



# **Behaviour and Attendance Policy**

**2016 - 2017**

**Chauncy School**

**January 2017**

## **Chauncy School Behaviour Policy 2016 - 2017**

The procedures outlined in this document are explained in greater detail in the Chauncy School Pastoral Handbook which is released each academic year, updated termly and distributed to all teaching and non-teaching staff as well as school governors.

At Chauncy the behaviour management policy reflects the values and ethos of the school in that it is committed to promoting student achievement in every area of school life. Every student is acknowledged and treated as an individual and we encourage, motivate and educate individuals so that they realise and exceed their potential. Students achieve at Chauncy because of a purposeful, well structured and supportive working environment, where all members of the Chauncy community are role models who demonstrate high standards of professional conduct in their daily routine.

### **Our Aims**

We aim to serve the young people in the Ware community by:

- Promoting student achievement in all areas of school life
- Enabling all students to develop their potential to the full in a caring, secure environment
- Giving all students an equal opportunity in their education whatever their age, ability, race, gender, sexuality or socio-economic background
- Providing appropriate support for students so that their academic and social needs are addressed
- Encouraging students to work co-operatively and independently in a variety of situations
- Fostering in students a sense of responsibility for themselves and preparing them to take a variety of different roles in society
- Developing in students a respect for all members of the community and the environment
- Involving parents and the local community in the school and the school in the local community

### **The Chauncy Code of Conduct**

The aims of the behaviour management policy are best represented in the Chauncy Code of Conduct:

- We will act with courtesy and consideration to others at all times.
- Teachers have the right to teach without disruption. Students have a right to learn without distraction. We must never prevent learning.
- At Chauncy we show respect for ourselves, our fellow students, our staff and the wider School Community.
- We must be honest with ourselves and with other people.
- There must be no violence or unwanted physical contact in the school.
- No bullying whether physical, verbal or mental will be tolerated.
- We are all responsible for a clean and tidy school and we are all responsible for its appearance. Litter must always be placed in the bins provided.
- Our reputation as a school depends on how the local community views us. Our appearance and behaviour make up the reputation of the school.
- Good attendance and punctuality are vital if we are to achieve at Chauncy.
- We are responsible for bringing the correct equipment. A pen, pencil, ruler and planner are the basic items needed each day.
- We must follow the school rules without question. They are there to ensure we are safe at Chauncy and that we achieve our potential.

The Chauncy Code of Conduct is reviewed annually to reflect the changing needs of the school. Collaborative discussion between teaching and non teaching staff, the student body, the student council, the senior leadership team and the governing body ensure that the Code of Conduct represents the views of the Chauncy community. The Code of Conduct

is visible in every classroom and is printed clearly in every student planner and staff handbook.

### **The Chauncy Daily Routine**

In addition to the Code of Conduct Chauncy has a Daily Routine for all staff which reflects the Code of Conduct and serves as a guide to staff in the fulfilment of their professional responsibilities. All members of staff have a responsibility to promote good behaviour in classrooms, around the school and in the local community. It is important that staff set an excellent example in terms of their general conduct, respect for proper procedures and the handling of disciplinary issues. A firm, fair and consistent approach is in keeping with the Chauncy ethos. The following key guidelines must be followed:

- Staff must be in their teaching area before the bell is rung for the start of a registration period or a lesson.
- Staff should greet the students as they arrive for each registration or lesson and insist upon a prompt start.
- All aspects of uniform should be checked in both morning and afternoon tutor periods and at the start and end of each lesson.
- All chairs or stools must be put on the floor behind desks or benches at the start of each day and returned at the end of the day.
- Form tutors must accompany their tutor group to morning assembly and ensure good behaviour in the corridors.
- An attendance register must be taken in each lesson.
- Registers must be taken in a formal manner with each student speaking only to answer to his or her name.
- Poorly behaved students must not be sent out of the classroom. Use the appropriate route to deal with misbehaviour.
- Lessons should be well planned with a starter or warm up activity, a main activity and a plenary. Using differentiated work, an awareness of learning styles and incorporating variety of task, staff should seek to maintain the attention of all students and encourage a positive attitude in their subject.
- Class and homework must be assessed regularly according to marking policies and records kept.
- Classes should be dismissed on time and in an orderly manner with staff monitoring the corridor adjacent to their teaching area.
- Form tutors must greet their students at the Hall at 2.20pm and ensure they enter afternoon assembly in an orderly manner. Silence is expected upon entry into the Hall. Tutors must stay with their tutor groups during the assembly.
- Lateness to lessons should be acknowledged and where appropriate punished accordingly.
- Students must not eat in class and chewing gum is not allowed in school. It is reasonable to allow students to sip water from a bottle in hot weather, (not in computer rooms).
- Students who are given permission to leave the classroom must carry a pass.
- Orderly behaviour is expected at all times. Poor behaviour in and around the school must be acknowledged and where appropriate punished.

### **Roles and Responsibilities**

The Behaviour Management Policy is drafted in consultation with the following groups of people. Their roles are defined below:

#### **Student Voice Panels**

- Discuss the policy at Student Voice Meetings
- Propose amendment or change
- Present the policy to each year group for consultation

### **Parents**

- In accordance with the Education Act 2006 all parents will be notified of changes to the Behaviour Policy and will be given an opportunity to view and comment on the policy in the following manner:
  - Draft policy published on the school website
  - Paper copies available from Reception

### **The Governing Body**

- Review the policy with the Deputy Headteacher responsible for Pastoral Care
- Make recommendations
- Approve a final version of the policy

### **The Head and Senior Leadership Team**

- Deputy Headteacher (Pastoral) produces the policy document
- Approves the draft version for submission to the Governing Body
- Ensures that the procedures outlined are carried out across the school
- Reviews the policy with the Governing Body

### **Learning Coordinators**

- Ensure that the tutor team is aware of the policy and its procedures
- Ensure that the procedures outlined are carried out consistently within year groups
- Ensure that rewards as well as sanctions are adopted throughout the year group
- Ensure that consistency is applied

### **Pastoral Support Officers**

- Ensure that the procedures outlined are carried out consistently with the students that they work with
- Ensure that rewards as well as sanctions are adopted with the students they work with
- Ensure that consistency is applied

### **Form Tutors & Sixth Form Mentors**

- Are aware of the policy and its procedures
- Ensure that the procedures outlined are carried out within each form class
- Adopt a climate in their tutor group where praise and reward are used consistently and with a positive effect
- Manage information pertaining to each student including Individual Education Plans, (IEPs), Individual Provision Plans (IPPs), Pastoral Support Plans (PSPs), electronic rewards, sanctions and incident data (using BehaviourWatch), attendance information (using SIMS) and extra curricular records

### **Heads of Department**

- Ensure that the department team is aware of the policy and its procedures
- Ensure that the procedures outlined are carried out within the department
- Ensure that rewards as well as sanctions are adopted throughout the year group and that consistency is applied
- Provide information pertaining to student sanctions and rewards, such as incident reports or Achievement Assembly data

### **Teachers**

- Are aware of the policy and its procedures
- Ensure that the procedures outlined are carried out within each class taught
- Adopts a classroom climate where praise and reward are used consistently and with a positive effect, using the appropriate technology provided
- Provide information upon request pertaining to student rewards, sanctions, attendance and extra curricular information

## Non Teaching Staff

- Are aware of the policy and its procedures
- Support the teaching staff in ensuring that the procedures outlined are carried out within each class taught
- Support the teacher in producing a classroom climate where praise and reward are used consistently and with a positive effect
- Use appropriate technology provided (BehaviourWatch) to record rewards, sanctions and incidents where applicable.

## Rewards and Promoting Positive Behaviour

### Teaching and Learning

*'Teachers manage classrooms effectively and in accordance to the school's conventions. They control entry and seating, give clear instructions and explanations, use interesting material and activities, challenge and support students, keep them on task and respond fully to their work'* (OFSTED 2001)

OFSTED has also reported that action to improve attendance and behaviour is most effective when it is linked to well designed efforts to improve **attitudes to learning and attainment** (2001). A list of good teaching characteristics that promote good behaviour includes:

- High expectations
- Well defined lesson structure
- Routines established
- Objectives stated
- Clear instructions
- Clear explanations
- Use of appropriate examples
- Clarity of language used

*At Chauncy we believe that students will behave well if the lesson is worth behaving well in.*

### Rewards and Privileges which encourage good behaviour

Students respond better to positive feedback than negative feedback. At Chauncy we promote the use of rewards as a means of raising student achievement.

- Praise - we encourage both private and public recognition of achievement
- Individual and Departmental Rewards & Certificates
- Bronze Awards for good performance and achievement
- Silver Awards for excellent performance and achievement
- Gold Awards for outstanding achievement
- Attendance certificates and letters home for good attendance and improvement
- Formal Achievement Assemblies
- Reward Trips

### Opportunities for student responsibility



In keeping with the ethos and aims of the school, Chauncy encourages students to take personal responsibility. There are many opportunities where students may take on responsibilities or are trusted to behave in an appropriate way with or without direct supervision.

- Student Voice
- Chauncy Ambassadors
- Curricular Ambassadors and Leaders
- Headboy and Headgirl \ Student Governors
- The Chair Team
- Anti-Bullying Peer Mentor Scheme
- Cyber-Mentor Scheme
- Year Eleven into Sixth Form Induction Course
- St Elizabeth's Christmas Party
- Age Concern Christmas Party
- Christmas Hampers for the Elderly
- Comic Relief & Children in Need Charity Days
- The Christmas Revue

- Sixth Form Learning Support
- Dining Hall Prefects
- School Sports Captains
- Leadership of School Teams
- School Tour Guides
- Assistance at Parents' Evenings
- Assistance at Open Evening and Open Days
- School Dramatic Productions
- Running Lunchtime Clubs
- Reading Mentor Scheme
- Litter Picking
- House Captains
- Musical and Choral Events
- Work Experience and Work Related Learning
- Multi-Activity PSHE Days
- Participation in Youth Speaks Competition
- Moving Up Ambassadors (the Year Six induction programme)
- Curriculum Competitions (Rotary Technology)
- Chauncy Community Day

### Using Behaviour Watch to Record Rewards

At Chauncy we use BehaviourWatch to record any awards given to students. We have classified Chauncy Awards in three categories, Bronze, Silver and Gold.

Award	Bronze	Silver	Gold
Reason for Award	Awarded for Good Performance <input type="checkbox"/> Good Classwork <input type="checkbox"/> Good Homework <input type="checkbox"/> Answering Questions in class <input type="checkbox"/> Being Helpful towards a student <input type="checkbox"/> Being Helpful towards staff	Awarded for Excellent Performance <input type="checkbox"/> Effort <input type="checkbox"/> Attainment <input type="checkbox"/> Behaviour <input type="checkbox"/> Service to the School	Awarded for Outstanding Academic Performance
Referred To	Recorded on BehaviourWatch student log.	<input type="checkbox"/> Head of Department <input type="checkbox"/> Form Tutor <input type="checkbox"/> LCo / PSO <input type="checkbox"/> SMT	This award goes directly to the Headteacher via BehaviourWatch e-mail
Parental Notification	None	Certificate issued to student by awarding staff member: 	Certificate issued to student by Headteacher:  Commendation letter generated automatically and sent out to parents by post.

If a Silver Award is given, the member of staff awarding should give the student a Silver Award Certificate. These are available from the document pigeon holes in the Staff Room.

If a Gold Award is given an e-mail will automatically be sent to the Headteacher who will arrange to meet the student with you and award the Gold Certificate to the student.

### **Chauncy Award System**

On a weekly basis reward information is collected from BehaviourWatch by Steve Walton (Deputy Headteacher). A rewards summary is produced which highlights the top ten students in each year group for Bronze and Silver Awards. This is based on data the last academic week only.

Learning Coordinators will share this data in their weekly assemblies and the top student in each category will be awarded a small prize.

This reward pack is published sent to The Pastoral Team, Learning Coordinators and the Senior Leadership Team. It is also displayed on the Student Noticeboard by the Student Entrance where the data is updated each Monday morning.

At the end of each Academic Term the Male and Female students in each year group who have received the most awards Bronze\Silver\Gold awards are given a book token prize awarded by the Headteacher.

### **Annual Achievement Assemblies**

Achievement Assemblies are held annually in the Summer Term:

- Year Seven - 2.30pm Thursday 29<sup>th</sup> July 2017
- Year Eight - 2.30pm Tuesday 4<sup>th</sup> July 2017
- Year Nine - 2.30pm Tuesday 23<sup>rd</sup> June 2017

At each Achievement Assembly the following awards are presented:

### **Curriculum Achievement Awards**

These are awarded to the male and female student in each teaching group who in the class teacher's opinion has made significant progress throughout the year. Students receive a certificate and a Dining Hall gift voucher.

### **Subject Prize**

This is awarded to the best performing student in each subject. Students receive a certificate and a £5.00 gift voucher.

**Individual Bronze Award Prize** is presented to the male and female student in each year group who have been awarded the most Bronze Awards throughout the year. The student receives a certificate and a Dining Hall gift voucher.

**Individual Silver Award Prize** is presented to the male and female student in each year group who have been awarded the most Silver Awards throughout the year. The student receives a certificate and a Dining Hall gift voucher.

**Individual Gold Award Prize** is presented is presented to the male and female student in each year group who have been awarded the most Gold Awards throughout the year. The student receives a certificate and a Dining Hall gift voucher.

**Individual Chauncy Awards Prize** is presented is presented to the male and female student in each year group who have received the most awards Bronze\Silver\Gold awards throughout the year. The student receives a certificate and a Dining Hall gift voucher.

**Headteacher's Achievement Award** is presented to students who have attained 100% A grades on their previous Academic Review. Students receive a certificate and a Dining Hall gift voucher.

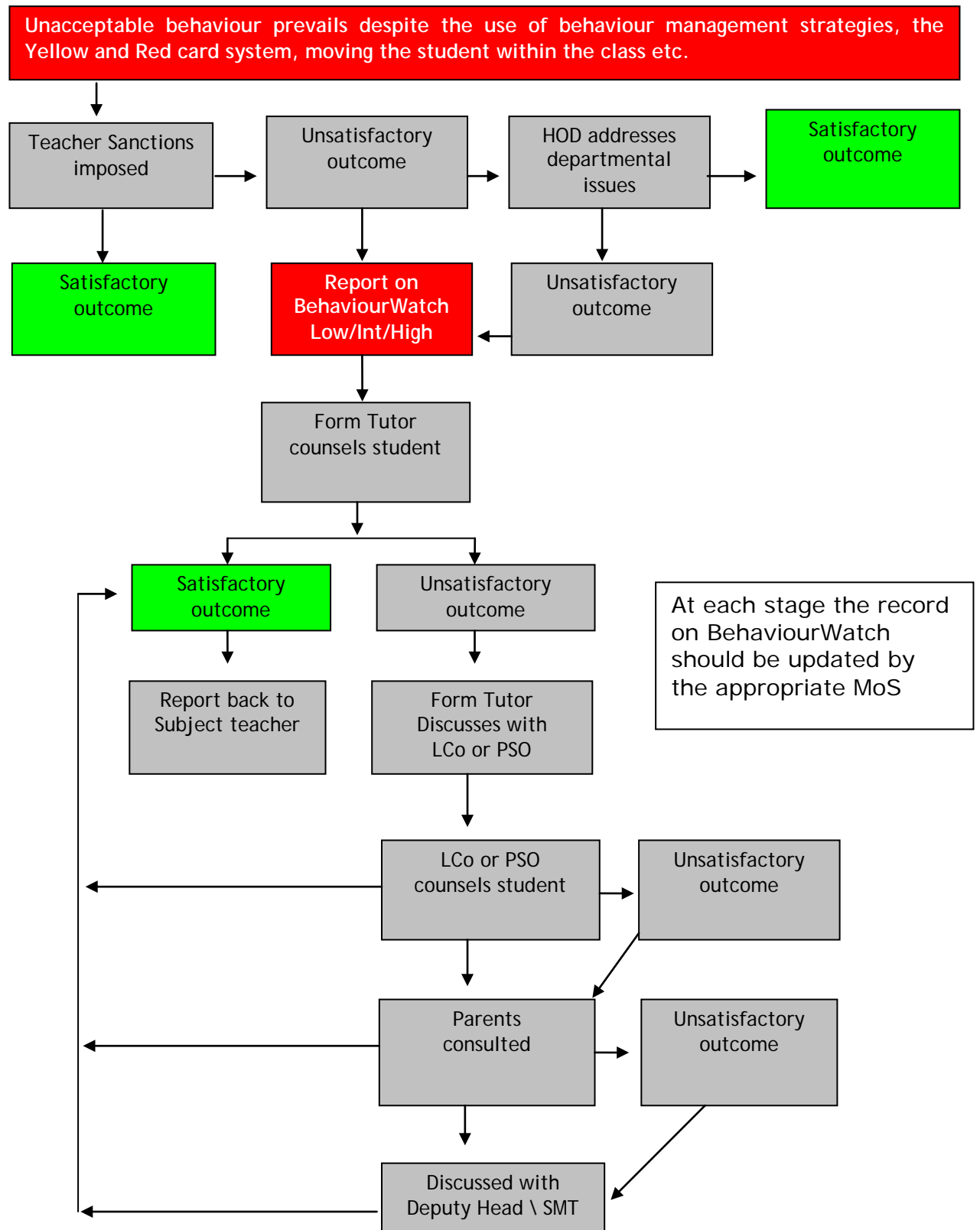
**Attendance Awards** are presented to students who have maintained a 100% attendance record throughout the year. Students receive a certificate and a Dining Hall gift voucher.

**Student of the Year Award** is presented to the student deemed by the Headteacher and Learning Coordinator to have made the most academic and social progress throughout the year.

## How unacceptable behaviour is discouraged

It is the responsibility of all staff to recognise and address instances of unacceptable behaviour and restore good order using appropriate methods of behaviour management. If immediate support is required, the school Reception should be notified by means of a note sent with a trusted student. Reception will contact the appropriate senior member of staff, who will assist.

Instances of misbehaviour should always be recorded on BehaviourWatch, Chauncy's bespoke reporting and recording system. A systems diagram representing the procedure for dealing with persistent misbehaviour can be found below:





## The Power to Discipline

Section 91 of the Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other school staff to discipline students.

Schools have a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. The Headteacher has extended the power to discipline to all teachers and other staff in charge of students at Chauncy. The extent of the power to discipline is defined in the list of sanctions listed below.

### Sanctions

Sanctions are applied fairly and consistently to all students, taking account of all circumstances including the student's age, and within the context of positive reinforcement of good behaviour. When a student's behaviour falls below accepted standards the following sanctions are commonly used:

- **Departmental Sanctions**
  - 15 minute or 30 minute lunchtime detentions carried out by class teacher or Head of Department. Written work, lines or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. All members of staff can issue a lunchtime detention. **Incidents resulting in this sanction must be recorded on BehaviourWatch.**
  - Removal from a lesson - students removed from a lesson for a fixed period of time. During these lessons the removed student will work in another teacher's lesson with appropriate independent work set. This sanction is imposed by the Head of Department. **Incidents resulting in this sanction must be recorded on BehaviourWatch.**
  - Additional work - class teachers and Heads of Department can issue students with additional work to be carried out at home as a punishment for lack of effort or non completion of tasks. All members of staff can issue this sanction. **Incidents resulting in this sanction must be recorded on BehaviourWatch.**
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- **Lunchtime 'Pastoral' Detentions**
  - 15 minute or 30 minute lunchtime detention carried out in a fixed designated detention room by a duty member of staff. Written work or lines are acceptable punishments in this detention. Only Learning Coordinators, Pastoral Support Officers and Senior Leaders can issue this sanction. **Incidents resulting in this sanction must be recorded on BehaviourWatch and recorded in the School Detention Book.**
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- **After School 'Pastoral' Detentions**
  - 15 minute, 30 minute or 60 minute detention carried out in a fixed designated detention room by a duty Learning Coordinator or Senior Teacher. Written work, lines or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. Only Learning Coordinators, Pastoral Support Officers and Senior Leaders can issue this sanction. **Incidents resulting in this sanction must be recorded on BehaviourWatch and recorded in the School Detention Book.**
- **Saturday Morning Detentions**
  - 1 hour, 2 hour or 3 hour detention with Headteacher. Written work, lines or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. Only the Headteacher and Senior Leadership Team can issue this detention. **Incidents resulting in this sanction must be recorded on BehaviourWatch.**

When arranging detentions all staff are instructed to use the following guidelines:

- Whilst not legally required, we believe that 24 hours' notice to parents for all detentions outside normal school hours is courteous. The 24-hour notice period is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements for travel for the child. Staff should take careful account of the circumstances of the detention known to them, for example, family holidays and care duties, or other commitments of the family, since the legality of the detention would be called into question if the school was acting unreasonably. However a mere inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.
- 24 hours' notice must be given either verbally or in writing, however it is preferred if a written record is created all detentions outside normal school hours. This can include a formal letter generated by Behaviour Watch, a written note in the student planner, an e-mail or text notification. Confirmation by the parent of receipt of the information is good practice; however it is not a requirement for the detention to proceed.
- Be aware that one to one situations can place the teacher at risk of false allegation and can make the student feel uncomfortable. One to one supervision is often unavoidable and therefore it should be carried out in a visible public place, such as the study centre or a computer room or in a classroom with the door left open and the student positioned near to the door.
- **Confiscation**  
The Chauncy School includes confiscation of students' property as a disciplinary sanction. To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated students' property:
  - An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff
  - An item poses a threat to good order for learning: for example, a student uses a personal music-player in class
  - An item is against school uniform rules: for example, a student refuses to take off a baseball cap on entering a classroom
  - An item poses a health or safety threat: for example, a student wearing large ornate rings in PE may present a safety threat to other students
  - An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another
  - An item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

#### **Guidance for staff**

- Teachers should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the student.
- Staff should avoid physical contact or interference with students' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, staff should ensure that if an item of clothing or jewellery is confiscated, this is done by a staff member of the same gender as the student and with another staff member present where possible.
- Confiscation of any item that would leave the student only partly dressed must be avoided.

- Staff must keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. We have a book in Reception which staff can sign when items are confiscated. The items should also be left in an envelope with the student's name clearly printed, a date or time when the student can collect the item and instructions as to who may collect the item if it is not the student.
- It is also good practice to write a note in the student-planner to inform the student's parent that an item has been confiscated, and the note is countersigned on return.
- Where possible it is advisable to return items to the student at the end of the school day.
- Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, staff should ensure appropriate storage arrangements (for example, in a safe, the finance office, or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several students, such as mobile phones or personal music-players for example, schools should take care to ensure that they are clear which item belongs to which student.
- Persistent use of mobile phone technology during lesson time will now result in the mobile phone being confiscated from the student until their parent or carer can collect it.

For some items, staff should refer to the Headteacher or Deputy Headteacher (Pastoral), for example, suspected illegal drugs or items which might be used as weapons. The school has developed protocols in partnership with police, school nurse and other specialist agencies to cover such issues, and to ensure that there is access to specialist support and advice if an incident occurs.

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule. This also limits the chance of problems with loss of items while in the care of school staff. There may be some instances when the school chooses not to return an item to the student:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, schools should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
- Items of value which the student should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a student should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the student is smoking and how this can be addressed.
- Other items which the student should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

- **Search**  
The Headteacher or Senior Management Team, (by delegation of the Headteacher), can search students for an extended list of items including weapons, alcohol, pornography, drugs and stolen property. The Headteacher and Senior Management Team may also search for items that are banned from school such as items containing pornography or items of a racist, sexist or homophobic nature. This extends to digital content on phones and other electronic devices, or any item that threatens the good order and discipline of the school. The Headteacher or Senior Management Team will search a student in an office, usually the Headteacher's Office, with another adult of the same sex as the student present.

Staff suspecting a student to be carrying such an item should report it to the Headteacher or a member of the Senior Management Team immediately.

- **Internal Exclusion**
  - Students whose behaviour has deteriorated in several areas throughout a week, (indicated by several behaviour reports on BehaviourWatch) or whose behaviour has contributed to a single incident of severity, (e.g. defiance, swearing, fighting, bullying, truancy, or vandalism), may be isolated in a designated area such as the outside the Headteacher's Office, the Deputy Headteacher's Office, Learning Support Room and the Pastoral Office. Students may also be placed in the back of sixth form lessons, or other classes if required. When a student is isolated there will be adult supervision and work is set for the student. It is usual for a student to be withdrawn from lessons for between one and three days. Students who are placed in internal exclusion also have to attend school detentions at lunchtime.
- **Fixed Term Exclusions**
  - When behaviour has deteriorated to the point where the disruptive presence of a student threatens the quality of teaching and learning experienced by the other students in lessons, fixed term exclusions may be issued. A fixed term exclusion may be imposed for five school days. The school must provide full time educational provision for further days of exclusion from the sixth day onwards. This may be arranged at Rivers Educational Support Centre or at another local school upon negotiation. Fixed term exclusions may be given for a single incident or repetition of a disruptive negative behaviour.
  - Examples of reasons why students are fixed term excluded from school include:
    - Refusal to accept the authority of the school
    - Racism, sexism, homophobia or transgenderphobia
    - Defiance
    - Bringing knives or other weapons into school
    - Physical violence, aggression or threatening behaviour
    - Swearing
    - Rudeness
    - Bullying
    - Theft
    - Vandalism
    - Unauthorised use of the Fire Extinguishers around the school
    - Setting off the Fire Alarm
  - **This list is not exhaustive.** Fixed term exclusions are issued at the discretion of the Headteacher.
  - Work will be set by the school throughout the period of exclusion. It is the parent or carers responsibility to collect new work and return completed work. Work will be marked and assessed during the period of exclusion.

- Students have the opportunity to complete work online via the Chauncy Virtual Learning Environment (Moodle), Show My Homework, My Maths, BBC Bitesize, Sam Learning, Doodle, Kerboodle, Yacapacca, Manga High Maths etc.
- It is expected that the student will remain at home during the period of exclusion. Students are not permitted to return to school premises during the period of exclusion without specific permission by the Headteacher. An example may be to sit a public examination.
- The Chauncy School will adhere to the guidance provided by the DCSF (2007) concerning the procedure for issuing a fixed term exclusion:

**Decision:** Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

**Contact parent:** The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

**Lunchtime exclusion:** Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6<sup>th</sup> day duty to provide full-time

**Exclusion during morning session:** the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

**Exclusion during afternoon session:**  
 - if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.  
 - If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

**Written notice:** The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

**Educational provision during the exclusion:**

- The school has a duty to arrange suitable full-time educational provision from and including the 6<sup>th</sup> consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1<sup>st</sup> day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

**Reintegration interview:**

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

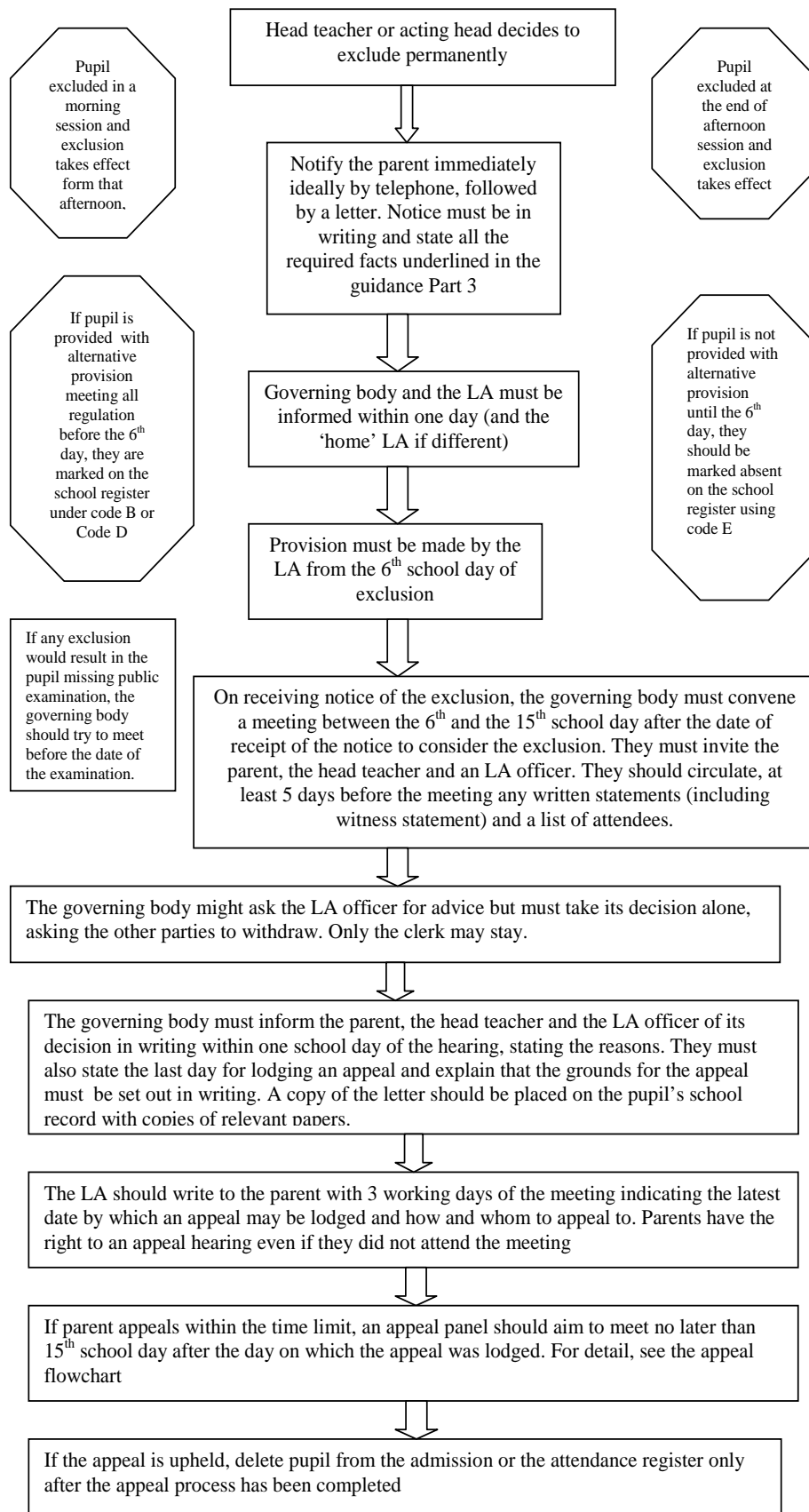
If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

**Primary:** School **must** offer a reintegration interview after any exclusion

**Secondary:** School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

- **Permanent Exclusion**
  - A decision to exclude a student will be taken in response to a serious breach of the school's behaviour policy or when persistent poor behaviour continues to harm the education or welfare of students or staff in the school.
  - A decision to exclude a student permanently is a serious one. It will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
    - Refusal to accept the authority of the school
    - Persistent disruptive behaviour
    - Aggressive behaviour, threatened or actual violence towards a member of staff
    - Aggressive behaviour, threatened or actual violence towards another student
    - Unfounded serious allegations made against a member of staff or a member of the school community
    - Arson, attempted arson or fire-starting
    - Sexual abuse or sexual assault against another student
    - Sexual abuse or sexual assault against a member of staff
    - Supplying an illegal drug
    - Possession of knives or weapons in school
    - Use of knives or weapons in school
    - Serious vandalism
    - Continued bullying
    - Continued racist, sexist, homophobic transgenderphobic behaviour
    - Bringing the school into disrepute
  - This list is not exhaustive, but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.
  - The school will inform the police where a criminal offence has taken place. We will also consider whether or not to inform other agencies, e.g. Social Services, Youth Offending Teams, social workers, etc.
  - Only the Headteacher can exclude a student. In the absence of the Head this responsibility will be delegated to the Pastoral Deputy Headteacher.
  - Where there is serious concern about a student's behaviour, the school will always aim to work in partnership with the student and their parents to resolve the problem.
  - The Chauncy School will adhere to the guidance provided by the DCSF (2007) concerning the procedure for issuing permanent exclusions:



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Where there is serious concern about a student's behaviour, the school will always aim to work in partnership with the student and their parents \ carers to resolve the problem.

## **Pastoral Support Programmes**

The pastoral support programme is a school-based intervention for disaffected students which should identify precise and realistic behaviour outcomes for the student to work towards. Students who have not responded to school actions to combat disaffection and who are at serious risk of permanent exclusion or criminal activity will benefit from such a longer term intervention. A Pastoral Support Programme can be initiated if the student shows some or all of the following:

- Irregular attendance
- Significant behaviour difficulties
- Sustained relationship difficulties with staff and students
- Extremely poor attainment levels

A Pastoral Support Programme should automatically follow if:

- The student has had several fixed term exclusions
- The student is at risk of failing at school through disaffection
- The student presents disaffected or difficult behaviour

A Pastoral Support Programme is initiated with the cooperation of the student and their parents/carers. It is recommended that an external agent is involved in the initiation of a PSP. This is usually an Educational Psychologist, behaviour support worker, Connexions Personal Advisor or outreach worker but all agents involved with the student will be invited to the PSP initiation meeting. The PSP can run up to 16 weeks and is target driven. Rewards and sanctions are incorporated into the target setting process. It is agreed with the student, parents/carers and external agents and is then reviewed at frequent intervals during the course of the PSP.

## **Common Assessment Framework and Integrated Practice**

The Common Assessment Framework (CAF) is for children and young people aged 0-19. The CAF is:

- A common process enabling practitioners to make an assessment and act on the result
- A standard form to record the assessment and where appropriate, share with others
- A pre-assessment checklist to help decide if a child would benefit from a common assessment

It covers all aspects that affect a child's development from health, education and social development, through to housing and family relationships. CAF is the only assessment that can be used by practitioners in all agencies in England that deliver services to children and young people. The CAF is an important tool for early intervention and is a voluntary arrangement with children and families. It has been designed specifically to help practitioners assess needs at an early stage and then work with families, alongside other practitioners, to meet them.

### **Lead Professional**

The Lead Professional plays a key role in the provision of integrated support. They take the lead in coordinating the provision of support services and act as a single point of contact for a child and their family when a number of different professionals are involved. They do this by:

- Taking the lead to coordinate provision
- Acting as a single point of contact for a child and their family
- Ensuring services are well planned, delivered and reviewed
- Reducing overlap and duplication

It is likely that the school staff will become the Lead Professional, with support and training. The Lead Professional may be chosen by the young person/parent/carer. The role is underpinned by the Common Assessment Framework and it ensures that professional involvement is rationalised, coordinated and achieves the intended outcomes for the child/young person and their family.



### **Team around the Child**

These are the agents who will work with the young people to meet individual need. TAC are drawn from a wide group of agencies providing children's workforce practitioners. Collectively they form Multi Agency Teams (MATs) based around the Extended Schools Communities including Children Centres.

As a CAF is used as an early intervention process, it can be introduced at any point in the management of an individual's needs. It is not specific to a given point in the behaviour monitoring system.

### **Specific serious forms of misbehaviour**

#### **Bullying**

For further details please refer to The Chauncy School Bullying Policy. A brief summary is given below:

#### **Aims**

- To define bullying and raise awareness of the harm it brings
- To prevent bullying
- To support victims of bullying
- To educate those students accused of bullying

#### **Procedures**

- Report of bullying
- Investigation
- Sanctions imposed for bully, school detention after consultation with LCo.
- Should incident concerning same student happen again parent or guardian to be informed, preferably through formal meeting.
- Further sanctions imposed.
- Consultation with SMT where serious cases lead to discussion with Police or other outside agencies.
- Where possible students involved both victim and bully should be encouraged to talk together with the aim of reconciliation.

#### **Outcomes**

- The bully will recognize the anti-social behaviour and the impact of such actions. They will also be given strategies to help them change behaviour.
- In serious cases the school will consider fixed term or even permanent exclusion.
- Each incident will be documented using specific electronic bullying pro-forma found on BehaviourWatch.
- Following an incident the students concerned will be monitored to ensure that the situation has truly stopped.

#### **Prevention**

- Chauncy School has a peer-mentoring scheme. Students from years 9-11 run a drop in centre for all. Kidscape has trained the peer mentors.
- Any staff member concerned about victim or bully can refer a student to a peer mentor.
- Maintain awareness of the no tolerance approach and the importance of talking through display of the 'What if ...' posters in form rooms. Also the 'Be a loud mouth' posters from Kidscape.
- During the year 6 taster day students to be informed of peer mentors and how the school will not tolerate bullying.
- Relevant information will be displayed on the school intranet site & website.
- Relevant information such as help lines and assertive strategies will also be displayed in the study centre.

## Racism

For further details please refer to The Chauncy School Preventing and Dealing with Racist Incidents Policy. A brief summary is given below:

At Chauncy we use the definition suggested by Home Office guidelines and that used by the Stephen Lawrence Inquiry which defines a racist incident as:

*“any incident which is perceived to be racist by the victim or any other person”*

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity.

### Examples of obvious racism

- Racist comments, name-calling, chants and jokes.
- Imitating accents.
- Racist graffiti or any other written insult.
- Bringing into school racist materials such as badges and literature or any attempt to recruit people into racist organisations.
- Threatened and physical assault against a person or group because of colour or ethnicity.
- Isolating people because of colour or ethnicity.

### Examples of less obvious racism

- Unacceptable stereotype views and images.
- A curriculum that doesn't acknowledge racism, thus perpetuating it.
- Not following up racist incidents vigorously, thus condoning it.
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make.

### Active responses

It is important that there is a prompt response to each racist incident:

- Staff will emphasise that the school has an appropriate procedures and that there will be a structured follow up to the allegation or incident.
- Staff will record the incident in detail on electronic Bullying and Racist incidents pro-forma found on BehaviourWatch.
- Staff will ensure that any additional notes or statements are collected and submitted to the DHT or HT.
- Once recorded, racist incidents must be reported to the Deputy Headteacher (Pastoral) or the Headteacher for further investigation.
- Both the alleged victim and perpetrator need to be interviewed to establish the facts.
- It is likely that additional witness statements will be required.
- During the investigation staff will apply the definition of racism adopted by the school and will reinforce the expectation that racism in any form will not be tolerated.
- Parent \ carers will be informed of the incident and reminded of the procedures that follow.
- After investigation, action will be taken in line with the Behaviour Policy and Equality Scheme.
- All incidents that are reported will be logged on BehaviourWatch.
- Proven incidents of racism will be filed in the perpetrators school file.
- Information will be disseminated through the pastoral structure to the necessary individuals:
  - Senior Leadership Team

- Learning Coordinator
- Form Tutor
- Reporting member of staff
- Allegations made against staff involving racism must be passed onto Deputy Headteacher (Pastoral) or the Headteacher for immediate investigation.

#### **Recording events**

- All incidents where there is a perception that racism is involved must be recorded on the electronic Bullying and Racist incidents pro-forma found on BehaviourWatch.
- This is automatically forwarded to the Deputy Headteacher (Pastoral) or the Head Teacher by e-mail.
- The incident will be logged on BehaviourWatch and will include subsequent procedures used and sanctions imposed
- Remember that records may be required by other professionals, (social services, police, etc.).
- Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the Headteacher or an appropriate committee of the Governing Body.
- Serious incidents should be reported to Governors by the Head Teacher e.g. physical violence, repeated harassment, and links with racist groups. The Head Teacher will also inform Hertfordshire County Council as appropriate (refer to the Equality Scheme).

#### **Support processes**

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the School's position regarding racism and racist behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate

**Failure to respond appropriately may be seen as condoning the incident.**

#### **Sexist, Homophobic and Transgenderphobic Behaviour**

For further details please refer to Chauncy School's Equal Scheme. A brief summary is given below:

- Sexist or homophobic behaviour is defined as any act or expression intended to harm, denigrate or cause offence to another person on the basis of their gender or sexuality
- It is important to distinguish between remarks of a sexist or homophobic nature, which may be used playfully in everyday banter between students, and sexual, homophobic or transgenderphobic harassment.
- In the former situation, the school's response should always be to question such attitudes and make clear the school's position on equal opportunities. Such remarks may prompt discussion which can encourage students to evaluate and develop their attitudes to gender and sexuality issues.
- Sexual or homophobic harassment on the other hand is recognised as any of the following:
  - Threatened or actual physical assault
  - Direct abuse
  - Graffiti
  - Sexual advance
  - Repeated and unwanted contact
  - Demand for sexual favour or implication of sexual bribery
  - Offensive or intimidating comments or jokes, with or without the presence of a member of the target group
  - Offensive visual material

- Any other action which helps create an intimidating or threatening environment
- All incidents must be reported to the Pastoral Deputy Headteacher or Headteacher. This should be done by completing a 'High' BehaviourWatch Report and highlighting Sexism \ Homophobia \ Transgenderphobia on the electronic BehaviourWatch pro-forma. It will be sent by e-mail to the Headteacher and Deputy Head Teacher (Pastoral).

### Active responses

It is important that there is a prompt response to each sexist or homophobic incident:

- Staff will emphasise that the school has an appropriate procedures and that there will be a structured follow up to the allegation or incident.
- Staff will record the incident in detail on the electronic Bullying and Racist incidents pro-forma found on BehaviourWatch.
- Staff will ensure that any additional notes or statements are collated and submitted to the DHT or HT.
- Incidents reported on BehaviourWatch will be sent electronically to the Headteacher and Deputy Headteacher for further investigation.
- Both the alleged victim and perpetrator need to be interviewed to establish the facts.
- It is likely that additional witness statements will be required.
- During the investigation staff will apply the definition of sexist or homophobic behaviour adopted by the school and will reinforce the expectation that this behaviour in any form will not be tolerated.
- Parent \ carers will be informed of the incident and reminded of the procedures that follow.
- After investigation, action will be taken in line with the Behaviour Policy and Equality Scheme.
- All incidents that are reported will be logged on BehaviourWatch.
- Proven incidents of sexism or homophobia will be filed in the perpetrators school file.
- Information will be disseminated through the pastoral structure to the necessary individuals:
  - Senior Leadership Team
  - Learning Coordinator
  - Form Tutor
  - Reporting member of staff
- Allegations made against staff involving sexism or homophobia must be passed onto Deputy Headteacher (Pastoral) or the Headteacher for immediate investigation.

### Recording events

- All incidents where there is a perception that sexism, homophobia or transgenderphobia is involved on the electronic Bullying and Racist incidents pro-forma found on BehaviourWatch.
- The incident will be logged on BehaviourWatch and will include subsequent procedures used and sanctions imposed
- Remember that records may be required by other professionals, (social services, police, etc.).
- Any example of sexism, homophobia or transgenderphobia perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the Headteacher or an appropriate committee of the Governing Body.
- Serious incidents should be reported to Governors by the Head Teacher e.g. physical violence, repeated harassment, and links with homophobic groups.

### Support processes

- Treat all claims seriously

- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the School's position regarding sexist or homophobic behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate

Failure to respond appropriately may be seen as condoning the incident.

### **Student conduct and discipline for misbehaviour outside school premises**

We have high expectations with regard to student behaviour away from the school site. We expect students to represent and reflect Chauncy School in positive manner at all times. In particular this includes behaviour on activities arranged by the school, such as:

- Work-experience placements, educational visits and sporting events
- Behaviour on the way to and from school
- Behaviour when wearing school uniform in a public place
- Behaviour in the local community

The school has the power to discipline for any incident of poor behaviour that occurs off site, regardless time, location or whether the student is in school uniform. However the following factors will be taken into consideration before any sanction is imposed:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Related to this, whether the students in question were wearing school uniform or was otherwise readily identifiable as a member of the school community
- The extent to which the behaviour in question would have repercussions for the orderly running of the school, and or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff).
- Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school.
- Whether the misbehaviour was whilst the student was on work experience, taking part in a further-education course as part of a school programme, or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future.

The Chauncy School will punish students for poor offsite behaviour it is important that our students reflect the school in a positive manner:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.

The school will adopt firm measures against abuse or intimidation of staff. This includes unacceptable conduct by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. Staff should be made aware that:

- They have the same rights of protection from threat as any citizen in a public place
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:

- Their first concern must be for their own personal safety
- They should make clear that the student has been recognised, even if in a group of young people
- They should then use their judgement about how to leave a difficult situation without provoking further confrontation
- The school will apply appropriate disciplinary sanctions when the student is next in school.

## Physical Restraint - Summary

For further details please refer to Chauncy School Restrictive Physical Intervention Policy. A brief summary is given below.

### Background

At Chauncy, we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

### What is Restrictive Physical Intervention?

“Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child’s behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child’s own property)
- To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances, when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil’s age and level of understanding;
- the pupil’s individual characteristics and history;

- the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.]

#### **Who may use Restrictive Physical Intervention?**

All teachers and other members of staff employed by the school are authorised by the Headteacher to have control of pupils, with regard to using RPI to prevent children breaking the law, injuring either themselves or others, or causing damage to property. All staff must be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive physical intervention

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

The Headteacher gives authorisation for the following groups to use Restrictive Physical Intervention

- Senior Leadership Team
- All teaching staff
- All teaching assistants
- Site staff
- Administration staff
- Kitchen staff
- Technicians
- Cleaners
- Parents / Carers and other 'helpers' on school trips

#### **Planning for the use of Restrictive Physical Intervention**

Staff will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- only the minimum force necessary will be used
- staff will be able to show that the intervention used was a reasonable response incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control

- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

### **Reporting the use of Restrictive Physical Intervention**

The use of restrictive physical interventions, whether planned or unplanned (emergency) must be reported immediately to a senior member of staff and parents / carers should always be informed of the full circumstances. The incident must always be recorded as soon as possible (and in any event within 24 hours of the incident) by the person(s) involved. The written record should indicate:

- The names of the staff and young person(s) involved;
- The reason for using a physical intervention (rather than another strategy);
- The technique(s) employed;
- The time, date and duration of the intervention;
- Whether the young person(s) or anyone else experienced injury or distress and, if they did, what action was taken;
- The views of any witnesses;
- The views of the young person.

The recorded details of the incident are to be kept by the Head Teacher. The contents of these restraint records should be regularly reviewed and monitored and appropriate action taken. Recording will be used for a number of purposes:

- Compliance with statutory requirements;
- Monitoring the welfare of children and young people;
- Monitoring staff performance and identifying training needs or outcomes;
- Contributing to service audit and evaluation;
- Updating medical records.



## E-Safety

For further details please refer to The Chauncy School e-Safety Policy. A brief summary is given below in the form of the Acceptable Use Agreement for Students :

### Acceptable Use Agreement for Students Secondary Student Acceptable Use - Agreement / eSafety Rules

- I will only use ICT systems in school, including the internet, email, digital video, and mobile technologies for school purposes
  - I will not download or install software on school technologies
  - I will only log on to the school network, other systems and resources with my own user name and password
  - I will follow the school's ICT security system and not reveal my passwords to anyone and change them regularly.
  - I will only use my school email address
  - I will make sure that all ICT communications with pupils, teachers or others is responsible and sensible
  - I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use
  - I will not browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher
  - I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher
  - I am aware that when I take images of pupils and/ or staff, that I must only store and use these for school purposes in line with school policy and must never distribute these outside the school network without the permission of all parties involved. This includes school breaks and all occasions when I am in school uniform or when otherwise representing the school
  - I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring the school community into disrepute, including through uploads of images, video, sounds or texts
  - I will support the school approach to online safety and not upload or add any images, video, sounds or text that could upset any member of the school community
  - I will respect the privacy and ownership of others' work on-line at all times
  - I will not attempt to bypass the internet filtering system
  - I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers
  - I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer may be contacted
- I will not sign up to online services until I am old enough to do so

## Mobile communication technologies

The school has clear rules on the use and possession of mobile phones:

- Students are allowed to bring mobile phones to school. They are allowed to use them before school, at break, lunch and after school.
- Mobile phones must not be used in classrooms during directed teaching time, unless it is an aspect of the lesson planned.
- Mobiles must be turned off, not switched to silence during form time, lessons and assemblies.
- Mobiles must not be used for recording video, audio or photographic images of staff or other students without their consent.
- The use of mobile phones for recording and or distributing images of poor conduct or bullying such as 'happy slapping', will result in sanctions being imposed as well as confiscation. In some instances there may be the need for police or social services involvement if people are placed at risk.
- Material of a violent, pornographic, racist, sexist or homophobic nature must not be brought into school stored on mobile phones, or subsequently distributed by them. This will result in sanctions being imposed as well as confiscation. In some instances there may be the need for police or social services involvement if people are placed at risk.
- The school has the power to confiscate mobile phones and view material contained within, without the consent of the student or their families. The school may ask the student or their parent or carer to delete content of an offensive or harmful nature.
- Mobile phones are targeted by thieves. Mobiles should be handed into the PE staff as valuables during lessons. They must not be left unattended in blazer pockets or bags. If in doubt students can leave their mobile phones at Reception and collect them at the end of the day.
- The school will accept no responsibility for the loss or theft of a mobile phone, unless the loss or theft has occurred whilst in the possession of a member of staff.

When confiscating mobile phones, staff should take account of:

- The safety of students on the journey home and parental concerns over this issue — staff should return confiscated phones before the student leaves the school premises, if these are relevant factors
- Examination board and school rules about the use of such technologies in examination settings, including supervised coursework
- The unacceptability of students using phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, cyberbullying or using camera-phones for so-called 'happy slapping', i.e. recording and transmitting of images of abuse)
- Whether, and in what circumstances, the school judges it appropriate to inform parents about the confiscation of such items.
- How long should items be confiscated for?

## General Procedures and Safety

- Students must not assemble in the car park outside Fanshawe Pool or the bus lane before school. A member of the duty staff will move students onto the yard.
- No cycling in the school grounds.
- Where possible walk on the left of corridors and stairs.
- Students must stay in the designated areas during the school hours.
- Students must not wear outdoor coats or sip water in computer rooms.
- All specific safety procedures must be adhered to in practical lessons.
- All members of the Chauncy community are responsible for ensuring that they are aware of the procedures for evacuating the buildings in case of an emergency.

## Procedures for Lunchtimes and Break times

Please refer to the Pastoral Handbook for a full description of the Duty System at Chauncy but in summary:

- Chauncy operates a comprehensive duty roster of before school, break time, lunchtime and after school duties
- All teaching staff contribute to the Duty System
- Students have clear boundaries of the places where they can and cannot go during break and lunchtime
- Students are permitted to use classrooms and corridor areas with permission from the relevant member of staff
- A member of staff greets the students on the boundary of the school every morning before school starts

## Role of Parents and Carers

Chauncy encourages parents and carers to support good behaviour and attendance through talking and listening to their children, participating actively in the home school agreement, attending parents evenings, reading the Chauncy Website, Facebook and Twitter pages. Chauncy runs a Parenting Club and we encourage parents to attend because it gives them time out to talk and discuss any problems they might have with bringing up their children. Parents set the agenda at meetings, ideas are shared and support is given. Various resources are produced and used, from handouts and videos to guest speakers. We have introduced an e-mail system where parents are notified of their child's rewards each week.

## Complaints Procedure

If a student wishes to complain about the way in which they have been treated by a member of staff, any member of staff approached by the student should use the following guidelines when advising that student:

- Listen carefully to the student in a quiet, calm yet public environment
- Emphasise to the student that if after careful consideration, they feel that their complaint is justified, the first step is normally to ask to speak to the member of staff concerned:
  - Individually
  - Politely
  - At an appropriate moment
  - The student should calmly set out why they feel aggrieved to the member of staff concerned
  - After this meeting, if the student still feels unhappy, they should inform their form tutor or Learning Coordinator as appropriate.

If a parent or carer wishes to complain about the way their child has been treated, it is usual that the problem can be resolved in a telephone call outlining the situation and the strategies that have been negotiated between the member of staff and the student.

If this proves to be unsuccessful a meeting with the parents and the student is recommended. Documentation to take to this meeting will include:

- Student's latest Academic Review
- BehaviourWatch Positive Reports
- BehaviourWatch Negative Reports
- Attendance Certificate
- Current Marks for class work, tests, coursework and homework etc.
- Copies of Incident Reports

It is recommended that the Form Tutor, Learning Coordinator, Pastoral Support Worker, Head of Department or Deputy Head (Pastoral) is in attendance depending on the nature of the meeting. It is also important to have developed a strategy prior to the meeting, where positive outcomes can be achieved without being too focussed on the problems in hand.

## **Outside Agencies**

Chauncy uses many external agents to support good behaviour and discipline. The following list comprises key agents in the Chauncy Pastoral System:

### **Hertfordshire Children's Services - Integrated Services for Learning**

Referrals are made to CSF by Learning Coordinators with SENCO and SLT approval. Ordinarily the Educational Psychologist, ESTMA or the SEN Team are used to assist the School with students.

### **Attendance Improvement Officer**

Offers support where attendance is unacceptable or where an incident has occurred in school such as bullying, which has led to student absence. LCs and PSOs refer with SENCO or SLT approval through the CS referral procedure.

### **Connexions Personal Advisors**

The Connexions PAs work with young people who have shown signs of disaffection. Referrals should be made through the Connexions Coordinator, currently the Pastoral Deputy Headteacher.

### **The Police**

The Local Police Community Support Officers are no longer linked with the school but can advise the school where incidents of poor behaviour affect the local community. In addition the police inform the School of external incidents that may have an impact in school.

### **Rivers Educational Support Centre**

Limited outreach support is available from the Centre to assist students with behavioural difficulties. Rivers will also work with students who are at immediate risk of permanent exclusion either at Chauncy or at the ESCs in Hertford and Hoddesdon. The Pastoral Deputy Head is the named link with Rivers ESC.

### **Future Hope**

Chauncy sponsors Future Hope, a Hertford based Christian charity who provide mentoring, counselling and group work to young adults in Hertford and Ware. They specialise in youth issues such as alcohol, drugs and relationships education.

### **Theatre Groups**

Our PSHE programme accommodates several drama presentations throughout the year which deal with issues such as Bullying, Peer Pressure, Alcohol, Drugs, Sex and Relationships etc. These presentations often have a positive effect on the behaviour of the young people involved. We have used Tip of the Iceberg as our favoured provider for TIE.

## **Staff Training**

### **Staff Pastoral Handbook**

This document is revised by the Pastoral Team on an annual basis. It is a detailed account of the Behaviour Management system and a summary of policies and procedures. A copy is always available at the Reception and from the staff shared area on the school network.

### **Staff INSET**

Student behaviour is addressed at the annual Staff Conference and regular staff training opportunities are provided during INSET sessions to review and develop the Behaviour Management system.

### **New Staff Induction Training**

As part of the School induction programme NQTs, new staff and PGCE and Schools Direct students are given presentations on the Pastoral System and Behaviour Management at Chauncy as part of the comprehensive induction programme.

# Chauncy School

## Attendance Policy 2016-2017

Chauncy School is committed to raising the levels of attendance for individual students and the school as a whole. Underpinning this commitment is a belief that only if students attend school regularly and punctually will they be able to take full advantage of the educational opportunities available to them.

The value of an effective working partnership between parents and school is essential.

It is our aim that all individual students will achieve an attendance rate of no less than **92%** and that the school as a whole will achieve an attendance rate of **95%**

### Responsibilities of parents and carers:

Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education. Parents are responsible for ensuring that their children attend and stay at school, that they arrive on time, properly dressed and in a condition to learn.

Parents should also:

- Instil in their children an appreciation of the importance of attending school regularly
- Impress upon their children the need to observe the schools code of conduct take an active interest in their children's school career, praising and encouraging good work and behaviour and attending parents evenings and other relevant meetings
- Work in partnership with the school to resolve issues which may lead to non-attendance
- Ensure that they are aware of the attendance policy of the school
- Notify the school if their child is absent, this should be done on the first day of absence by 9 am. They should also provide an explanation for the absence, which should be confirmed in writing when the child returns to school
- Avoid arranging medical or dental appointments during school hours
- Avoid booking holidays during term time

### Responsibilities of the school:

- The school is responsible for supporting the attendance of its students and for dealing with problems that may lead to non-attendance.
- The school is required to call attendance registers at the start of the morning session and once during the afternoon session and to record whether students are present, absent or on an approved educational activity.
- The school is required to differentiate in the registers between absence that is authorised and absence that is unauthorised
- It is the school - not the parent - which authorises an absence.

### The Chauncy School Registration System:

- Registration is an integral and key part of the school day.
- The school uses a computerised registration system.
- Morning registration takes place 8.50am - 8.55am
- Afternoon registration takes place 2.20pm - 2.30pm
- Registers are open only during registration
- Distinction is made between authorised and unauthorised absence
- The form tutor has responsibility for recording attendance and for ensuring accuracy of information
- The class teacher has responsibility for taking registers in lessons and ensuring accurate attendance records are kept for their classes. We use SIMS Lesson Monitor to achieve this.

**Lateness:**

- Students are expected to arrive at school on time.
- Students who are late but arrive whilst the registers are still open are marked as late, staff have the opportunity to allocate minutes late in SIMS Lesson Monitor.
- Students who arrive after the registers are closed are required to report to reception and sign in the late book. This must be adhered to for Health and Safety reasons.
- In this case, students are marked as late after the register has closed. If the student fails to provide an adequate explanation, they are marked with an unauthorised absence for that session and contact with parents will be made to ascertain why they did not attend school on time.
- In addition, it is school policy to impose a 15 minute detention for ALL students who are late. The detention will be carried out on that day in the detention room. If a student is late to registration on three or more occasions they will attend a 30 minute morning detention, to be carried out on the following Friday afterschool in the school detention room.
- The introduction of the Breakfast Club, morning Homework Club, Early Einsteins, Timestables Club, Lexia and the Rise and Read Project are positive steps towards reducing lateness for some students.
- It is the responsibility of the Pastoral Deputy, Learning Coordinator and the appropriate Pastoral Support Officer to monitor punctuality and liaise with students, parents\carers and external agents where appropriate, to improve standards of punctuality.

**Absences:**

It is the responsibility of the parent or carer to notify the school about absence. If a child is unable to attend school because of illness or an emergency, we expect to be notified by means of a telephone call by 9am on that first morning of absence.

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation in relation to a particular absence does not, in itself, oblige the school to accept it if the school does not accept the explanation offered as a valid reason for absence.

**Absence may be authorised if:**

- The student is absent with leave (defined as leave granted by any person authorised to do so by the governing body of the school)
- The student is ill or prevented from attending by any unavoidable cause
- The absence occurs on a day exclusively set aside for religious observance by the religious body to which the student's parent\carers belong.
- The student is the child of Traveller parents who temporarily leave the area giving reasonable indication of their intention to return
- There is a close family bereavement
- The student is taking part in an approved public performance
- A Year 11 student is granted study leave
- The student is involved in an exceptional special occasion. In authorising such absences the individual circumstance of the particular case and the students overall pattern of attendance would be considered.
- Leave of absence may be granted by the school for a family holiday of no more than 10 school days. Parents are to be reminded that they cannot expect, as of right, that the school will agree to a holiday during term time.

**Absence shall be unauthorised if:**

- No explanation is forthcoming from the parents or if the school is dissatisfied with the explanation.

Students who are engaged in 'offsite' educational activities shall be recorded as approved educational activity if he or she is on:

- an approved work experience placement
- a field trip or educational visit
- an approved sporting activity
- a link course
- the student is attending an interview with a prospective employer, or for a place at college or another school
- receiving special tuition at another school (or at an Educational Support Centre)
- It is the Learning Coordinator's responsibility to ensure that such examples are authorised as approved educational activities.

## Holidays

Amendments to the 2006 Pupil Registration (England) Regulations which come into effect on 1st September 2013 remove all references to family holidays and extended leave for holidays in term time. The amendments make clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. It is for the headteacher to determine what constitutes exceptional circumstances and for them to determine the number of school days a child can be away from school if the leave is granted.

Parents who wish to request exceptional circumstances leave of absence must give reasonable notice and complete a Request for Leave of Absence Form, available from the School Reception and submit it to the Headteacher.

## The Use of Legal Action

It is the schools' responsibility to monitor attendance patterns for all students. Where a student's attendance falls below 92% then the school will work with the child and his or her parents to improve attendance. It is good practice to make sure that the parent understands from the outset the consequences of failing to ensure their child's regular attendance, in particular that the case could result in a penalty and/or prosecution.

If a pupil registered at the school fails to attend regularly without a legitimate reason and attempts by the school fail to secure that pupils return to regular attendance, the County Council will take legal action. A complaint may be laid against the parents in the Magistrates Court under Section 444 of the Education Act 1996, or an Education Supervision Order relating to the pupil under Section 36 of the Children Act 1989 will be applied for. Any exceptional mitigating circumstances relating to the pupils absence will be taken into account when considering legal action.

## Fixed Penalty Notices

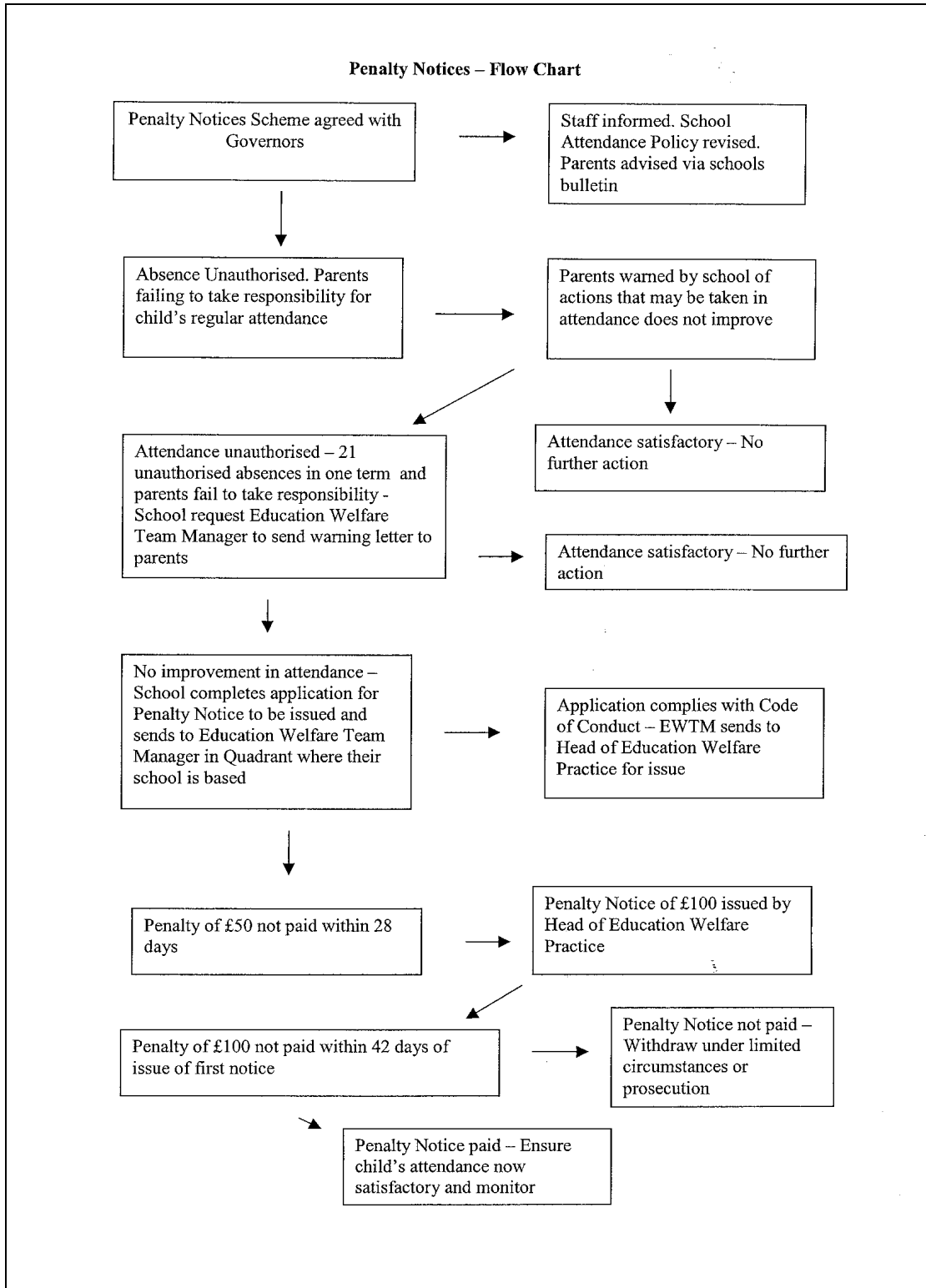
Where parents fail to engage with the school and/or attempts to improve attendance have failed resulting in attendance falling to 85% the school may decide to issue a Fixed Penalty Notice and or involve the Attendance Improvement Officer from Hertfordshire County Council.

Penalty notices involve the recipient paying a fine of £50 if paid within 28 days, or £100 if paid within 42 days. Failure to pay the fine within 42 days will result in either a prosecution for the offence to which the notice applies, or withdrawal of the notice. (limited circumstances apply) Prosecution will be taken by the LA under the Education Act 1996, section 444

- Subsection (1) of section 23 of the Anti-Social Behaviour Act 2003 adds two new sections (444A and 444B) to section 444 of the Education Act 1996. These new sections introduce Penalty Notices as an alternative to prosecution and enable parents to discharge potential liability for conviction for that offence by paying a penalty. The offence of irregular attendance has not changed.



- In such a case, the Headteacher must gain the agreement of the Governing Body in deciding that issuing a Fixed Penalty Notice will be effective in helping to get the student back into school.
- The usual response to a first offence should be a warning rather than a penalty.
- Primary responsibility for issuing Penalty Notices rests with the LA and this responsibility may not be delegated to schools or the police.
- Local Authorities are responsible for the administration of the scheme and may make such operational arrangements as they see fit.
- LAs must issue a local code of conduct to ensure the scheme operates fairly and consistently across the local authority area.
- It is for LAs to set out in their local code of conduct the levels of unauthorised absence above which a Penalty Notice may be issued.
- Currently, the student's absence must have been unauthorised for at least 21 sessions in the previous and/or current term.
- A Penalty Notice can be issued for the deliberate taking of a holiday during term time without the school's permission (where it can be clearly demonstrated that the parent/carer understood that permission had not/would not be given) and where this has resulted in a period of unauthorised absence in the current school year exceeding 10 days school days. In such cases, a separate notice will be issued for each child. Should a parent fail or refuse to pay any penalty notice issued for this reason, and a prosecution is undertaken the evidence provided by the school would be the only information laid before the court.
- Before a Penalty Notice is issued the parents should have received a warning letter.
- The LA retains the revenue from the penalties in order to finance the scheme and any subsequent prosecutions.
- Penalty Notices can only be withdrawn under limited circumstances. The usual response to the non-payment of a notice will be a prosecution under section 444 of the Education Act 1996.
- Schools may be required to provide a witness statement and/or appear in court in cases where they have requested a Penalty Notice which has not subsequently been paid and where the student is not an open case to an Attendance Improvement Officer.



Guidance provided by Hertfordshire County Council

### **First Day Response:**

If a student is absent and there has been no notification from the parent or carer, the school will contact the parent or carer on all available contact telephone numbers.

- It is vital to establish exactly where the student is and to ensure that they are safe. It is stressed once again that it is the parents' responsibility to notify the school in the case of a student being absent.
- If the school has been unsuccessful in contacting the parent or carer, the school will send a letter that day to the home address. The letter informs the parent that their child was absent on that day and there is both an expectation and requirement that the parent responds immediately to the letter. An explanation is expected regarding the absence and a request to check the contact details the school holds for the parent.
- All absences are followed up and written confirmation is required upon the student's return to school.
- The school will also contact the parent or carer of a student who has truanted after registration, thus enabling the parent or carer to take steps to establish that the child is safe.
- It is the responsibility of the Form Tutor to ensure accurate information is recorded on the morning and afternoon register.
- It is the class teacher's responsibility to ensure that any unexpected absences are reported to the admin team in Reception.
- It is the responsibility of the administration staff to ensure that reasonable efforts have been made to contact parents in the event of an unexplained absence.

### **Roles of staff involved with attendance:**

#### **The Form Tutor**

- The form tutor is responsible, in the first instance, for correctly maintaining the registers and monitoring attendance of those in their form group.
- The form tutor will follow up all absences and cases of poor punctuality assessing the reasons given to determine whether or not the absence is authorised or unauthorised.
- The form tutor will also follow up the first day response performed by the administrative staff.
- The form tutor is the first line of contact for the parent or carer wishing to discuss any concerns they may have regarding their child.

#### **Learning Coordinator**

- The Learning Coordinator is responsible for dealing with any issues that were unable to be resolved with the form tutor.
- The Learning Coordinator has the overall responsibility for the attendance and behaviour of those in their year group.
- Attendance data is collated and reviewed once a week with the Pastoral Support Officer and individuals whose attendance and or behaviour are cause for concern are identified and an action plan is agreed.

#### **The Pastoral Support Officer.**

- Pastoral Support Officers liaise with Form Tutors and Learning Coordinators by collating and analysing weekly attendance data to identify trends, enabling targeted support to be initiated.
- Where appropriate, students with attendance below expectations are placed on Attendance Action Plans.

#### **The Deputy Headteacher with responsibility for Pastoral Care**

- Reducing absence rates to meet school and LA targets.
- Reviewing attendance on a weekly basis.
- Managing the Pastoral Team with regard to attendance issues.
- Overseeing the line management of Form Tutors by Learning Coordinators.

- Implementation, review and revision of policies relating to attendance including the Behaviour and Attendance policy, Bullying policy and Equality Schemes.
- Providing input into Pastoral Support Plans, Individual Education Plans
- Reporting to the Governing Body on matters concerning attendance.

#### **The Headteacher**

- Monitors requests for holidays during term time and authorises those that meet the criteria set out in this policy.
- Requests agreement from the Governing Body prior to issue of a Fixed Penalty Notice to parents as a strategy to get an absentee student back into school.
- Sets the annual school target for attendance, authorised and unauthorised absence and agrees the Local Authority targets for attendance with the School Improvement Partner.

#### **Attendance concerns:**

Attendance problems are often a symptom of some underlying cause. When a student experiencing attendance difficulties has been identified by the Pastoral Team, steps will be taken to investigate whether there are any school or home factors (or both) which are affecting the student's school attendance. This will be achieved thus:

- The form tutor will talk to the student in school.
- The Learning Coordinator will follow up concerns raised by the form tutor. Parents or carer's will be contacted to discuss these concerns further
- The school can undertake a range of actions to overcome attendance problems. These will depend on the individual and their circumstances and will involve working closely with the parents, for example:
  - Meetings with parents or carers to discuss strategies in school and at home which encourage regular school attendance and the production of an action plan for improving attendance.
  - Use of Peer Mentors to provide a social support network.
  - Use of methods for discouraging absence (i.e. placing the student on report, rewards and targets).
  - Extra help with work missed.
  - Use of 'in-house' counselling.
  - The use of Time Out cards, given to students enabling them to take time out of a lesson or situation when problems arise. The student can then go to a designated person in order to calm down and talk, with the aim that they return to lesson.
  - The use of outside agencies where appropriate i.e. Connexions, Young Citizens Project, Young Carers, Youth Programmes, Educational Psychologists.
  - The implementation of a Pastoral Support Programme where appropriate.
  - Consideration of timetable and subject choice where appropriate.
  - Reintegration programmes specifically designed for the individuals needs, involving outside agencies i.e., Education Support Outreach, where appropriate.
  - Longer term medical absences (consistent or intermittent) are discussed with the relevant outside agencies i.e. Hospital and Home Education Team and the School Nurse.

#### **Further Strategies for reducing absence rates:**

- Pastoral Support Officer's write to parents or carers of students who fail to attain a 92% attendance rate each half term.
- Attendance data is included on termly reviews which are sent home to each student's parent or carer.
- Effective primary to secondary liaison takes attendance information into consideration. The school is alert to critical times such as secondary transfer, and runs an effective programme to support students and parents at this sensitive time. This includes:

- A designated member of staff who meets with prospective student's at their primary schools.
- Taster days held at the school.
- The Moving Up project which runs from the summer term pre intake, through to the October half-term.
- The peer mentoring scheme.
- This also links in with the Parenting Classes now running at the school, available for both primary and secondary student's parents.
- The Breakfast Club is a positive initiative which aims to reducing lateness and is a direct response to the needs of the community in providing a safe place for those students with working parents.
- Homework Club which provides support for students who experience difficulties in completing their homework at home, proves to be a valuable resource in our commitment to improve attendance.

#### **Incentives and rewards:**

It is our aim to reward and celebrate good and improved attendance, which is achieved in the following ways:

- An Attendance Trophy is awarded in Year Group assemblies to the Form Class with the highest attendance each week.
- Learning Coordinators have termly attendance reward assemblies where refreshments are served to students with excellent and significantly improved attendance rates.
- End of Year Achievement Assemblies recognise attendance and award certificates and gift vouchers to students with 100% and excellent attendance.
- The Local Authority awards certificates of recognition to students who have excellent attendance and improved attendance.
- Attendance is a component of the House Cup system, where a trophy is awarded to the winning form each week.

#### **Review and Evaluation Policy**

The focus on improving student behaviour has had a significant impact on behaviour at Chauncy. The number of exclusions has reduced significantly from 57 fixed term and 6 permanent exclusions in 2002/3 to 5 fixed term and 0 permanent exclusions in the academic year 2015/16. In this period the school role has risen from 639 students to 1028 students. Similarly absence rates have fallen from 9.4% to 4.7% between 2001 and 2016.

There are several groups who review all or parts of the behaviour management policy to ensure that student behaviour continues to improve at Chauncy:

- The Governing Body (Review and Development team)
- The Senior Leadership Team
- Students (through the Student Voice)
- Teachers (through staff and tutor meetings/INSET days)
- The Pastoral Team (through Pastoral Team meetings)
- Parents (through public consultation)

It is recommended that the Governing body review and evaluate the Behaviour Management and Attendance Policy with the Pastoral Deputy Headteacher on an annual basis.