




## BEHAVIOUR POLICY

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# BEHAVIOUR FOR LEARNING STATEMENT

## General Principles for all Phases

At Chichester Free School we believe that every pupil is important and that all should feel happy, safe and secure in lessons and around the school. We aim to promote a positive cohesive learning atmosphere where all members of the school community are treated with respect and consideration. We achieve this by:

- Building positive relationships within the classroom underpinned by mutual respect;
- Promoting positive behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention and restorative approaches;
- Teaching through the school curriculum and Spiritual, Moral, Social Education (SMSC) lessons, promoting British values and attitudes as well as knowledge and skills;
- Promoting outstanding behaviour within the classroom using positive recognition.

Poor behaviour is detrimental to the education, safety and welfare of all members of our school community and therefore it is not tolerated. Behaviour management is a whole school responsibility and all members of the school community have a part to play in ensuring that this policy is put into practice.

Positive behaviour is most likely to result when the School and parents/carers present a consistent response to young people. We always seek to involve parents in promoting good discipline and behaviour.

Chichester Free School cannot take responsibility for the behaviour of pupils on the way to and from the site or via Social Media/online. However, it has been established that pupils must follow the School's Home/School Agreement and live up to its expectations for a reasonable time at the beginning and end of the day. We therefore expect positive behaviour and do not accept negative behaviour choices at such times, including the journey between home and school.

The expectations of this Policy will be implemented on all school trips and visits.

## **A. RESPONSIBILITIES AND REFERRAL ROUTES**

### **Classroom Teacher**

#### **i. Primary**

The classroom teacher has responsibility for his/her own classroom management. There are a range of in-class rewards and consequences that are used. If there is continued negative behaviour choices the classroom teacher contacts the parents or carers to discuss the issues. If there is no satisfactory improvement in behaviour, the class teacher or member of Senior Leadership Team contacts parents and organises a meeting with them. This might lead to the child being placed on Primary Report card/Home School communication Book. If a satisfactory improvement is not seen in behaviour during the course of the Home School book or Report Card, then the matter is referred to a member of the Headship Team, who will decide if a Support Plan is needed for the child or if another avenue should be explored (Early Help etc.)

#### **ii. Secondary**

The classroom teacher has responsibility for his/her own classroom management. There are a range of rewards and consequences that are used. The classroom teacher uses professional judgement to decide when to refer a pupil to Head of Year/Department for:

- Poor quality work or home learning
- Negative attitude
- Negative behaviour

However, if the pupil fails to respond to the action of the classroom teacher, there is an immediate referral to the Head of Year/Department.

The class teacher speaks to the pupil about the problem. If the problem continues the Head of Year/Department interviews the pupil again and places him/her on subject report sending a standard letter home. A copy is circulated to Tutors and the Pastoral team. If there is still no improvement the Head of Year/Department will contact the pupil's parent/carer to discuss a constructive and positive solution.

### **Tutor Role**

The Tutor has responsibility for the overall monitoring of the tutor group, including:

- Overview of academic progress
- Pastoral care
- Celebrating success
- Uniform
- Attendance
- Punctuality
- General conduct around the school

The Pastoral Team will have an overview of incidents in their tutor groups and take responsibility for the recording on SIMS/CPOMS.

## **B. REWARDS**

### **Principles**

We recognise pupils' work, behaviour and contribution to the life of the school and community as a way of showing our approval and reinforcing our expectations. This plays an important part in creating an atmosphere in which pupils feel valued as a result of positive feedback and recognition of their success.

### **Procedures**

In many cases, our recognition is informal. For example, words of praise and nonverbal communication such as smiles provide a reinforcement, as does the interest we show in pupils' work and ideas. Similarly, the feedback when marking written work, home learning or reading records to provide encouragement and reward.

Each classroom has the CFS Rewards and Sanctions poster (appendix 1 & 2) displayed which clearly outlines the consequences of both positive and negative behaviour choices.

### **Early Years and Foundation Rewards**

In EYFS visual rewards are given to the children. For example; stickers, marbles in the jar and names on the 'Star Learner' sheet. If a class demonstrates positive behaviour, the class teacher will reward the class.

### **Years 1- 13     Rewards**

Praise should be used to reinforce good work or behaviour. Particularly good pieces of academic work for that pupil or a marked improvement in a pupil's academic standard may be rewarded with a commendation of some description, being recorded on SIMS under their name. Communication with home through email, phone calls, praise postcards and celebration certificates should also be made to acknowledge particularly outstanding work, progress or behaviour.

We have five stages of rewards which link to our House Points system and are used to praise pupils and encourage good behaviour. House Points are used to reward pupils individually, as well as contributing to the House totals throughout the academic year. An R1 and R2 may be issued for good behaviour and/or work in class and also around the school site at social times and the pupil is awarded one or two House Points respectively. If a pupil accumulates several R1s or R2s in a week then they are also awarded a Praise Postcard from their Head of Year and an email home from the Principal. An R3 is awarded for an exceptionally good piece of work, or particularly good behaviour and conduct. As well as having three House Points logged on SIMS, the pupil will be awarded a certificate in assembly from their Head of Year. An R4 is issued when a pupil goes above and beyond, achieves fantastic work, behaves in a particularly commendable way or has a significant achievement outside of school. They are awarded four House Points which are logged on SIMS and receive a Head of Year or Key Stage Award. The Principal reviews all R4s fortnightly and converts the most deserving in to an R5, Principal's Award. The Principal then celebrates the pupil's success with them by hosting a rewards event in their office during Period 5 every other week which includes cake, hot chocolate and games. The Principal also upgrades the 4 House Points to 5, and personally contacts the parent/carer of the pupils to explain that they have been awarded a R5 and the reasons why.

Members of staff use their professional judgement when deciding what level of praise to issue, and regular staff training sessions take place to ensure consistency across the school.

## **C. SANCTIONS**

### **Principles**

Sanctions are used to discourage unacceptable quality of work or negative behaviour. They ensure high levels of expectation in the classroom and reinforce the right of all pupils to learn in a safe and supportive community.

### **Procedures**

In many cases our behaviour management strategies are informal. For example, the use of disapproving looks or of a reprimand (which focuses on the problem or act rather than the individual pupil) often corrects the behaviour.

Each classroom has the CFS Rewards and Sanctions poster (appendix 1 & 2) displayed which clearly outlines the consequences of both positive and negative behaviour choices.

### **Early Years**

If a child is displaying negative behaviour, the teacher may ask the child to sit out from the group to calm down and think about how they are behaving. In Reception, a teacher may use the word 'warning' to remind children of their expectation, this will be used usually in continuous provision. For example, if children are not choosing appropriately. The age and development of each child is taken into consideration when dealing with behaviour and sanctions. Teachers liaise with parents at the end of the day to communicate if there has been a problem. There is constant discussion with children about their behaviour to ensure children understand the expectations and consequences.

### **Key Stage One and Two Sanctions**

Pupils may be sent to a member of the Senior Leadership Team, Primary Pastoral Officer or Year Group Partner for 10 minutes for 'reflection' to enable learning to continue within the classroom. A Reflection Sheet may be filled in and this will be sent home for the parent to read.

An S1 or S2 should be awarded for consistently bad behaviour, a serious incident, or when the lowest point of the class behaviour chart has been reached. An S2 must be recorded on SIMS and parents informed. The child will also need to be sent to the relevant middle or senior leader who will decide on the next course of action at their discretion. The child will be asked to stay in for the first 5 minutes of their lunch for a restorative conversation with the class teacher.

An S3 can be issued for a more serious incident such as physical bullying or use of foul language. Any child committing a violent, wilfully disobedient or bullying, including homophobic or racist bullying, incident will move be issued with an S3. An S3 equates to a formal lunchtime detention with a member of the Senior Leadership Team and parent meeting.

Children are entitled to start the following day with a 'fresh start'.

Any child whose behaviour does not improve, will be placed on a behaviour monitoring record and may also be given an IBP (Individual Behaviour Plan).

Members of staff use their professional judgement when deciding what level on sanction to issue, and regular staff training sessions take place to ensure consistency across the school.

### **Years 7-13 Sanctions**

Whenever a sanction is to be applied the teacher will calmly tell the pupil what they have done wrong and what the sanction is, encouraging them to take responsibility for their words or actions and to behave in a more appropriate way in the future. The tone of voice may indicate disapproval but shouting at someone should be avoided.

We have five stages of sanctions which link to our Behaviour Points system and are used to encourage good behaviour and deter pupils from making poor choices.

An S1 is given for relatively minor infringements of the School's policies, for example incorrect uniform or lack of equipment and the pupil will have one Behaviour Point logged on SIMS. The issuing teacher may set a short detention (during break time) to discuss the infringement and to reiterate the expectations to encourage good behaviour moving forwards. If a pupil receives multiple S1s in a week (defined each week), then they will have an after-school detention the following Thursday.

An S2 is set for either a greater infringement of the school's Behaviour Policy or for a continuation of the behaviours that warrant an S1. For example, if a pupil is talking over the teacher in a lesson and thereby causing disruption to the learning of others, they may be issued an S1 initially. If however, they continue to disrupt the lesson then they may be issued an S2. An S2 is logged on SIMS and has two Behaviour Points associated with it. If a pupil is 'parked' in another lesson due to persistent disruption to their own class, they will automatically be issued with an S2. The pupil will also be in Social Inclusion for the first break on the following day.

An S3 is issued for a relatively significant breach of the school's Behaviour Policy or a continuation of poor behaviours despite warnings and an S1 and an S2 having been issued previously. If patrol is called to remove a pupil they will be issued an S3, which will be logged on SIMS with three Behaviour Points. Pupils who are issued an S3 are placed in Social Inclusion the following day for both breaks.

An S4 is set when it is necessary to isolate a pupil from the rest of the school in relation to a significant incident or persistent breaches of the school's Behaviour Policy. We have two Isolation facilities, Inclusion and Internal Exclusion, it is for the Head of Year or Senior Assistant Principal to decide which one a pupil will be placed in and for how long.

An S5 is our highest sanction which is an exclusion from the school. An exclusion is either for a fixed-period of time or permanently. Chichester Free School follows the Department for Education's statutory guidance '[Exclusion from maintained schools, academies and pupil referral units in England](#)' (September 2017) when issuing exclusions.

## Escalation

We operate a system of escalation whereby if a pupil fails to attend a sanction or does not comply with the expectations whilst in the detention then a sanction is set at the next level up. Heads of Year and the Senior Assistant Principal with responsibility for behaviour monitor all Behaviour Points and intervene in an appropriate and timely fashion.

Members of staff use their professional judgement when deciding what level of sanction to issue, and regular staff training sessions take place to ensure consistency across the School.

**The following are likely to lead to the requirement to exclude, although this is not an exhaustive list:**

- Possession, use or dealing of drugs including prescribed drugs
- Possession of/use of an offensive weapon, replica weapon (e.g. gun or knife) or article deemed to be offensive and dangerous
- Possession of/use of dangerous substances to include matches, lighters, chemicals etc
- Acts of violence, threats of or incitement of violence
- Persistent and malicious refusal to follow staff instructions or accept the authority of staff and the school
- Persistent and malicious refusal to follow the school rules, student code of conduct and dress code
- Possession and use of alcohol, tobacco, cigarettes (Including E-cigarettes and paraphernalia)
- Acts of abuse of any nature including incitement to abuse on sexual, religious, racial, age and gender related issues
- Acts or incitement of bullying, intimidation and harassment
- Acts involving bullying, racism or online abuse
- Acts or threatened acts of behaviour that are dangerous and deemed to endanger the health, safety and well-being of any person at or associated with the school
- Acts of vandalism or damage (including incitement)
- Persistent and malicious disruption of teaching and learning
- Verbal abuse towards other pupils or members of staff
- Theft
- Sexual misconduct
- Behaviour likely to bring the School into disrepute\*

\*A pupil's behaviour on school business, including movement between home and school, and actions online which could reasonably be seen to relate to the school and/or its members, is subject to the School's Behaviour Policy.

It should be noted that actions which bring the School into disrepute can include those which occur outside of the school day and outside of school hours.

### **Use of reasonable force:**

The use of force against a pupil is not used as a sanction, but to 'control' or 'restrain' them. Control refers to either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint refers to strategies to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Although all members of school staff have the legal power to use reasonable force some members of staff have received additional training to positively handle pupils. The use of reasonable force may be used to prevent pupils from hurting themselves or others, from causing damage to property or from causing disorder and disruption. The use of reasonable force may be used to:

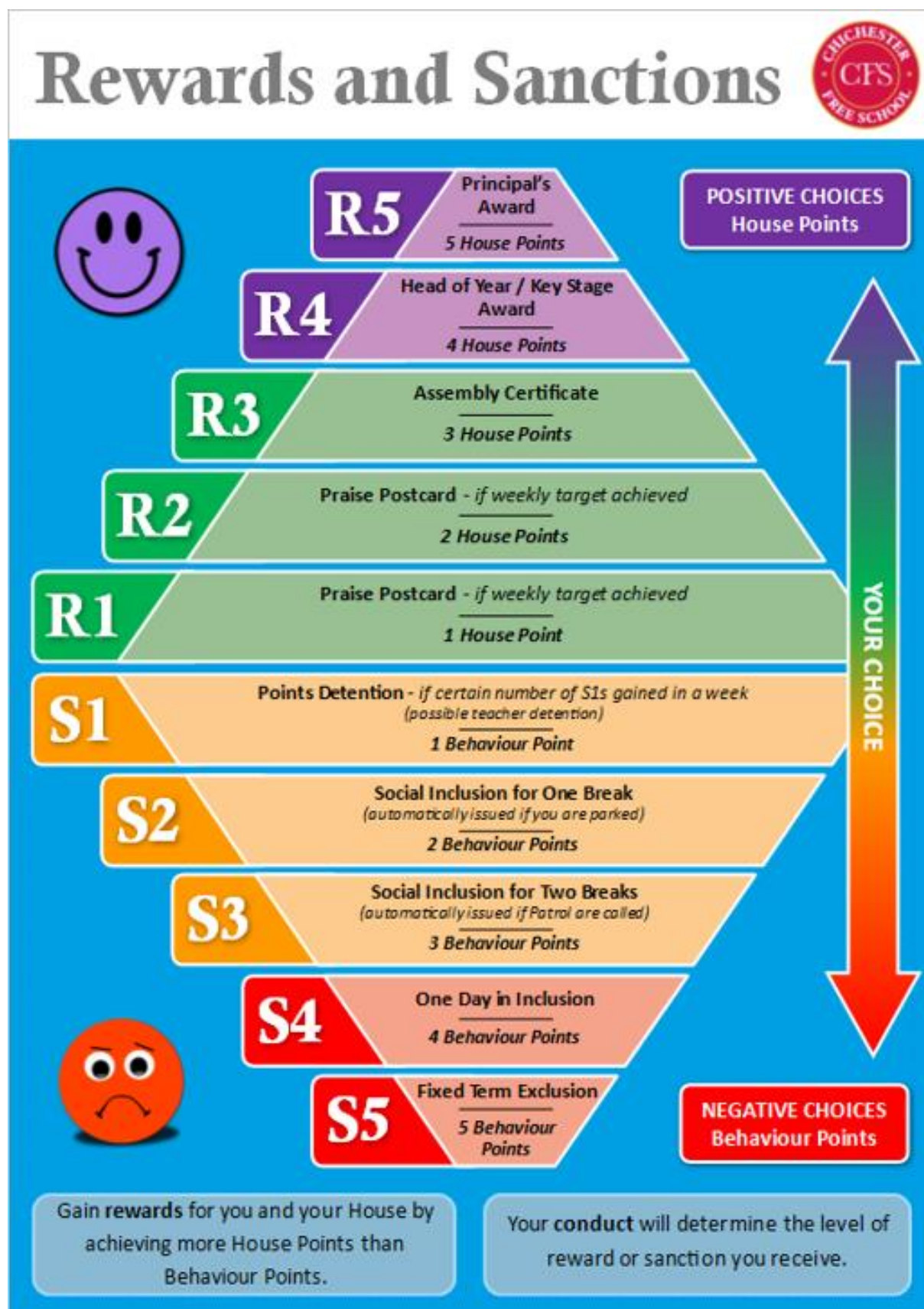
- Remove disruptive children from the classroom where they have refused to follow instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviours of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

Chichester Free School follows the Department for Education's '[Use of reasonable force](#)' (July, 2013) guidance.

### **Searching and Confiscations:**

All school staff have the legal power to search a pupil and/or their possessions for any item if the pupil agrees. The Principal, and staff authorised by them also have the statutory power to search pupils and/or their possessions, without their consent, where they have reasonable grounds to suspect that the pupil may have a prohibited item. Chichester Free School follows the Department for Education's '[Searching screening and confiscation](#)' (January, 2018) guidance





Appendix 2 – CFS Primary Rewards and Sanctions Poster

