be dealt with individually, the Chace Consequences give clear guidelines of actions and the consequence of those actions. Whilst it is not always appropriate to make the consequences of unacceptable behaviour cumulative, they may reflect the student's previous behaviour. At all times the student's personal safety and welfare are considered to be of paramount importance. Individual staff are involved in discussion about any incident concerning them and are kept informed of decisions made where appropriate.

8. Exclusion Procedure

DfE documentation guides Headteachers to use Fixed Term Exclusion as a consequence in extreme cases as outlined in the statutory guidance in September 2017 and Local Authority procedures are followed strictly. Only the Headteacher can exclude after considering 'all the relevant facts and firm evidence to support the allegations made' (DfE circular 09/2017).

No student is excluded during the school day without parents or carers having been contacted to ensure that a responsible adult is at home to receive them. After more than 5 days exclusion in the term the student and parents may be invited to attend a Discipline Committee meeting where Governors review the student's record and decide targets for improvement.

Occasionally, for serious incidents of poor behaviour the Headteacher may resort to excluding students from school. The following procedure is followed when appropriate excluding any student:

- Student is kept in relocation during investigation of the incident.
- Written details of the incident are collected from those involved, and witnesses where appropriate, before any decision is made.
- Letter prepared for parents including return date; information booklet enclosed.
- Parent/carer phoned by HoL/HoF or a member of SLT acting for the Headteacher to explain the incident and arrange for the student to be sent home. Student takes home the exclusion letter if possible, with an emailed version on the day and hard cop sent by post.
- All staff have daily email for students who have been excluded. Teachers are responsible for setting work for excluded students and should ensure suitable work is handed to the HoLs' PA promptly on request.
- Parent/carer and student attend return from exclusion meeting with HoL and member of SLT as appropriate. A record of the meeting to be kept on the student's file.
- When appropriate, student placed on report, with appropriate monitoring and review procedures agreed.
- When appropriate, student to resolve with staff/student involved in the incident.
- Exclusion entered on school exclusion record by designated member of School staff.
- When appropriate, referral made through the Inclusive Learning Group for additional support in school or from outside agencies.
- For students at risk of permanent exclusion a PSP is begun, administered by the Student Support Centre Manager.
- PSP to be issued on second exclusion in unless they have EHCP or other serious extenuation circumstances.
- Throughout, all stakeholders to be informed as appropriate.

Students will not be allowed to join an educational visit if they are serving a Fixed Term Exclusion or Relocation during the trip. Students with risk assessments outlining Health and Safety or behaviour concerns may be stopped from joining an educational visit. Any student whose behaviour is of serious concern during an educational visit will be barred from educational visits for up to one year by the Headteacher and a risk assessment would be completed; parents/carers will be informed of this decision.

Permanent Exclusion is used by the Headteacher as the 'final step' in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed, including the use of a Pastoral Support Programme. It is not usually used but can be for 'single serious' incidents or 'persistent serious breaches' of the school's behaviour policy. It may be used in very serious cases of:

6	<ul style="list-style-type: none"> • Persistent failure to follow Chace Code of Conduct • Persistent or one-off violent or threatening aggressive behaviour towards others • Possession of dangerous items or substances • Theft • Persistent Equal Opportunity infringement - including bullying in line with our Anti-bullying policy • Failed Manged Move • Any one-off serious incident causing serious disruption, harm or where there has been or a potential for serious harm to anyone in the school community. 	<ul style="list-style-type: none"> • 1 or more days relocation (failed managed moved can be weeks or terms in relocation) • Fixed term exclusion • Managed move • Permanent exclusion • Police involvement
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- violence, including threatened violence
- 'persistent, malicious disruptive behaviour including open defiance and refusal to agree with school policies' which prevents other students from learning or presents a Health and Safety risk to themselves and others
- selling/possessing/supplying drugs on school premises
- sexual abuse or assault
- carrying an offensive weapon.
- Any one off serious incident causing serious disruption, harm or where there has been or a potential for serious harm to anyone in the school community.

When the Headteacher notifies the Governors' Discipline Committee of a Permanent Exclusion (PEX) they must be satisfied that **all** the following criteria are met at a hearing convened within 6-15 school days from the PEX:

- there has been a serious breach of the school's discipline policy;
- there have been similar incidents in the past (unless this is a serious single incident);
- strategies have been used to support the student to change/improve behaviour;
- if the student remained at Chace there would be serious harm to the education, welfare and safety of staff/students.

9. Smoking, drugs/alcohol related incidents

Smoking and Vaping presents a risk to the health and safety of all members of the school community and is therefore not permitted on the premises. Students are not allowed to smoke or Vape on their way to and from school or whilst in school uniform. This rule is reinforced in our Home School Agreement and made explicit in the Chace Consequences. If a student ignores this rule his/her parents are informed and Chace Consequences issued.

In the event of a drugs/alcohol-related incident when the student is breaking the law being in possession, selling/supplying or using drugs on school premises, and could be putting others at risk, or a student is at risk from or under the influence of solvent/drug abuse fixed term or permanent exclusion will be used as a consequence to indicate the seriousness of the incident and steps will be taken as appropriate:

- Inform and involve parents
- Involvement of outside agencies as appropriate (e.g. Emergency services (police/ambulance), drugs counsellor, Social Services, Community Police, Youth Offending Service).

If a student is considered to be under the influence of any illegal substance parents are called into school as a matter of urgency to take their child home to monitor his/her condition. They are advised to take the student to the GP/A&E and follow up with a member of staff who they were speaking to this on the following day.

10. Searching students and confiscation of inappropriate items

Personal items that distract students from learning including inappropriate jewellery or clothing should not be brought into school. Mobile phones and electronic devices may be brought to school but are not to be used by students on the school site. Such items seen on the school site will be confiscated, recorded and stored securely. Parents/carers will be informed of confiscations by letter and students informed when they are able to collect items. The law protects the school from liability for damage to, or loss of, any confiscated items provided the member of staff has acted lawfully.²

Permanent exclusion may be used as a sanction if a student is caught with an dangerous or offensive weapon in school or in school uniform. The school has a common law right to search a student for any inappropriate item with his/her consent. The Headteacher reserves the right to search a student without his/her consent if there is significant suspicion that 'prohibited items' have been brought to school. Prohibited items include weapons, alcohol, illegal drugs, fireworks and any other item deemed not to be appropriate to have in school by the Headteacher such as stolen goods or 'legal highs'.

In the case of searching a student (with or without consent) two members of staff should be present including at least one member of SLT. At least one member of staff should be the same gender as the student in question if possible. If a student refuses to be searched in this situation further consequences may be applied and the Police may be involved.

11. Anti-Bullying Statement (Chace Anti-bullying Policy works in tandem with the Positive Behaviour and Equalities Policies)

We believe that bullying is wrong and that no-one – students, staff, visitors or parents/carers - should have to tolerate being bullied. Our Anti-Bullying Policy reflects our commitment as a community to challenging bullying, supporting the recipient and changing the attitude/behaviour of the bully.

Bullying is any action/behaviour which hurts someone and makes him/her feel inferior. Bullying is:

- name calling, spreading rumours, saying unkind, insulting things intended to offend or hurt someone or undermine him/her because of religion, race, gender, friends, family, size, clothes, accent, tastes, background
- leaving someone out and ignoring him/her intentionally to make one or more pupils feel inferior.
- inappropriate physical contact or threatened violence intended to frighten or demanding money
- body language which causes offence or is intimidating e.g. giving dirty looks; gestures.

If a student is being bullied he/she should:

- tell the bully to stop and say that he/she doesn't like it
- get support by telling an adult at home and get help by telling a teacher who will listen and support the recipient.

If a member of staff, visitor or parent feels that he/she is being bullied he/she should:

- complete a written statement
- complete a Violence and Abuse form, if appropriate
- forward the statement to the line manager or appropriate member of SLT.

Cyber bullying is bullying through use of communication technology e.g. mobile phone text messages, emails or websites. Cyber bullying can take many forms for example:

- Sending threatening or abusive text messages or emails, personally or anonymously
- Making insulting comments about a person on a social networking site

- Making or sharing videos and pictures via mobile or the internet without their permission

Such actions may contravene the Harassment Act 1997 or the Communications Act 2003 and may require police involvement. Use of the web, text messages, email to bully another student or member of staff will not be tolerated. Students learn about the cyber bullying in Lifeskills lessons.

If a bullying incident occurs using communication technology inside or outside of school time one or more of the following procedures will be followed:

1. Advise the student not to respond to the message
2. Report any form of abusive message direct to the Headteacher and parents and/or police will be informed
3. Secure and preserve any evidence
4. Inform the service provider of social networking websites or e-mail provider using the 'Report Abuse' button
5. Inform mobile phone providers
6. If the incident has caused a great deal of distress and/or is deemed especially serious advise the student to 'Click CEOP' and make a report.
7. Implement sanctions as appropriate and make use of conflict resolution techniques
8. Record incident internally and inform the local authority e-safety officer as necessary
9. Follow Child Protection procedures as necessary

All reports of bullying will be treated seriously and the person doing the bullying will be interviewed and Chace Consequences used as appropriate. We will also involve parents as appropriate in serious cases and a record of any incident of bullying will be kept on file.

Where bullying continues after initial sanctions, then the Chace Consequences at the next stage maybe issues with consultation with the HOL/SLT and Police if necessary for extreme circumstances as we do not tolerate bullying at Chace and keep records of bullying incidences using our management systems. See the Anti-Bullying Policy for further details.

A range of strategies are available to support those who have been bullied at Chace e.g. peer mentoring (staff and students); support groups run by outreach agencies and counselling signposted when appropriate.

We also use assemblies delivered by tutors, HOL and the Police to educate pupils about bullying and the steps they can take to get support from the school. Often the terminology around bullying or one off incident or incidents are over a long period of time can be misinterpreted as bullying. We take the firm stance with incidences that are found to be bullying and will issue the severest consequences when the strategies and sanctions resulting from stage 1-6.

12. Training and Support

Professional development to improve behaviour management is available to Chace staff through ECT induction, following performance management meetings, peer coaching and through whole school INSET sessions. Chace works with the Enfield Behaviour Support Service to deliver bespoke training packages to meet the needs of both staff and students.

Following the introduction of the Chace Consequences, all teaching staff has had training in the use of the Chace Consequences appropriately and the importance of being consistent in following the systems allowing the system to be embedded successfully.

13. Monitoring and Review

This Behaviour Policy is monitored regularly by SLT and Governors through the Governors' Teaching and Learning Committee and is reviewed annually in consultation with members of the school community.

This updated Positive Behaviour Policy (updated July 2021) supports and is to be read in conjunction with the Equality, Health and Safety, Safeguarding, Anti-bullying, Curriculum policies.

Chace Rewards System

Daily - Positive praise verbally linked to values, positive phone calls, emails and postcards.

Positive achievement	Person responsible	No. of points	Frequency
P1 – for anything linked to one of the values (1 point). Improved Attendance or 100% attendance	All staff Attendance Team/tutors and HOL	1 point	Max 1 P1 per pupil in one lesson for each value - so student could get maximum of 3. Weekly to Termly
P2 – when students consistently meet any one of the 3 values.	All staff	2	Max 1 per lesson for one of the values.
P3 – for subject nominations/prize giving or for nominations from teachers for expectational reasons for meeting the values or work produced	Middle leaders/SLT/CLT	3	Termly or when appropriate
P4 - substantial contribution to school/prize giving Zero negatives for half term	RSL/SLT	4	Half-termly and Termly
P5 - whole school awards for prizegiving and those nominated for Tea with Ms D.	Headteacher/Governors	5	Weekly and termly
Bronze, Silver, Gold and Platinum STARS Awarded to students that gain 50, 100, 150 and 200+ points	All staff points adding to the total (negatives will be deducted for this and for rewards events/experiences)	Bronze – 50 Silver – 100 Gold – 150 Platinum – 200	On-going

CHACE CONSEQUENCES

Stage	Behaviour	Consequences
1	<ul style="list-style-type: none"> • Off task behaviour • Not walking into lesson in silence and when completing 'do now task' • Failure to follow instructions • Defiance • Rudeness • Disrupting learning • Swearing in conversation with students 	<ul style="list-style-type: none"> • No further action for 1 or 2 warnings with appropriate staging and reasonable adjustments for those on SEN register • On third warning student sent to Relocation. MOS completes relocation from immediately. 30-minute same-day detention issued & teacher calls home the same day, attends the detention that day to resolve and logs details on Progresso. • For persistent issues in lessons, teacher liaises with HoF in the first instance to support in resolving with meetings with parents/carers if needed • MOS must call on-call/BST via alert function on MIS for those with EHCP on second warning • Fresh start from next lesson
	<ul style="list-style-type: none"> • Lateness to school 8.40-8.50am 	<ul style="list-style-type: none"> • Same-day 30-minute detention, student enters via main gates and signs in with reception and attendance team.
	<ul style="list-style-type: none"> • Late to lessons (report run daily) 	<ul style="list-style-type: none"> • Next-day 20-minute next day for each lesson (6 late lessons is next-day 2hours!
	<ul style="list-style-type: none"> • AM late to line-up after entering school on time before 8.40 • PM late to registration 	<ul style="list-style-type: none"> • Late to registration same-day 30-minute detention • Persistent lateness will result in attendance and punctuality report via HoL/Tutor

	<ul style="list-style-type: none"> • Extreme lateness to school after 8.50am 	<ul style="list-style-type: none"> • Same-day 60min detention, persistent extreme lateness will result in HoL/tutor report
	<ul style="list-style-type: none"> • Line-up: Uniform infringement (missing item) Poor conduct in line-up 	<ul style="list-style-type: none"> • Immediate relocation until the issue is resolved • Same-day 30-minute detention • Persistent of multiple missing items will result in extended relocation and attached detention
	<ul style="list-style-type: none"> • Uniform infringement (prohibited items – hoodies, hats, caps) or other banned items 	<ul style="list-style-type: none"> • Addressed in line-up, if these are seen after this the following apply, • If prohibited item seen – confiscated by member of staff and returned same day. • If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap. • Persistent offences – collected by parent by appointment with HoL
	<ul style="list-style-type: none"> • Walking away from member of staff at any time • Extreme defiance outside lesson 	<ul style="list-style-type: none"> • 60-minute detention (MOS sees HoF for inside lessons & HoL for outside lessons)
	<ul style="list-style-type: none"> • Physical behaviour towards others (including play fighting) • Behaviour that breaks equal opportunities • Failure to follow Code of Conduct outside lesson 	<ul style="list-style-type: none"> • Referred to BST and HoL for consequence: <ul style="list-style-type: none"> ○ Detention ○ Immediate Relocation for play fighting or abusive behaviour including any that breach the equal opportunities policy ○ Phone Call home and/or meeting
	<ul style="list-style-type: none"> • Failure to complete homework 	<ul style="list-style-type: none"> • Students can be held back to complete outstanding work for up to 20min max • 3 missed homework is study support in LRC • Persistent homework issues, teacher liaises with HoF for further intervention • Tutors look at trends across subjects and informs parents and place students on report
	<ul style="list-style-type: none"> • Persistent lack of equipment 	<ul style="list-style-type: none"> • Referred to Tutor and HoL for intervention and consequences • Discuss with HoL for consequences
	<ul style="list-style-type: none"> • Sight of phones and headphones including wireless versions 	<ul style="list-style-type: none"> • If prohibited item seen – confiscated by member of staff and returned same day with no consequence. • If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap. • Failure to hand over to BST – Relocation for the remainder of the day and up to 60-minute detention & BST/HoF/HoL to contact home • Persistent offences – collected by parent by appointment with HoL
2	<ul style="list-style-type: none"> • Antisocial behaviour outside school and at the bus stop (bringing the school into disrepute) 	<ul style="list-style-type: none"> • Consequence to be determined by HoL and SLT <ul style="list-style-type: none"> ○ 60-minute detention ○ 1 or more days in relocation ○ Fixed-Term exclusion ○ Potential Police involvement
	<ul style="list-style-type: none"> • Swearing in conversation with staff 	<ul style="list-style-type: none"> • Immediate relocation and 30-minute same-day detention issued
	<ul style="list-style-type: none"> • Truancy 	<ul style="list-style-type: none"> • Truanting a lesson will result in up to 60-minute same-day detention • Multiple truancy in one day results immediate relocation and up to 120-minute same-day detention
	<ul style="list-style-type: none"> • Failure to follow expectations in relocation 	<ul style="list-style-type: none"> • Same-day detention extended & BST to contact home • Additional time in relocation • Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed)
3	<ul style="list-style-type: none"> • Multiple relocations same day or over week • Failure to attend detentions • No reminders will be given 	<ul style="list-style-type: none"> • BST to extend relocation on students readiness to go back in to lessons (as well as increasing detention) • BST extend the detention the following day incrementally increasing up-to 2 hours or full day relocation including 2 hours after school
	<ul style="list-style-type: none"> • Refusal to leave lesson when requested 	<ul style="list-style-type: none"> • If the student refuses send a student to reception/student services for BST to support. • If student refuses to leave for BST/SLT – remainder of the day in relocation and detention (refusal to go is stage 5)
4	<ul style="list-style-type: none"> • Repeated Relocations within same week or same subject 	<ul style="list-style-type: none"> • BST liaises with HoF or HoL (for multiple subjects) <ul style="list-style-type: none"> ○ Call home or meeting ○ Detention ○ Report ○ Relocation
	<ul style="list-style-type: none"> • Serious incidents inside and outside school including smoking, fighting poor behaviour on trips • Persistent antisocial behaviour and bringing the school into disrepute • Vandalism to property • Equal Opportunity infringement - including bullying in line with our Anti-bullying policy 	<ul style="list-style-type: none"> • Referred to HoL (outside lesson) or HoF (inside lesson) for consequence • Consequence depends on severity of incident <ul style="list-style-type: none"> ○ 60-minute detention & contact home ○ Meeting with parent/carer ○ Conduct Report ○ 1 or more days in relocation ○ Fixed term exclusion ○ Police involvement
	<ul style="list-style-type: none"> • Swearing or extreme rudeness or abusive language towards member of staff 	<ul style="list-style-type: none"> • Member of staff immediately informs BST via reception or student services for BST to pick up and action. • BST to immediately relocate and extended detention in first instance • HoL (outside lesson) or HoF (inside lesson) to complete forms and follow up with further interventions/consequences (such as meeting with parents or restorative justice and complete appropriate form)
5	<ul style="list-style-type: none"> • Persistent swearing or abusive language towards staff 	<ul style="list-style-type: none"> • Fixed-term exclusion
	<ul style="list-style-type: none"> • Refusal to accept full-day relocation 	<ul style="list-style-type: none"> • Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed)
6	<ul style="list-style-type: none"> • Persistent failure to follow Chace Code of Conduct • Persistent or one-off violent or threatening aggressive behaviour towards others • Possession of dangerous items or substances • Theft • Persistent Equal Opportunity infringement - including bullying in line with our Anti-bullying policy • Failed Manged Move • Any one-off serious incident causing serious disruption, harm or where there has been or a potential for serious harm to anyone in the school community 	<ul style="list-style-type: none"> • 1 or more days relocation (failed managed moved can be weeks or terms in relocation) • Fixed term exclusion • Managed move • Permanent exclusion • Police involvement

FULL DAY Relocation detention has been increased to automatic 60min or longer depending on the students conduct during the day, with persistent incidents resulting in repeating the day in relocation or for serious occurrences of poor conduct a FTE will be issued (where it is for this reason, students will need to complete relocation time on returning to school. Full or part-day relocations – students will need to hand in their phone at the start of the relocation time and complete at least a 60min detention. If they miss a 2 hour detention then it will be a full days relocation including the 2 hours missed.

Pastoral Support Programmes (PSP) procedures

Context

The purpose of a Pastoral Support Plan

The PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, 16-week school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion

Who is a Pastoral Support Plan for?

A Pastoral Support Plan is for pupils who are not responding to the normal behaviour strategies, who may be disaffected and who are at risk of permanent exclusion. This may include pupils who:

- Have had a number of fixed period exclusions (2 or 3 in one term may be a trigger)
- Have low attendance which is impacting on their behaviour
- Are showing signs of rapid deterioration in their behaviour
- Are at risk of failure at school through disaffection

Before considering a PSP a Learner Profile should be set up by the Head of Learning if one is not already in place.

Prior to the initial meeting documents (Appendix B & C) should be completed by HOL and student 1 week prior to the scheduled meeting and handed to RSL.

RSLs will be responsible for all PSPs for their key stage. They will:

- Check progress on a daily basis.
- At the start of the PSP, the students will be made aware of who is responsible for checking their PSP. They will also be told that in the absence of their RSL they should see their HOL or KWo
- At the start of a RSL and KWo should establish a review cycle (2, 4, 8, 12 and 16 weeks. At 2 weeks the RSL and KWo should meet with the child to assess how PSP is working and make any necessary adjustments. At 4, 8, 12 and 16 weeks, the parent would also be present. KWo will set out the times of the review at the initial meeting.
- At least one PSP target should focus on the student's learning
- If a student loses their PSP they should get another card from KWo and find all teachers to get it signed before leaving the school
- PSP targets and recommendations coming from the initial meeting will be circulated to all staff by email by KWo.
- Rewards for successful completion of the PSP should be negotiated at the initial meeting, as appropriate.
- All PSPs will be tracked and which will record the dates of review meetings. This will be circulated to HOLs and SLT

Sanctions if a student does not adhere to PSP procedures

- not meeting target for the day
- not having some lessons signed
- Failure to see RSL at the end of the day 30 min next day detention.
- persistent failure to meet any of above criteria **1 full day relocation**
- **Continual failure to follow the PSP student criteria may result in fixed term exclusion and the next review brought forward and a managed move to another school considered if appropriate.**

At 8 weeks there will be a formal review – DHT to chair this meeting

Prior to review meeting documents should be completed by HOL and student 1 week prior to the scheduled meeting and handed to RSL.

All of the commitments which were agreed at the initial meeting will be reviewed. School staff should share reports about student's progress towards the targets. Any supporting agencies should report on the commitments they made.

At 16 weeks there will be the final review – HT to chair this meeting

The 16-week review All of the commitments agreed at the previous meeting should be reviewed. School staff share reports about the pupil's progress towards their targets. The PSP is evaluated and judged to have either been successful or unsuccessful.

If the PSP is successful

- If the PSP has been judged to have removed the risk of permanent exclusion or disaffection, the pupil should be given credit for responding positively to the support offered.
- School staff may continue to support and monitor the pupil's behaviour as they may continue to have challenging behaviour despite the progress they have made.

If the PSP is not successful

- If the PSP is at risk of not being successful, alternatives such as a managed move to another school should be discussed at the 8-week review meeting.
- The PSP coordinator will need to contact parents/carers to arrange an additional meeting if the school feels that the programme is failing between review periods.
- If, after 16 weeks, the PSP has not managed to remove the risk of disaffection or exclusion and a managed move not agreed, then the Headteacher may decide to end the additional support agreed at the initial meeting and permanently exclude the student.

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