



Behaviour Policy

Policy Issue Date: September 2025
Policy Review Date: September 2026

Chauncy School

Behaviour Policy 2025 - 2026

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:

The Chauncy Code of Conduct is reviewed annually to reflect the changing needs of the school. Collaborative discussion between teaching and nonteaching 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 published on Edulink our parent \ student portal and in the staff handbook.

- 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 online 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.
- Excellent attendance and punctuality are vital if we are to achieve at Chauncy.
- We are responsible for bringing the correct equipment. A pen, pencil and ruler 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 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 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 the afternoon tutor periods and at the start and end of each lesson.
- An attendance register must be taken in each lesson via Edulink or SIMS.
- 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 which can be broken down into multiple tasks 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 3.15pm 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, recorded on SIMS \ Edulink 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.
- 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 Leadership Team

- Discuss the policy at Student Leadership Team Meetings
- Propose amendment or change

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:
 - o Draft policy published on the school website
 - o Paper copies available from Reception

The Governing Body

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

The Head and Senior Leadership Team

- Assistant 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 including the school Additional Needs register and information database, 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

Action to improve attendance and behaviour is most effective when it is linked to well designed efforts to improve **attitudes to learning and attainment**. 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
- Appropriate differentiation techniques applied

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 and Commendation Assemblies
- Reward Trips
- Chauncy Passport milestone and achievement awards

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 Activities • Chauncy Ambassadors • Curricular Ambassadors and Leaders • Student Leadership Team • House Captains • Chair Teams • Anti-Bullying Ambassadors • Cyber-Mentor Scheme • Sixth Form Learning Support • Student Staff in Dining Hall • Student Staff Cleaners • 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 Morning Clubs • Running Lunchtime Clubs • Reading Mentor Schemes	• Year Eleven into Sixth Form Induction Course • St Elizabeth's Christmas Party • Age Concern Christmas Party • Comic Relief & Children in Need and other Charity Days • Christmas Revue • Musical and Choral Events • Work Experience and Work-Related Learning • Multi-Activity PSHRE Days • Participation in Youth Speaks Competition • Moving Up Ambassadors (the Year Six induction programme) • Curriculum Competitions (Rotary Technology and Science) • Chauncy Community Day
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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 ☐ Good Classwork ☐ Good Homework ☐ Answering Questions in class ☐ Being Helpful towards a student ☐ Being Helpful towards staff	Awarded for Excellent Performance ☐ Effort ☐ Attainment ☐ Behaviour ☐ Service to the School	Awarded for Outstanding Performance
Referred To	Recorded on BehaviourWatch student log.	☐ Head of Department ☐ Form Tutor ☐ LCo / PSO ☐ SMT	This award goes directly to the Headteacher via BehaviourWatch e-mail
Parental Notification	Weekly Chauncy Awards e-mail	Certificate issued to student by awarding staff member Weekly Chauncy Awards e-mail	Certificate issued to student by Headteacher Weekly Chauncy Awards e-mail

If a Silver Award is given, the member of staff awarding should give the student a Silver Award Certificate. These are available from the Reprographics 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 Jo Bayley (Chauncy Achievement Coordinator). 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 celebrated.

This reward pack is published sent to all staff. 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 an award by the Headteacher at our Achievement Assemblies.

Annual Achievement Assemblies

Achievement Assemblies are held annually in the Summer Term.

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.

Subject Prize

This is awarded to the best performing student in each subject. Students receive a certificate.

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.

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.

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.

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.

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

Attendance Awards are presented to students who have maintained a 100% attendance record throughout the year. Students receive a certificate.

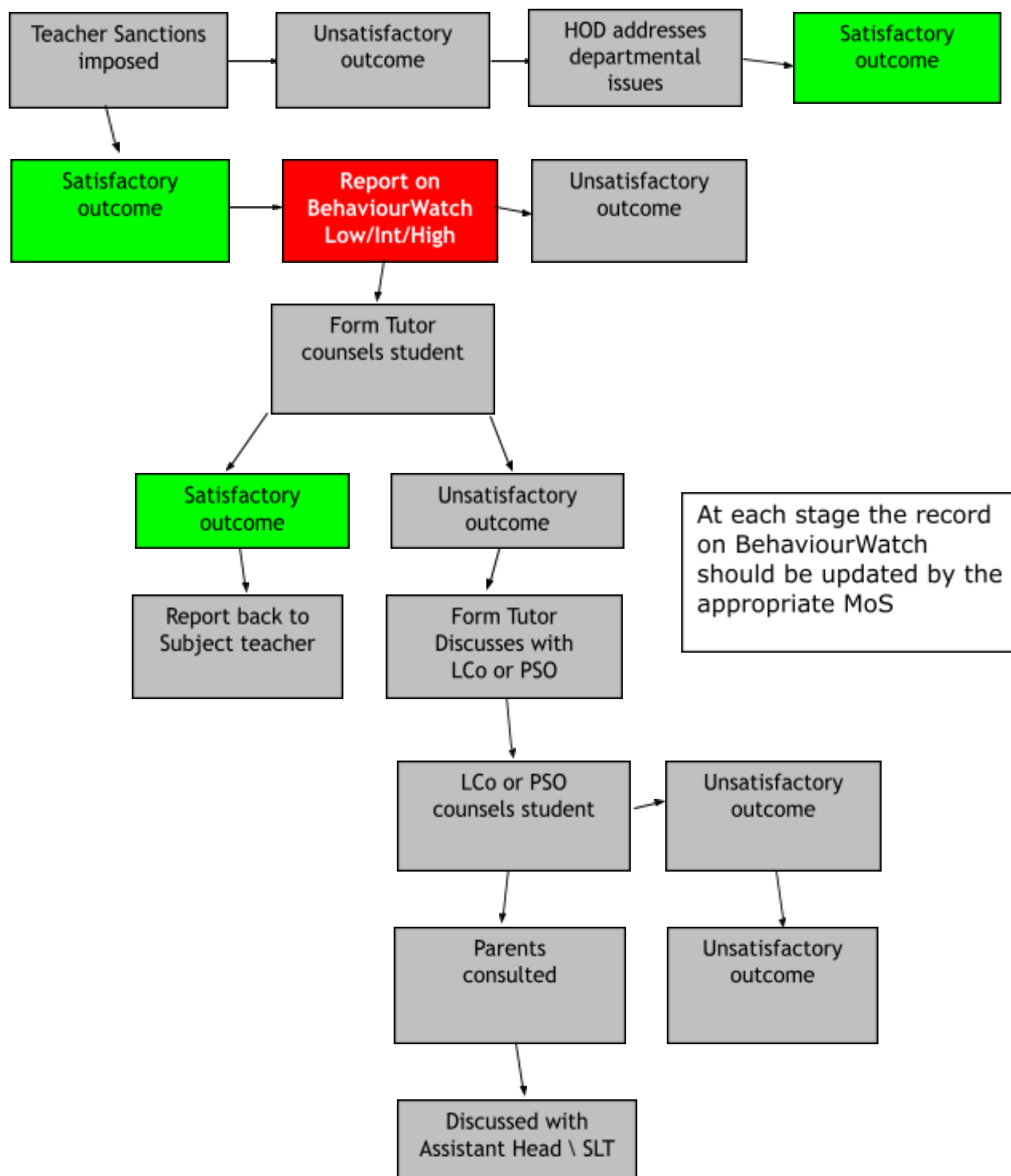
Student of the Year Award is presented to the student deemed by the Headteacher and Learning Coordinator to have made the most academic and social progress throughout the year. The student receives a trophy.

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 and e-mail should be sent to pastoral@chauncy.org.uk A member of staff from the pastoral team or senior leadership team will respond and 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:

Unacceptable behaviour prevails despite the use of behaviour management strategies, e.g. discussion with student, the Yellow and Red card system, moving the student within the seating plan etc.



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 demonstrates poor behaviour, it is recorded on BehaviourWatch.

Logs on Behaviour Watch are categorised from low to high, dependant on the poor conduct demonstrated. This list is not exhaustive.

Low	Intermediate	High
Chewing Gum/ eating Uniform infringement Calling Out Talking Disrupting others (once) Off task behaviour (once) Equipment Headphones in Caught on games Misuse of phone	Missed detention Truancy from form/ part of lesson Graffiti Unsafe/ dangerous behaviour Physical contact ('Hands on', pushing) Rudeness to staff/ adults Use of and language (frustration) Misuse of phone Littering Off task behaviour (twice) Not completing task Continued talking (twice) Disrupting others (twice) Phone no in holder Toilet misuse Swearing in frustration	Bullying Sexism Racism Homophobia Sexual harassment/ violence Truancy from whole lesson Physical contact- fighting Damage to property Swearing at a member of staff Deliberate vandalism Smoking/ vaping Swearing targeted at a student Intimidating behaviour Threatening behaviour Refusal to follow local routes Refusal to follow instructions Inappropriate use of phone Truancy from whole lesson Staff assault Continued off task behaviour Unsafe behaviour in the school e.e running in corridors

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 or an office with appropriate independent work set. This sanction is imposed by the Head of Department. **Incidents resulting in this sanction must be recorded on BehaviourWatch.**

- o 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.**
- **Lunchtime 'Pastoral' Detentions**
 - o 15 minute or 30 minute lunchtime detention carried out in a fixed designated detention room by a duty member of staff. Online revision, 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 online Google Form School Detention Sheet.**
- **After School 'Pastoral' Detentions**
 - o 60 minute detention carried out in a fixed designated detention room by a duty Learning Coordinator or Senior Teacher. Online revision, 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 online Google Form School Detention Sheet.**
- **Saturday Morning Detentions**
 - o 1 hour, 2 hour or 3 hour detention with a member of the Senior Leadership Team. Online revision, 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 for all detentions outside normal school hours. This can include a formal letter generated by Behaviour Watch, an email, Edulink message \ 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 a one to one situation 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

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 case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the case.

The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated students' property:

- o An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff
- o An item poses a threat to good order for learning: for example, a student uses a mobile phone to play music in class
- o An item is against school uniform rules: for example, a student refuses to take off a baseball cap or hoodie upon entering a classroom
- o 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
- o An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another
- o 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 inform parents and carers if an item has been confiscated.
- 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 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 Assistant Headteacher (Pastoral), for example, suspected illegal drugs and paraphernalia 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 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 vape or 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, Senior Leadership Team and Pastoral staff, (by delegation of the Headteacher), can search students for an extended list of items including weapons, alcohol, vapes, 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, Senior Leadership Team or Pastoral 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 Assistant 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.

Suspensions - formerly 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, suspensions may be issued. A suspension may be imposed for up to 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. Suspensions 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 Transphobia
 - Defiance
 - Bringing knives or other weapons into school
 - Physical violence, aggression, or threatening behaviour
 - Swearing
 - Rudeness
 - Child on child abuse (refer to anti-bullying policy for further details)
 - Bullying
 - Theft
 - Vandalism
 - Unauthorised use of the Fire Extinguishers around the school
 - Setting off the Fire Alarm
 - Vaping or being in possession of a vape whilst representing the school.
- o **This list is not exhaustive.** Suspensions are issued at the discretion of the Headteacher.
- o Online work will be set by the school throughout the period of exclusion. It is the parent or carers responsibility to ensure work set is completed. Work set will be marked and assessed during the period of exclusion.
- o Students have the opportunity to complete work online via the Chauncy Edulink, My Maths, BBC Bitesize, Sam Learning, Doodle, Kerboodle, Yacapacca, Manga High Maths etc. Please visit <https://chauncyschool.com/online-learning/for> further information.
- o 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.
- o When issuing a suspension (formely fixed term exclusion), we follow guidance from:
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2023 and Hertfordshire County Council Exclusion Guidance Supplement, September 2023

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others 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 behaviours 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
- Supplying or distributing vapes
- Possession of knives or weapons in school
- Use of knives or weapons in school
- Serious vandalism
- Continued bullying
- Child on child abuse
- Continued racist, sexist, homophobic Transphobic 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.

Knives and weapons

- We will permanently exclude any child found in possession of a knife or any other item that is considered by the Headteacher to be a weapon into school.
- We will permanently exclude any child who uses a knife or any other item that is considered by the Headteacher to be a weapon in school.

Aggressive, abusive or threatening behaviour towards staff

- We will permanently exclude any child who is physically aggressive, threatening or violent towards a member of staff.
- The school will inform Hertfordshire police where a criminal offence has taken place. We will also consider whether or not to inform other agencies, e.g. Children's Services, social workers, SASH, family workers etc.
- Only the Headteacher can exclude a student. In the absence of the Head this responsibility will be delegated to the Kate Nichols Pastoral Assistant 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.
- When issuing a permanent exclusion, we follow guidance from: *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2023* and *Hertfordshire County Council Exclusion Guidance Supplement, September 2023*

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.

Support and Interventions

Behaviour stages

The following table of stages details what pupils can expect to be put in place should negative behaviour continue over time. This will be triggered by daily and weekly analysis of behaviour data.

Based on targets being achieved and successful completion of PSPs students will move up or down the stages depending on their actions. A PSP may result from a single serious incident or a number of suspensions/ serious behaviour incidents. A PSP is not always required following a suspension and can be put into place if there are serious concerns regarding behaviour and conduct.

	Level of intervention	Duration Typical	Triggers (any of the following)	Support considered (refer to inclusion list)	Success criteria agreed and achieved
Stage 1	Pastoral Support Plan (PSP) 1	6 weeks	Serious incident or number of suspensions	Assistant Headteacher Report / At least 2 support strategies used (including RTT if appropriate) / ACEs questionnaire / Review meeting with parent/carer (after 3 and 6 weeks)	At least 3 measurable [SMART] targets agreed with student and parent/carer
Stage 2	Pastoral Support Plan (PSP) 2	6 weeks	Failure of PSP 1 targets	Assistant Head report / At least 2 support strategies used (including RTT if appropriate) / ACEs questionnaire / Review	At least 3 measurable [SMART] targets agreed with student and parent/carer

				meeting with parent/carer (after 3 and 6 weeks)	
Stage 3	Headteacher intervention	4 weeks	Failure of PSP 2 targets	Headteacher report / At least 2 support strategies used (including RTT if appropriate) / ACEs questionnaire / Review meeting with parent/carer (after 3 and 6 weeks)	At least 3 measurable [SMART] targets agreed with student and parent/carer
Stage 4	Alternative Provision		No or limited positive impact from all prior interventions / continued suspensions.	Alternative provision/Managed Move/Off-site direction may be considered at this stage to help support the pupil	At least 3 measurable [SMART] targets agreed with student and parent/carer

Pastoral Support Plan

The pastoral support plan 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 Plan 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 Plan should automatically follow if:

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

A Pastoral Support Plan is initiated with the cooperation of the student and their parents or carers. It is recommended that an external agent is involved in the initiation of a Pastoral Support Plan. This is usually an Educational Psychologist, Rivers ESC behaviour support worker, Connexions Personal Advisor, or outreach worker but all agents involved with the student will be invited to the Pastoral Support Plan initiation meeting. The Pastoral Support Plan 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 Pastoral Support Plan.

Specific serious forms of misbehaviour

Bullying

For further details please refer to Chauncy School's Anti-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/ child on child abuse (see Anti-bullying Policy and Child protection Policy for further information)
- Investigation
- Sanctions imposed for bully, school detention after consultation with Learning Coordinators.

- Should incident concerning same student happen again parent or guardian to be informed, preferably through formal meeting.
- Further sanctions imposed.
- Consultation with Senior Leadership Team 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 recognise 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 suspension (formerly fixed term exclusion) 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 an Anti-Bullying Ambassador scheme.
- Any staff member concerned about victim or bully can refer a student to an Anti-Bullying Ambassador 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 House Captains and Anti-Bullying Ambassadors and how the school will not tolerate bullying.
- Relevant information will be displayed on the school website and online learning platform.
- Relevant information such as helplines e.g. ChildLine and Kidscape along with assertive strategies will be displayed on Posters in form rooms and around the school.

Racism

For further details please refer to 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 Pastoral staff, DHT or HT.
- Once recorded, racist incidents must be reported to Pastoral staff, Assistant 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:
 - o Senior Leadership Team
 - o Learning Coordinator
 - o Form Tutor
 - o Reporting member of staff
- Allegations made against staff involving racism must be passed onto Pastoral Staff, Assistant 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 Safeguarding Staff, Assistant 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 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 Transphobic Behaviour

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

- Sexist, homophobic or transphobic behaviour is defined as any act or expression intended to harm, denigrate, or cause offence to another person based on their gender or sexuality
- It is important to distinguish between remarks of a sexist, homophobic or transphobic nature, which may be used unintentionally in everyday discussion between students, and sexual, homophobic, or transphobic 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.
- Sexist, homophobic or transphobic harassment on the other hand is recognised as any of the following:
 - o Threatened or actual physical assault
 - o Direct abuse
 - o Graffiti
 - o Sexual advance
 - o Repeated and unwanted contact
 - o Demand for sexual favour or implication of sexual bribery
 - o Offensive or intimidating comments or jokes, with or without the presence of a member of the target group
 - o Offensive visual material
 - o 'Pantsing' or 'Upskirting'
 - o Any other action which helps create an intimidating or threatening environment

- All incidents must be reported to Safeguarding Staff, Kate Nichols Pastoral Assistant Headteacher or Headteacher. This should be done by completing a 'High' BehaviourWatch Report and highlighting Sexist, homophobic or transphobic behaviour on the electronic BehaviourWatch pro-forma. It will be sent by e-mail to the Headteacher and Assistant Head Teacher (Pastoral).

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- o Proportionate
- o Considered
- o Supportive
- o Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

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 procedure 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 Safeguarding Staff, AHT or HT.
- Incidents reported on BehaviourWatch will be sent electronically to the Safeguarding Team, Headteacher and Assistant 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, homophobia or transphobia will be filed in the perpetrators school file.
- Information will be disseminated through the pastoral structure to the necessary individuals:
 - o Senior Leadership Team
 - o Safeguarding Team
 - o Learning Coordinator
 - o Form Tutor
 - o Reporting member of staff
- Allegations made against staff involving sexism, homophobia or transphobia must be passed onto the Safeguarding Tea, Assistant Headteacher (Pastoral) or the Headteacher for immediate investigation.

Recording events

- All incidents where there is a perception that sexism, homophobia or transphobia 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 transphobia perpetrated by a member of staff will 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, homophobic or transphobic 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.

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 several young people are present and displaying intimidating behaviour:
- Their first concern must be for their own personal safety
- They should make it 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 and Restrictive Intervention - Summary

For further details please refer to Chauncy School's Reducing Restrictive 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 Intervention?

"Restrictive 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 restrictive intervention 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 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 Intervention.

Who may use Restrictive Intervention?

All teachers and other members of staff employed by the school are authorised by the Headteacher to have control of students, with regard to using restrictive intervention 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 Headteacher has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive intervention and restraint.

We take the view that staff should not be expected to put themselves in danger and that removing other students 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 children.

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

- Senior Leadership Team
- Pastoral staff
- 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 Intervention

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

- Restrictive Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive 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 Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive 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 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/Pastoral Support 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 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 sent to and 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.

UNIFORM

The uniform code at Chauncy can be summarised as:

Boys Uniform

Some branded items are only available from Kids Connection Hertford or Chauncy School

- Plain black deep v-neck jumper, (house colours and school badge on the school tie must be visible). A black deep v-neck jumper with the embroidered Chauncy badge is also available from Kids Connection, (branded item available from Kids Connection).
- Green Chauncy house tie (branded item available from Chauncy and Kids Connection)
- Plain white collared shirt
- Plain black school trousers (not skinny fit, leggings, denim, cord, jeans or jean style).
- Plain black flat-heeled polishable shoes. No sports logos, no boots, canvas, fabric or plimsolls. Plain all-black polishable sports shoes are allowed.
- Optional plain white polo shirt (seasonal - in the summer term only)
- Optional outdoor coat, **not a sports or hooded top**.
- School bag.

Boys Sportswear

- Black and emerald polo shirt with embroidered Chauncy logo (branded item available from Kids Connection)
- Black and emerald shorts with embroidered Chauncy logo (branded item available from Kids Connection)
- Black and emerald socks (branded item available from Kids Connection)
- Plain black swim trunks
- Shin pads
- Rugby gum shield
- Trainers (to be worn for PE ONLY)
- Optional black and emerald long-sleeve reversible top (branded item available from Kids Connection)
- Optional boys rugby reversible top emerald \ black (branded item available from Kids Connection)
- Optional track bottoms with logo (branded item available from Kids Connection)
- Optional plain white socks
- Optional football boots for football & rugby

Girls Uniform

Some branded items are only available from Kids Connection Hertford or Chauncy School

- Plain black deep v-neck jumper, (house colours and school badge on the school tie must be visible). A black deep v-neck jumper with the embroidered Chauncy badge is also available from Kids Connection, (branded item available from Chauncy and Kids Connection).
- Green Chauncy House tie (branded item available from Chauncy and Kids Connection Hertford)
- Plain white collared blouse
- Optional plain white polo shirt (seasonal – in the summer term only)
- Plain black school trousers (not skinny fit, leggings, denim, cord, jeans or jean style).
- Optional outdoor coat, **not a sports or hooded top**
- Plain black flat-heeled polishable shoes, no sports logos, no boots, canvas, fabric or plimsolls. Plain all-black polishable sports shoes are allowed.
- School bag.

Girls Sportswear

- Black and emerald polo shirt with embroidered Chauncy logo (branded item available from Kids Connection)
- Black and emerald shorts with embroidered Chauncy logo (branded item available from Kids Connection)
- Black and emerald socks (branded item available from Kids Connection)
- Trainers (to be worn for PE ONLY)

- Plain black swimming costume
- Shin pads
- Rugby gum shield
- Optional black and emerald sports hoodie top (branded item available from Kids Connection)
- Optional skort emerald \ black (branded item available from Kids Connection)
- Optional black leggings with logo (branded item available from Kids Connection)
- Optional plain white socks
- Optional football boots for football & rugby

A reminder about trousers at Chauncy:

- Plain black school trousers:
 - not skinny fit
 - not leggings
 - not jeggings
 - not denim
 - not cord
 - not jeans
 - not jeans style

Footwear – Plain black flat-heeled polishable shoes, no sports logos, no boots, canvas, fabric or plimsolls. Plain all-black polishable sports shoes are allowed.

<i>Black polishable traditional school shoes</i>	<i>Plain all black polishable leather sports shoe</i>	<i>No colour or logos</i>	<i>No canvas or fabric</i>
			
✓	✓	✗	✗

Jewellery - including rings, should not be worn to school. If your child has pierced ears, only small studs should be worn in the interest of safety.

Water Bottles - To cut down on plastic waste we now ask that students bring a reusable water bottle to school. We have five water coolers that can be used to fill water bottles at break and lunchtime. We will also be selling 500ml sports water bottles from the Finance Office for £1.50.

Wearing PE Uniform during the school day - Students may arrive at school in PE uniform if they have PE Period One. They must change into school uniform for Period Two. Students can only wear PE uniform for PM Form time and go home in PE uniform if they have a PE lesson during Period Five.

Uniform Detentions - Students who arrive at school without aspects of their uniform will attend a 15-minute uniform detention. Trousers, blazers shirts, polo shirts and black plimsolls are available from the Pastoral Office and loaned to those students who do not have the correct uniform. Failure to wear the correct school uniform will be considered defiant behaviour and further sanctions will be applied.

Financial Support for Uniform - We ask parents to donate unwanted high-quality items of uniform to the school. These items are cleaned and are available to families if they are unable to purchase uniform. There are also local charities that may be able to help in times of financial hardship. Please e-mail admin@chauncy.org.uk if you would like further information.

If families are experiencing financial difficulties, we recommend the Chauncy Pre-Loved Facebook Page where parents post, sell and donate items of Chauncy uniform and equipment. Please visit:
<https://www.facebook.com/groups/568471250351898/>

HAIR COLOUR AT CHAUNCY SCHOOL

We try to apply common sense here at Chauncy, so to keep things simple, hair colour must be natural for a human being, for example blonde, brown, black, and natural shades of red such as strawberry blonde and auburn.

We do not consider white or grey as natural colours for children of school age unless there is a medical explanation accompanied by a doctor's letter.

We do not consider pink, green, blue, purple, orange, yellow, gold, silver or bright red to be natural colours and are therefore not permitted hair colourings.

We expect hair to be one colour, although we do understand some people have natural highlights during certain times of the year. We do not consider dip tips, streaks or part dyed hair as acceptable uniform.

Students in breach of this rule will be isolated until parents or carers can be contacted and then excluded from school until their hair colour conforms with our uniform expectations.

Online Safety (E-Safety)

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

Appendix D - Online Safety Acceptable Use Agreement Secondary Students

- I will only use school IT equipment for school purposes.
- I will not download or install software on school IT equipment.
- I will only log on to the school network, other school systems and resources using my own school user name and password.
- I will not reveal my passwords to anyone other than a parent/carer.
- I will not use my personal email address or other personal accounts on school IT equipment.
- I will make sure that all my electronic communications are responsible and sensible.
- I understand my behaviour in the virtual classroom should mirror that in the physical classroom.
- I understand that everything I search for, access, post or receive online can be traced now and in the future. My activity can be monitored and logged and if necessary shared with teachers, parents/carers and the police if necessary. I know it is essential that I build a good online reputation.
- 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 a member of staff if I am in school, or parent/carer if I am not in school.
- I will not give out my own or others' personal information, including: name, phone number, home address, interests, schools or clubs or any personal image. I will report immediately any request for personal information, to a member of staff if I am in school or parent/carer if I am not in school.
- I should never post photographs, videos or livestream without the permission of all parties involved.
- I will not upload any images, videos, sounds or words that could upset, now or in the future, any member of the school community, as this is cyberbullying.
- I will be respectful to everyone online; I will treat everyone the way that I want to be treated. I will ensure that all my online activity, both in and outside school, will not cause distress to anyone in the school community or bring the school into disrepute.
- I will not respond to hurtful behaviour online but will report it. I have the right to block and will say no to any inappropriate or upsetting request.
- I will respect the privacy and ownership of others' work on-line and will adhere to copyright at all times.
- I will not attempt to bypass the internet filtering system in school.
- I will not assume that new technologies can be brought into school and will check with staff before bringing in any device.
- I will not lie about my age in order to sign up for age inappropriate games, apps or social networks.
- I understand that not everything I see or hear online is true, accurate or genuine. I also know that some people on the internet are not who they say they are and may have ulterior motives for assuming another identity that will put me at risk. I will gain permission from parents/carers before arranging to meet someone I only know on the internet.
- I understand that these rules are designed to keep me safe now and in the future. If I break the rules, teachers will investigate, I may be disciplined and my parents/carers may be contacted. If I break the law the police may be informed.

Mobile communication technologies

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

- o Students are allowed to bring mobile phones to school. They are allowed to use them before school, at break, lunch and after school.
- o Mobile phones must not be used in classrooms during directed teaching time, unless it is an aspect of the lesson planned.
- o Mobiles must be turned off, not switched to silence during form time, lessons and assemblies.
- o In lessons, students must place their mobile phone in the classroom caddy at the start of the lesson.
- o Mobiles must not be used for recording video, audio or photographic images of staff or other students without their consent.
- o The use of mobile phones for recording and or distributing images of poor conduct or bullying 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.
- o 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.
- o 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.
- o 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.
- o 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:

- o 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
- o Examination board and school rules about the use of such technologies in examination settings, including supervised coursework
- o 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 i.e. recording and transmitting of images of abuse)
- o Whether, and in what circumstances, the school judges it appropriate to inform parents about the confiscation of such items.
- o How long should items be confiscated for?

USE OF MOBILE PHONES AT CHAUNCY SCHOOL



ALL MOBILE PHONES MUST BE SWITCHED OFF AND PLACED IN THE MOBILE PHONE CADDY AT THE START OF THE LESSON.

- You will be allowed to collect your mobile phone from the Mobile Phone Caddy in each classroom at the end of every lesson.
- Mobile phones can only be used in class if your teacher gives explicit permission.
- If you refuse to put your phone in the mobile phone caddy, or take it out of the caddy without the explicit permission of the member of staff, we will confiscate it and your parents will have to collect it. You will be given a detention for defiance.
- Lesson time is for learning.
- Break and lunch are social times where you are allowed to use your mobile phone, but only if it is used responsibly.
- Students will be banned from bringing a mobile phone into school if they cannot use mobile technology responsibly.

Vaping

Whilst vaping has been promoted as a tool for tobacco smoking cessation, the health implications of using vapes are still uncertain.

We do not know the chemical content of vape liquids and the market is flooded with unregulated devices targeted at children.

Recent national research suggests that the nicotine levels in these devices can be far higher than in cigarettes and long-term exposure to some of the chemicals found in these devices may be harmful.

Problems with teenage vaping are widespread and many schools have recently reported concerns. Vaping is an anti-social habit with children leaving lessons and learning to vape during the school day. Children dominate toilet blocks at break and lunchtime so that they can vape, discouraging other students from using the facilities.

There have also been reports from schools of students encouraging younger students to try and buy vapes and subsequent incidents of bullying if students owe money to the vape sellers.

Therefore, vapes are banned at Chauncy School.

Chauncy School has the power to search, confiscate and destroy banned items such as vapes.

Students caught vaping or in possession of vapes will be suspended from school.

Students who distribute or sell vapes may face permanent exclusion.

We will report any retailer selling vapes to under-18s to Hertfordshire Police.

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.
- 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, Twitter or Instagram 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:
 - o Individually
 - o Politely
 - o At an appropriate moment
 - o The student should calmly set out why they feel aggrieved to the member of staff concerned
 - o 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:

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

It is recommended that the Form Tutor, Learning Coordinator, Pastoral Support Worker, Head of Department or Assistant Head (Pastoral) or Headteacher 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, ESMA or the SEND Team are used to assist the School with students.

Families First Hub/triage

This is a central team which processes all the referrals that are not child protection but are likely to need early help. They may give advice and information to the referrer and signpost to an organisation that can support the family. They'll contact parents to gain consent to share information and take cases to the local Triage Panels. A member of the team will also contact other agencies such as schools, GPs, health, family centres etc. for information. Families First Triage Panels are currently held weekly. These multi-agency panels are chaired by a Triage Manager who is a qualified Social Worker. Health Visitors, children's centres, Senior Families First Coordinators, Targeted Youth Support, Intensive Family Support, YC Herts and Police sit on the panel and share information about the family and collaboratively agree who should be the key worker and lead the FFA. This is for families who require a targeted or intensive level of support which requires a multi-agency team around the family.

SASH Specialist Adolescent Service Hertfordshire (SASH)

The service provides support to:

- young people aged 11 to 17 in families at risk of breakdown or on the edge of care
- young people who go missing from home or those that are at risk of, or subject to, child exploitation, including gangs and county lines
- young people in the Youth Justice system to prevent offending and re-offending; and to support victims of youth crime and their communities.
- young people aged 16 to 17 years old who are homeless

Intensive Family Support teams

Intensive Family Support teams (previously known as Thriving Families teams) work with families with multiple and complex needs who would benefit from intensive support.

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 Careers Coordinator.

Hertfordshire Safer Neighbourhood Police Team

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 Assistant Head and SENCO are 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.

Review and Evaluation Policy

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 Leadership Team, House Captains and Student Voice activities).
- 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 Policy with the Pastoral Assistant Headteacher on an annual basis.