



BEHAVIOUR FOR LEARNING POLICY & GUIDANCE

Reviewed: February 2020

Next review: February 2021

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1.1 BEHAVIOUR FOR LEARNING POLICY

AIM: TO ENSURE THE RIGHT OF EACH STUDENT TO LEARN AND EACH TEACHER TO TEACH

Ethos

- to promote positive values such as respect and recognition of achievement;
- to encourage everyone to accept responsibility for ensuring high standards;
- to ensure that pupils, staff, parents and governors know what is expected of them;
- to accept that an appropriate and well taught curriculum is the prerequisite of outstanding behaviour;
- to understand praise and rewards are motivators, criticism and punishment are not;
- to provide staff and pupils with a working environment which is secure and free from intimidation;
- behaviour is a choice with a consequence and good choices can be re-enforced, taught and engendered into our young people.

This will be achieved through:-

- promoting outstanding behaviour and discipline;
- promoting high self-esteem;
- promoting self-discipline, proper regard for authority and positive relationships based on mutual respect;
- encouraging consistency and rigour of response to both positive and negative behaviour;
- promoting early intervention and constructive refection;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of Chilwell School's policy and associated procedures.

Adults in the school will support pupils in this by:

- providing positive role models;
- encouraging and challenging pupils to do their best and by providing the opportunities to do so;
- praising those who deserve it when they deserve it;
- doing their best to apply school policies fairly, consistently and firmly.

1.2 ROLES AND RESPONSIBILITIES

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The Governing Body, Headteacher and staff will ensure there is consistent application of the policy and procedures. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy is applied with consistency, rigour and fairness. Mutual support amongst all staff in the implementation of the policy is essential.

The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of outstanding behaviour. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside Chilwell School. They will be encouraged to work in partnership with Chilwell School to assist the School in maintaining high standards of behaviour and will have the opportunity to raise with Chilwell School any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of Chilwell School policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and all form of harassment are reported.

Chilwell School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

1.3 REWARDS

An ethos of encouragement is central to the promotion of an outstanding learning culture. Rewards are one of the means of achieving this, as they have a motivational role in helping pupils to realise that individual actions are valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

1.4 SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is

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being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

1.5 TRAINING

The Governing Body and Senior Leadership Team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

1.6 REVIEW

The Headteacher, in consultation with the staff, will undertake systematic monitoring and regular evaluation of the behaviour management policy to ensure that the operation is effective, fair and consistent. The Head will keep the Governing Body informed, who in turn will review this policy. The review will take place in consultation with the Headteacher, staff and parents.

1.7 PHYSICAL RESTRAINT – USE OF REASONABLE FORCE

Please note Chilwell School follows the Department of Education Guidelines policy Use of Reasonable Force July 2013.

2. POSITIVE RECOGNITION

The school will recognise and reward pupils who have worked and behaved well through a variety of methods. These include, but are not limited to:

- regular verbal and written praise directly to pupils;
- subject-based reward systems;
- a whole-school A2L system;
- celebrating success publicly in assemblies and an annual Awards' Evening;
- electronic communications;
- positive achievement points;
- a variety of certificates and commendations (100% attendance, community awards etc);
- ethos awards;
- A2L awards

2.1 OPERATION

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This will be done in a positive way through:

- verbal recognition and praise of achievement- staff need to actively seek out opportunities, praise effort and achievement;
- written comments in work books showing positive comments recognising the effort and achievement made;
- awarding positive points to pupils and awards for excellent effort / progress / attendance to be given out in form time, in Assemblies and at prize giving events;
- individual departments to be free to carry on with, and to develop their own reward system in line with whole school policy;
- money to be set aside to pay for trips, prizes etc. to recognise excellence across Chilwell School. Letters/texts/emails to be sent to parents on a regular basis reinforcing positive messages to their children;
- awards including; Ethos awards and Bronze, Silver and Gold A2L certificates.

2.2 ATTITUDE TO LEARNING

At each of the three termly data points pupils will be given an Attitude To Learning score. This is averaged across all subjects to give a final A2L score. Bronze, Silver and Gold certificates are then awarded to the top 30% of pupils.

A platinum award will be given for any pupil who receives three gold awards within the year.

2.3 DEPARTMENT REWARD SCHEME

In addition to the above, each department is encouraged to develop its own system to reflect the specific nature and demands of their own subjects - **it must not, however, be used as an alternative to the whole Chilwell School system.**

3. STAFF INTERVENTIONS

Negative consequences will always result from behaviour that interferes with the student's right to learn and a teacher's right to teach. The actions below will be carried out in an assertive, non-aggressive way that addresses the behaviour of the student. The **teacher will not enter into a debate** with the student, but instead should follow Chilwell School's policy and procedures.

The following process assumes that unwanted behaviour has not been modified by simple non-verbal signals or the use of basic, everyday classroom management techniques (See 3.1

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& 3.2). It is essential that sanctions are carried out in a way that minimises the impact on other pupils by directing them at the individual student/s.

It is also assumed that lessons are well prepared in line with Chilwell classroom expectations, the needs of the relevant group and that good classroom routines have been established.

3.1 USE THE MINIMUM EFFECTIVE RESPONSE

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management. Maintaining unconditional positive regard and focusing on the 'deed' is key to positive intervention.

Pupils displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this staff will use the following methods:

- stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation;
- use non-verbal messages (quick look, nod of the head etc);
- discreetly, at eye level, give the student choices as to where the situation can go.
- always give them the opportunity to correct their behaviour;
- offer positive alternatives to misbehaviour;
- ask the student to step outside the room to consider their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson.

Staff will:

- always tackle the behaviour and not the student;
- provide opportunities for pupils to correct own behaviour;
- never have physical contact with a student unless it is an absolute necessity. (See restraint policy).

3.2 PRE-EMPTING THE CONSEQUENCE SYSTEM

A wide range of behaviour management strategies **MUST** have been used before the formal consequence system is implemented e.g:

- establish a positive tone from the word go by supervising pupils' entry to classroom, preferably with a smile;
- by establishing a set routine for their entry, based on classroom procedures (books, planner, equipment out, starter activity written on the whiteboard);
- while working, answer name to teacher calling register;
- by sticking to a seating plan which is displayed on classroom wall for cover teachers also to follow;

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- by planning lessons carefully so the pace is brisk and different abilities are catered for;
- by displaying the learning objectives and referring to them during the lesson too so pupils know where the teaching is taking them;
- Above all, by praising and rewarding as often as possible and;
- by forging warm but mutually respectful relationships;
- by being firm but fair;
- by demonstrating clear expectations of behaviour.

However, if a student is off task they must be allowed time to get back on task by using simple strategies like the following. (Formal consequences should NOT be used at an early stage). Try these initially:

- meaningful look at misbehaving student;
- standing near to student;
- tapping student's table;
- warning quietly of their behaviour choices and the consequences;
- warning audibly of choices and consequence;
- thanking them for responding to the above;
- moving away from them to allow "space" for improved behaviour;
- praising them ASAP for doing something right/well;
- reminding them of acceptable behaviour; (Appendix A);
- asked to move;
- asked to wait outside the classroom to calm down (a 5-minute time out limit);
- asked to remain behind to explain their behaviour.

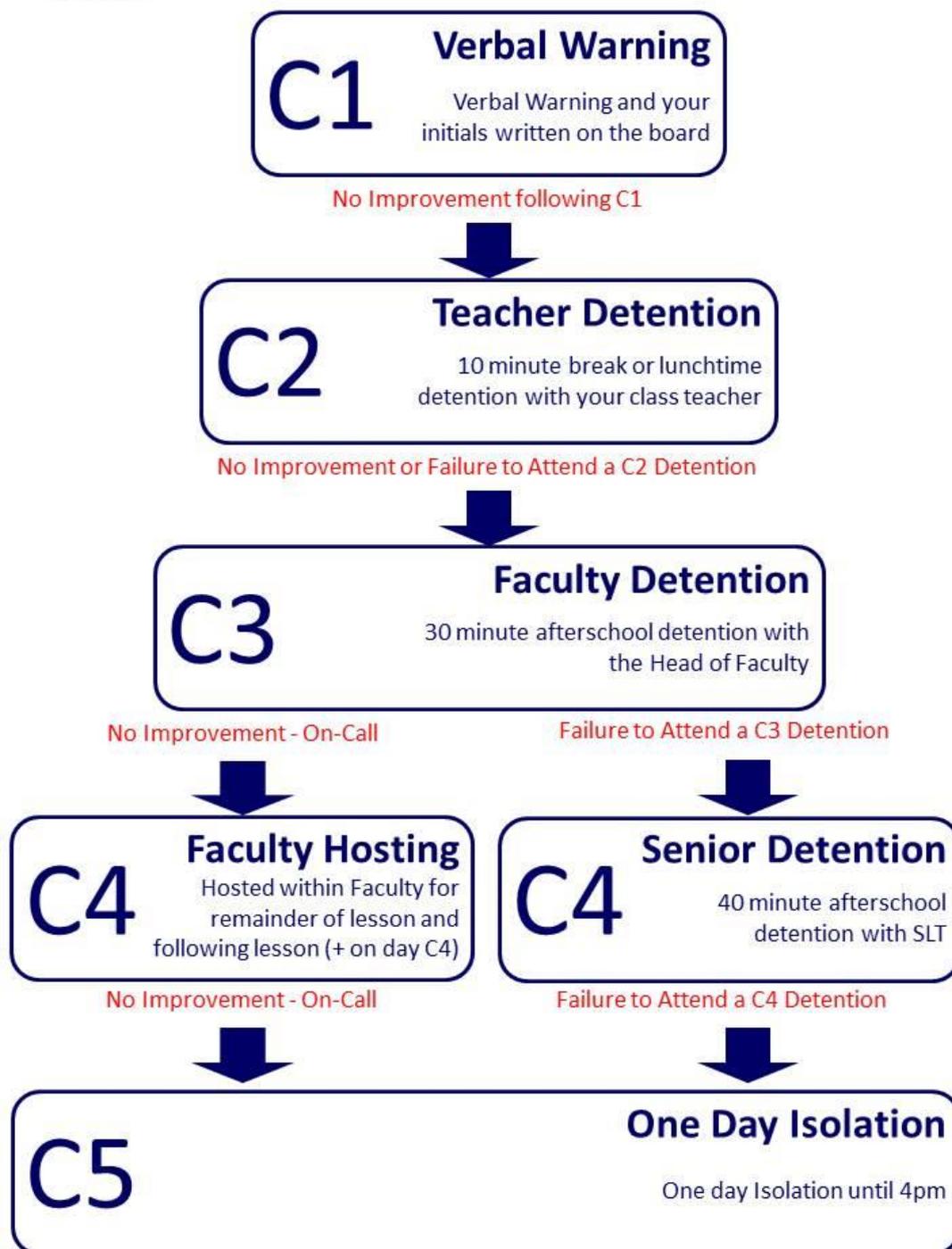
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4. THE CONSEQUENCE SYSTEM

This is based on the notion that ‘behaviour is a choice with a consequence’



Consequence Pyramid



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4.1 C1 CONSEQUENCE – FORMAL VERBAL

This will be issued after the teacher has deemed that strategies or other such interventions have not been successful and several informal warnings have been issued.

The student will be issued with a **C1 and their initials recorded on the board**. They will be formally told by the teacher that continued poor behaviour will result in movement up the consequence system. Staff should still continue to use positive strategies in an effort to manage the behaviour and demonstrate persistence in attempting to move the student forward positively.

4.2 C2 DETENTION – 10 MINS

These are given by Individual Subject Staff for persistent unacceptable behaviour in class. These detentions take place at a break or lunch time.

Information regarding a C2 should be placed in a student's planner.

A C2 detention can also be given by:

The form tutor for:

- unacceptable behaviour during registration or in assembly or in PSHCE;
- missing equipment – this is checked by a student form tutor each morning during registration

A Duty team member:

- for being out-of-bounds;
- for a lack of respect for both people and the environment (Including dropping litter);
- for anti-social behaviour around the school;

It would be usual for a C2 to follow a C1.

When a consequence **above a C2** is issued this should be logged on SIMs.

4.3 C3 DETENTION – 30 MINS

If a student:

- Does not complete a C2 when requested and does not remedy the situation of not completing the C2;
- for persistent unacceptable behaviour in class after a C2 issue;

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- lateness – arrive later than 8:55am
- incorrect or missing uniform (section 6)

4.4 C4 ON-CALL/DETENTION – 40 MINS

A C4 On-call would result in a pupil being moved to the relevant faculty hosting room and a rapid response, on the day, C4 detention being issued. This may be consolidated by withdrawal from the next faculty lesson and some form of reparation with the class teacher if necessary/appropriate.

A C4 detention will also be issued if a student fails to attend a C3 detention. It is good practice for the subject leader to follow up reasons why; if no adequate reason is established then the Line Manager for the subject or Year team will contact home directly for a C4 detention either by a phone call, email, text message or by letter.

A 40 minute detention after school will then be organised for the student. If appropriate the student will be isolated from the original subject or year area for one lesson until/whilst reparation is achieved. Failure to attend for no good reason will result in a C5 day of withdrawal followed by a 50 minute detention.

A C4 can also be issued for serious incidents outside the classroom.

4.5 C3 AND C4 NOTIFICATIONS

C3 and C4 notifications will be sent out before or on the same day as the sanction up to 2:20pm.

If there is an issue with a student completing the detention due to a prior engagement, parents need to let our school office know and they will move the detention to the following day.

4.6 C5 WITHDRAWAL OR REMOVAL

A C5 withdrawal would result in a student being placed in the withdrawal room or heads corridor the following day from 10am until 4pm. A student may also be hosted in withdrawal whilst a serious incident is investigated.

Parents will be notified and pupils will be expected to engage in activities designed to allow reflection on how responses and behaviour can be improved in future. If a student fails to meet the withdrawal behaviour expectations they will be required to repeat the sanction.

A C5 withdrawal is actioned if:

- a student misses a C4 detention for no adequate reason;

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- a student continues to behaviour in an inappropriate manner in faculty hosting;
- a serious behaviour incident occurs including; violent behaviour, verbal abuse to staff or pupils, refusal to comply with instructions;
- if a student acts in an inappropriate manner outside of school
- specific behaviour issues (section 6);
- As an emergency response – Such a removal will result in withdrawal pending an enquiry into the incident – this could be more dependent on the student’s actions and could even result in a fixed-term exclusion from school;
- Any other significant concern.

4.7 LUNCHTIME WITHDRAWAL

Pupils whose behaviour at lunchtime is disruptive may be withdrawal and hosted duration of the lunchtime period.

4.8 BEHAVIOUR POINTS

These accrue through the recording of C1 or greater issues on the SIMs system. These points are used to monitor behavioural issues and actions taken accordingly.

4.9 ON-CALL

Senior staff are on a call-out rota for every period of the day. Call-out is instigated through the use of the ‘call-out’ button. There are three occasions on which call-out should be used:

- removal of a pupil to hosting after following the consequence system;
- for support;
- for an emergency response.

Call out is activated through an on-line system. This provides two options: i) priority, ii) support.

- i) Priority – C4 has been reached or an emergency situation has occurred;
- ii) Support – support with an issue is required (i.e. pupil refusing to hand over phone, pupil has left class without permission, pupil in need of emotional support etc).

4.10 SUBJECT HOSTING TIMETABLE

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Each subject area should co-ordinate a 'hosting room' timetable to be used for C4 removal. All staff within each subject area should contribute in order to re-enforce team ethos and the notion that ALL staff matter. This timetable should be finalised by the end of the second week of the autumn term, passed to line managers and displayed on classroom doors.

Consequences should not roll over from one lesson/day to another. Patterns however will be monitored and acted upon accordingly in consultation with relevant staff. If there is persistent level of unacceptable behaviour in a subject pupils may be removed from those subject lessons to the faculty hosting classroom for up to a maximum of 1 week.

5. MONITORING AND SUPPORT

5.1 MONITORING

Tutors and Pastoral support staff check their pupils SIMS records on a daily basis and will consider placing a student on report if referrals are made from more than one department within a week.

Heads of Year and Pastoral support staff are able to view their pupils' behaviour logs on SIMS. This enables them to keep an up to date overview of their pupils and act swiftly and appropriately if necessary.

Each year group is line managed by member of the SLT who becomes involved should student's behaviour need further intervention / sanction. Each year group is reviewed by the Head of Year and their SLT link each fortnight, which feeds into an SLT year group feedback meeting, also held on a weekly basis.

5.2 BEHAVIOUR SUPPORT AND INTERVENTIONS

For pupils with persistent behaviour issues the school will explore a variety of support methods. These may include:

- a behaviour plan;
- student behaviour report;
- a Pastoral Support Plan;
- reflection exercises;
- restorative justice;
- parental engagement;
- external agency support;
- integration into the school inclusion unit.

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It is essential that we adopt a tiered approach (levels) to dealing with pupils whose behaviour is causing concern in order to ensure it is dealt with most appropriately.

5.3 THE SOUTH BROXTOWE INCLUSION PANEL

This is an attendance and behaviour panel which co-ordinates behaviour issues across four South Broxtowe schools.

Pupils at risk of exclusions are monitored by this panel every month. The purpose of this panel is to positively intervene to provide support and negate the risk of permanent exclusions from school of pupils at risk.

Strategies such as managed moves, alternative provision and use of respite at an especially designated unit within the area are typical methods of assisting pupils experiencing social and emotional difficulties.

6. SPECIFIC BEHAVIOURAL ISSUES

6.1 INCORRECT OR MISSING UNIFORM

All pupils are expected to attend school in full uniform that adheres to the school uniform code. If a student is in incorrect uniform they will receive a same day C3 uniform detention and will be expected to borrow correct uniform from student services.

Borrowed items must be returned at the end of the C3 detention.

Failure to borrow uniform will result in a pupils parents being contacted and the student being either hosted in withdrawal until correct uniform is brought in or a student being sent home to change into correct uniform. Continued failure to comply will result in withdrawal the following day.

6.2 MOBILE PHONES, HEADPHONES AND HOODIES

Mobile phones, headphones and hoodies are banned in school. If a student is seen on site with one of these items between 8:30am and 4pm they will be confiscated. Pupils will receive a same day C3 detention and items will need to be collected by a parent/carer.

Failure to hand in a banned item will result in the student being placed in withdrawal the following day.

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Pupils using mobile phones or cameras as a form of bullying (text messages, embarrassing photographs, invasion of privacy) will be dealt with more seriously. Such circumstances could include: fixed-term exclusion; involvement of the police; permanent exclusion.

Separate sanctions regarding **the possession of a mobile phone in the examination hall** are available from the Examinations Officer and will be given to parents at the start of any examination period. The examination boards deal severely with candidates who carry mobile phones and could disqualify any such candidate from one or more examination.

6.3 SMOKING

Pupils found smoking outside of the security fencing but not attempting to draw attention to themselves will receive a **C4** detention.

Pupils found smoking within the area of the security fence or within full view of other pupils will be fixed-term excluded for a day or receive a day in withdrawal.

6.4 ILLEGAL SUBSTANCE

The way in which the school responds to the use and/or abuse of illegal substances is listed in a separate policy.

6.5 THE CARRYING OF WEAPONS IN SCHOOL

- once a report of a weapon being seen on the premises is made then an investigation will be carried out by an appropriate member of staff;
- home will be informed as soon as an investigation has been completed or earlier if it is thought helpful or necessary to the situation;
- Depending on the outcome of an investigation then a relevant punishment will be issued;
- the Police or the Police Community Officer will be informed of anyone found carrying a weapon in school.

6.6 THEFT

Pupils who steal the property of the school or of other pupils can expect:

- homes of the victims and alleged perpetrator/s to be contacted on the day of the incident or when the investigation has been set in motion;
- any results of an internal investigation will be relayed to the victim's and perpetrator's homes although names of witnesses will be confidential to the school;
- withdrawal or fixed-term exclusion to be given depending on the nature of the theft;

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- with persistent offenders the Police or the Police Liaison Officer will be informed (depending on availability).

Theft is an illegal act and could play a part in the overview of a student being permanently excluded from the school.

6.7 SERIOUS ABUSES

- vandalism;
- bullying;
- racism;
- verbal abuse directed at a member of staff;
- assault;
- violent behaviour;
- defensive violent behaviour where a clear choice was apparent that this could be avoided.

These incidents will be dealt with under separate procedures which, depending on the severity of the incident, may include a combination of:

- restoration and/or reconciliation;
- caution;
- school detention;
- time off timetable with a Subject Leader, Head of Year, member of the Pastoral Behaviour Team or member of the Leadership Group;
- withdrawal;
- fixed term exclusion;
- Meeting with Governors;
- referral to the South Broxtowe inclusion panel.

7. FIXED-TERM EXCLUSIONS & PERMANENT EXCLUSIONS

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of Chilwell School's Behaviour Policy;
- If allowing the student to remain in Chilwell School would seriously harm the education or welfare of the student or others in Chilwell School.

Exclusion is an extreme sanction and is only administered by the senior team. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of Chilwell School's Behaviour Policy:

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- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on Staff;
- physical abuse to/attack on pupils;
- indecent behaviour;
- damage to property;
- misuse of illegal drugs;
- misuse of other substances;
- Theft;
- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which Chilwell School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and each has varying degrees of seriousness and there may be other situations where the Head makes the judgment that exclusion is an appropriate sanction.

7.1 RATIONALE

This policy is underpinned by the shared commitment of all members of Chilwell School community to achieve two important aims:

- the first is to ensure the safety and well-being of all members of Chilwell School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- the second is to realise the aim of reducing the need to use exclusion as a sanction.

7.2 GENERAL INVESTIGATION PROTOCOL

- evidence is gathered through student and/or staff statements;
- witness statements are also gathered;
- interviews proceed after statements are gathered if necessary;
- a recommendation is made by the investigating staff to a senior member of staff;
- if the senior member of staff feels it necessary (i.e an element of doubt or a 'grey' situation is apparent) he or she may refer the investigation to the Head;
- decisions are made on 'the balance of probabilities'.

7.3 EXCLUSION PROCEDURE

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Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 Chilwell School days in any one Chilwell School year.

The Governors have established arrangements to review promptly all permanent exclusions from Chilwell School and all fixed term exclusions that would lead to a student being excluded for over 15 days in an Chilwell School term or missing a public examination.

The Governors and SLT have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days and made arrangements to provide for education on the sixth day.

Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Governing Body as directed in the letter.

A re-admission meeting will be held following the expiry of the fixed term exclusion and this will involve the Head of Year, and member of the SLT if deemed appropriate.

It is Chilwell School practice to have a readmission meeting with the parents/ carers and, where it is deemed necessary; a Pastoral Support Plan will be drawn up. This needs to be agreed with Chilwell School, student and parents. Internal withdrawal with support staff is sometimes used as a means to reintegrate a student who has served an external exclusion. A record of the meeting outlining key points is sent to parents/carers.

During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on Chilwell School premises, and that daytime supervision is their responsibility, as parents/carers.

7.4 PERMANENT EXCLUSION

This is reserved for the most serious of incidents or when, despite the best efforts of the school over a period of time, the effect of one student on the learning and welfare of the rest of the school is unsustainable.

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant mis-behaviour.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include but are not limited to:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying/carrying an illegal drug ;
- carrying an offensive weapon*;
- arson.

*Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such *use by him.*”

Chilwell School will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of Chilwell School.

Parents/carers have the right to appeal a permanent exclusion. Any such appeal will be heard by the Appeals Panel of the Governing body which will consist of governors and an independent panel member who will consider any appeal.

Chilwell School follows the Secretary of State guidance on improving behaviour and attendance.

7.5 GENERAL FACTORS CONSIDERED WHEN DECIDING TO EXCLUDE

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in Chilwell School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:

- ensure appropriate investigations have been carried out;
- consider all the evidence available to support the allegations;
- allow the student to give her/his version of events;
- check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done and there are no extenuating circumstances, exclusion will be the outcome.

7.6 EXERCISE OF DISCRETION

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of Chilwell School's Behaviour Policy;
- the effect that the student remaining in Chilwell School would have on the education and welfare of other pupils and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Head's decision to exclude. This Committee will require the Head to explain the reasons for the decision and will look at appropriate evidence, such as the student's Chilwell School record, witness statements and the strategies used by Chilwell School to support the student prior to exclusion.

7.7 BEHAVIOUR OUTSIDE OF SCHOOL

Pupils' behaviour outside Chilwell School on Chilwell School "business" for example, trips and journeys, away sports fixtures or a work experience placement, is subject to Chilwell School's Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in Chilwell School.

For behaviour outside Chilwell School but not on Chilwell School business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If pupils' behaviour in the immediate vicinity of Chilwell School or on a journey to and from Chilwell School is poor and meets Chilwell School criteria for exclusion then the Head may decide to exclude.

8. ROLES AND RESPONSIBILITIES

Chilwell School ensures that all staff job descriptions include appropriate reference to Chilwell School's behaviour policy.

The Governing Body is advised of the implications of the behaviour policy for its own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and government guidance.

8.1 REFERRAL

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Chilwell School will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.

Chilwell School undertakes regular monitoring and review of its internal and external arrangements for student referral and support.

Chilwell School maintains appropriate records on the use of referrals.

Chilwell School ensures that the class teacher/form tutor is informed in full of the outcome of any referral.

8.2 RESOURCES

Chilwell School undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

1. Staffing issues:
 - staffing levels;
 - staff training and development;
 - provision for non-contact time;
 - workload;
 - health and safety.
2. Record keeping:
 - provision of administrative and record keeping systems (including use of ICT);
 - monitoring arrangements (including use of ICT).
3. Curriculum review and alternative provision:
 - alternative education provision for pupils, including the use of the Inclusion Unit and off-site provision (where available);
 - review of curriculum appropriateness.

8.4 USE OF CURRICULUM FLEXABILITY

A major aim of Chilwell School support will be to minimise the number of fixed term exclusions. It will play a key role in supporting pupils with behaviour difficulties and equipping them to overcome such barriers. The Senior leader for behaviour and the SENCO, together with Chilwell School support staff, will identify programmes of support for pupils with the aim of re-integrating pupils back in to mainstream education.

To support this Chilwell School has secured access to appropriate specialist child and family support services, including:

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- the Inclusion Unit;
- ARNA Unit;
- Chilwell School Support;
- South Broxtowe Inclusion Panel – which manages managed moves and alternative provision;
- Education Welfare Service;
- Education Psychology Service;
- Health Services (including mental health);
- Social Care;
- Careers Service;
- Youth Workers;
- Youth Offending Team;
- Drug Counselling Agencies;
- CAMHS;
- Physical Impairment and Support Service;
- Community Liaison Officer.

9. MEETING NEEDS

9.1 NEEDS ASSESSMENTS AND REVIEWS

Chilwell School has identified a named person to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive.

Chilwell School provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.

Chilwell School ensures that adequate time is given during the normal Chilwell School day for the conduct of student assessments and reviews and for the development and implementation of the pastoral support programme.

Chilwell School ensures that teachers receive adequate non-contact time to provide support to individual pupils.

9.2 CURRICULUM FLEXIBILITY

Chilwell School's curriculum is appropriate to the needs of pupils. Please see section 8.4 for further support details.

Chilwell School's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

9.3 STUDENT INVOLVEMENT

Chilwell School encourages pupils to take responsibility for their own learning and behaviour.

Chilwell School encourages pupils to take responsibility for developing a positive behaviour culture within Chilwell School through such measures as peer mediation, involvement and strategies for self-discipline.

Chilwell School provides opportunities for pupils' positive involvement in the life of Chilwell School and community.

9.4 PARENT/CARER INVOLVEMENT

Chilwell School ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

Chilwell School provides opportunities to encourage involvement from parents/carers and support for the behaviour policy.

9.5 COMMUNITY INVOLVEMENT

Chilwell School liaises with a range of bodies as appropriate, including the LA, health services, Police, voluntary sector and religious bodies, social services.

10. REVIEWING EFFECTIVENESS

10.1 RECORD KEEPING

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of Chilwell School's behaviour policy.

Chilwell School maintains accurate records of behaviour incidents using SIMS.

Chilwell School has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

Chilwell School provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.

Chilwell School deploys appropriate administrative staff to undertake routine administration and record keeping.

10.2 MONITORING AND EVALUATION

Chilwell School monitors behaviour incidents in order to identify issues and trends.

Chilwell School makes effective use of ICT database facilities to support the implementation of its procedures.

Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

Chilwell School monitors incidents of disruptive behaviour in terms of:

- type of incident (including racist, sexist and homophobic incidents);
- critical places within/outside Chilwell School;
- pupils involved;
- profile of pupils involved (ethnicity, gender, age, SEN and Ever-6);
- timeliness of response;
- outcomes;
- points accrual;
- call out data;
- attendance data.

Chilwell School ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

Chilwell School ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

Chilwell School evaluates its policy against key improvement objectives which include:

1. Individual measures.

- improvement of individual behaviour;
- academic progress.

2. Class/department/whole-Chilwell School measures:

- general behaviour patterns;
- balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;

Share • Care • Believe • Achieve

- equal opportunities;
- behaviour management trends over time;
- effectiveness of the policy in encouraging positive behaviour;

Chilwell School provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

Chilwell School ensures that behaviour issues are discussed with all parents/carers as part of the annual parents/carers meeting.

Chilwell School will report to parents/carers details on the implementation of the behaviour management programme.

10.3 SHARING GOOD PRACTICE

Chilwell School shares information on good practice gleaned from:

- reviews of individual practice;
- reviews of whole-Chilwell School practice;
- reviews of practice in other schools;
- reviews of cross-phase practice;
- reviews of cross-faculty practice;

Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at Chilwell School.

Chilwell School is also committed to CPD for all staff in managing behaviour and general effective classroom management.

MAPA training will be undertaken by senior and other key staff at the required regular intervals.

11. BANNED AND RESTRICTED ITEM

1. **Tobacco, lighters, matches, e-cigarettes (and variants of)** – these will be confiscated and returned only to parents and carers on request unless they have been illegally obtained.
2. **Alcohol and solvents** - these will be confiscated and returned only to parents and carers on request unless they have been illegally obtained.
3. **Illegal drugs** – these will be confiscated and then destroyed under police guidance or handed over to the police
4. **Knives and weapons** - these will be confiscated and then destroyed under police guidance or handed over to the police.
5. **Mobile phones, Hoodies and Headphones** -these will be confiscated and parents will need to collect them from the school reception.
6. **Personal music devices** are not to be used during lesson times and in lesson change-over. If used at these times then these will be confiscated and handed back to pupils at the end of a school day. Persistent misuse will lead to a C3 and parental contact. Pupils refusing to hand over their stereos will be taken out of circulation by Heads of Year and parents will be informed.
7. **Jewellery** – excessive jewellery (including banned body piercing) will be confiscated and handed back to a student by the Head of Year at the end of a school week. Pupils refusing to comply will be taken out of circulation to work in Withdrawal.
8. **Materials likely to cause offence** e.g. racist or pornographic material - these will be confiscated and then destroyed under police guidance or handed over to the police.