



**Chesterton Community College**  
**Behaviour Policy**  
**2020 - 2021**

# **Chesterton Community College**

## **Behaviour Policy 2020-21**

### **1. Why we Have This Policy**

Excellent behaviour in school is vital in helping all students to realise their potential. Students, parents, teachers and governors have all made their views clear that effective learning takes place in an orderly environment. We expect students' behaviour to be outstanding at all times and our policy reflects the requirement for the highest standards so that all can have the opportunity to do their best. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers, members of staff or others. Students who persistently behave poorly require support to help them improve and our policy allows for this. Our rewards policy includes all that we do to reward positive behaviour.

### **2. Aims of Our Behaviour Policy**

1. Students' behaviour will be outstanding at all times when they represent the school, both in lessons and outside lessons and also within the community when travelling both to and from school in uniform. There will be no poor behaviour at Chesterton Community College.
2. The behaviour of students who persistently behave poorly will improve through the provision of intensive support

### **3. Dealing with Poor Behaviour**

Poor behaviour is subject to sanctions and is recorded by issuing a 'Bad News Report' (BNR) through The Trust Reporting System (CRS). Students who behave poorly risk losing their place in The Trust's normal school day and depending on the circumstances, they also risk permanent exclusion from the school.

#### **3.1 Teacher/Faculty Sanctions**

Teachers/faculties may use their own sanctions, including setting detentions of up to 30 minutes for minor incidents of poor behaviour (silliness, other low level problems which the teacher feels the need to deal with). This is not recorded in the CRS (see 3.7).

### 3.2 Whole School Sanctions

<b>Behaviour (asterisks refer to examples in 3.3)</b>	<b>Examples of Sanctions/Actions</b>
Poor whole school behaviour*	<p><b>First incident</b> - Behaviour detention.</p> <p><b>Second incident</b> - Further behaviour detention.</p> <p><b>Third incident</b> - Will usually mean a 1-day internal exclusion (see 6) unless another sanction is felt to be more appropriate.</p>
Poor behaviour on the way to lessons**	Behaviour detention.
Poor behaviour in lessons***	<p><b>First incident</b> - Behaviour conversation.</p> <p><b>Second incident</b> - Teacher issues a ‘formal warning’ (see 3.4), behaviour detention.</p> <p><b>Third incident</b> - Student sent to isolation room by teacher (see 3.5). Note: a student must be issued with a ‘formal warning’ before being sent to the isolation room. Internal exclusion.</p>
Poor behaviour towards others, including making life unpleasant for another student, students or member of staff****	<p><b>First incident</b> – Student removed from situation and sent to isolation room (if during a lesson, they spend the rest of that lesson in isolation, if at break or lunchtime, they spend the rest of that break or lunchtime in isolation), behaviour detention.</p> <p><b>Second incident</b> – Student removed from situation and sent to isolation, behaviour detention, one week of isolation at break and lunch time, period 7 (P7) behaviour support (see 7).</p> <p><b>Third incident</b> – Internal exclusion, extended period in isolation at break and lunchtime, P7 behaviour support for a fixed period.</p>
Anti-social behaviour on the school site*****	<p><b>First incident</b> – Verbal warning, anti-social behaviour detention and community service for a period deemed appropriate.</p> <p><b>Second incident</b> – Formal warning and letter sent to parents, anti-social behaviour detention and community service for a period deemed appropriate.</p> <p><b>Third incident</b> – Parent meeting and ABC (See 8), Internal exclusion, extended period in isolation at break and lunchtime, P7 behaviour support for a</p>

	<p>fixed period and community service for a period deemed appropriate.</p> <p><b>Subsequent incidents</b> – Internal exclusion and P7 behaviour support or fixed term exclusion and PSP and P7 behaviour support or alternative provision (see 10) or permanent exclusion in extreme cases.</p>
Failure to attend a detention or complete a sanction for no good reason (parent/carer note required on the day).	<p><b>First incident</b> – Student completes a lunchtime and afterschool behaviour detention the following day.</p> <p><b>Second incident</b> – Internal exclusion</p>
Poor behaviour in a detention.	Student is removed from the detention and must repeat it the following day. A further behaviour detention is set.
Smoking in school uniform on or off-site (smoking is not allowed by law on school premises).	<p><b>First incident</b> – Smoking detention for 1 week at lunchtime, support with stopping smoking during P7 (organised by Head of House) for a fixed period</p> <p><b>Second incident</b> – Internal exclusion, smoking detention for 1 week at lunchtime, support with stopping smoking.</p> <p><b>Third incident</b> – PSP (see 9), supervised break and lunchtime support, support with stopping smoking.</p>
Truancy from class or the school site.	<p><b>First incident</b> – Internal exclusion or catch up P7-8 for a week.</p> <p><b>Subsequent incidents</b> – Internal exclusion and catch up P7-8 for a fixed period.</p>
Refusal to go to the isolation Room.	Extended internal exclusion or fixed term exclusion (see 6) and PSP, P7-8 behaviour support.
Very serious one off incident/poor behaviour (including during a lesson) *****	Internal exclusion and P7 behaviour support or fixed term exclusion and PSP and P7 behaviour support or alternative provision (see 10) or permanent exclusion in extreme cases.
Brining the College into disrepute/anti-social behaviour within the community *****	Internal exclusion and P7 behaviour support or fixed term exclusion and PSP and P7 behaviour support or alternative provision (see 10) or permanent exclusion in extreme cases
Student incorrectly dressed for no good reason (parent note required on the day, see 4).	Student sent to isolation room (see 4). Uniform detention issued.
Student refuses to remove item of clothing that is not permitted.	Fixed term exclusion, PSP, P7 behaviour support.
3 behaviour detentions in a school year.	Internal exclusion and, where appropriate restorative support put in place.
3 uniform detentions in a school year.	Internal exclusion.

3 internal exclusions in a school year.	PSP and P7 behaviour support.
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The school will always inform parents/carers that day if a student has been placed in detention after school. If parents/carers cannot be contacted, the detention will be rearranged for as soon as possible after the parents/carers have been contacted (usually the following day). All administration (including sending BNR, contacting parents/carers, setting and ensuring completion of detentions) for whole school sanctions is completed by a member of the admin team. All whole school sanctions happen in one place, usually the isolation room. Internal exclusions finish at 4pm. If a student has been sent to the isolation room from a lesson or has been caught truanting then they will finish at 5pm.

### 3.3 Examples of Poor Behaviour

- \* Phone, MP3 player, headphones on display (unless needed for a learning activity); inappropriate use of 1:1 learning device; low level damage to property/the environment; chewing gum; eating in class (unless sanctioned by the teacher).
- \*\* Running in the school building; shouting; pushing; other behaviour that causes a risk to the health and safety of others.
- \*\*\* Late to lesson for no good reason; continuous poor attitude to learning; off task despite behaviour conversation; interrupting the teacher by continuing to call out/disrupt so that the learning of others is compromised; significantly disrupts the learning of another student or students by continuing to talk to them about things not related to the lesson or stops others learning in another way.
- \*\*\*\* Making life unpleasant could include name calling, racism, sexism, getting others to be unpleasant to someone else (including using technology to make life unpleasant), taking or moving someone's property, problems that are brought into school from cyberbullying or other bullying out of school.
- \*\*\*\*\* Intimidating behaviour (unnecessary raised voices, swearing, nuisance, rowdy or inconsiderate behaviour); property damage (vandalism, graffiti); environmental damage (littering/dumping rubbish); or posing a threat to the safe environment.
- \*\*\*\*\* Defiance: swearing at a member of staff; fighting or other aggressive behaviour or serious unpleasantness to another student or students; bringing things onto site that are forbidden by the school rules; theft, serious damage to school property or another student's property; serious misuse of technology.
- \*\*\*\*\* Any behaviour which poses a threat to the safe environment which is later reported to the school by the public or the police. The schools judgement is final.

### 3.4 Issuing a 'Formal Warning'

A student should only be issued with a 'formal warning' if they are significantly disturbing the learning of others in the lesson. The language a teacher uses should be similar to: "You are significantly disturbing the learning of others and I am issuing you with a formal warning. Please go to the isolation room at the end of the day for a detention. If you continue to significantly disrupt the learning of others by (insert example), you will be sent immediately to the isolation room".

### 3.5 Sending a Student to the Isolation Room During a Lesson

Teacher contacts the isolation room to let staff know that a student will be arriving. If a student refuses to leave the lesson, the teacher sends another student to reception to inform a senior leader. A senior leader will remove the student. Once the student has arrived to the isolation room reception will be notified and the runners will be sent to collect work from the teacher for that students to complete.

### 3.6 No Debate on Poor Behaviour/Sanctions

Teachers should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance and be dealt with by a senior leader. Teachers must report the problem to reception, reception will report the matter to a senior leader.

### 3.7 Levels of Poor Behaviour

At The Trust, the recording of poor behaviour begins at detention and goes up to alternative provision or permanent exclusion. On occasion a teacher may address a behaviour issue but this may not lead to a sanction and is therefore not recorded.

## **4. Dealing with Uniform Issues**

All staff, please note, you are required to deal with uniform issues whenever you see them during the school day. If a student cannot wear the correct uniform for any reason, the parent/carer must provide their child with a note on the first day explaining the problem and the date by which their child will be back in correct uniform. We expect a student to be back in correct uniform within 2 or 3 days. During that time, students will borrow the correct uniform from the school to ensure that correct uniform is worn at all times. If a student has a genuine reason for being incorrectly dressed but was unable to bring a note from the parent/carer, for example due to the parent/carer leaving the house early, the student will borrow correct uniform from the school and the student must bring in a parent's/carer's note for the tutor the next day to explain the non-compliance. Any student not in the correct uniform should report to isolation straight away in the morning to borrow school uniform for the day. If a student is wearing incorrect uniform and has no note from the parent/carer, the student will borrow uniform from the school and the student will be given a one-hour detention after school that day. A Bad News Report will be sent to the parent/carer. Where a parent/carer is unable to rectify the uniform problem due to financial hardship, the school may be able to provide financial support. A student who wears incorrect uniform three times without good reason, will spend a day in the

isolation room and Bad News Report will be sent to the parent/carer. Refusal to wear the correct uniform, including refusal to wear clean clothing lent by the school, will be treated as defiance and this is likely to result in a fixed term exclusion from the school. Students with extreme hairstyles may be required to spend an extended period of time in the isolation room until the problem is resolved.

## **5. What Happens in the Isolation Room**

Students in the isolation room during the normal school day complete work in subjects whose lessons they are missing as a result of their poor behaviour. Heads of Faculty and Subject are responsible for ensuring that appropriate and up-to-date work is available in the isolation room at all times. Students completing a whole school detention in the isolation room will complete school work.

## **6. Authorising Internal and Fixed Term Exclusion**

An internal exclusion takes place in the isolation room. A fixed term exclusion involves the student being excluded from the school premises for a set period, for example a day. Only a senior leader can authorise internal exclusion or fixed term exclusion for a serious incident of poor behaviour. The exception to this is when a teacher sends a student to the isolation room during a lesson, and in these cases a senior leader will confirm whether the student is to remain in internal exclusion for 6 lessons. A student will not be sent back to a lesson from which they were sent to the isolation room from.

## **7. Period 7 Behaviour Support for Students Whose Behaviour is Persistently Poor**

Students who are having difficulties improving their behaviour will be given additional support during period 7. This will be staffed by a member of the support team. Support given will be personalised to the student, but may include some or all of the following:

- regular contact with parents/carers;
- a restorative approach;
- outside speakers; an inspirational experience;
- a focus on positive aspects of a student's behaviour;
- students mentoring other students whose behaviour is persistently poor.

A student may be referred to period 7 support by a Head of House or member of the senior leadership team.

## **8. ABC – Evidence, Reviews and Outcomes**

An ABC is an Anti-Social Behaviour Contract which lasts for a maximum of 6 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of break/lunchtime and an allocated senior manager reviewing these with the student at the end of the school day. A student on a ABC is in danger of being placed in the school's alternative provision or of permanent exclusion. S/he will be closely monitored and will be given appropriate support to help them be successful in meeting the ABC targets that will be set. If a student has a fixed term exclusion, they will go onto a PSP on return to school.

- Clear targets will be set for the ABC.
- ABCs will be formally reviewed at 2 week intervals by the allocated senior manager. Parents/carers will be invited to the review meetings. SLT may decide after a review to suspend the ABC if targets are being met. Evidence for the ABC will be gathered on weekly ABC cards which the student is responsible for maintaining and bringing to school every day. Each break and lunchtime will be commented on by the teacher and the student meets the allocated senior manager each day to review.
- If there is some poor behaviour recorded on the card, an emergency review of the ABC may take place. The school will decide on whether this should happen. The likely outcome of an emergency review is that the student will spend time in the school's alternative provision. The school will decide how long this period will be.
- A student who succeeds on ABC, but then qualifies for a second one through poor behaviour will instead be placed straight into the school's alternative provision. The school will decide how long this period of alternative provision will be.

## **9. PSP – Evidence, Reviews, Outcomes**

A PSP is a Pastoral Support Programme which lasts for a maximum of 6 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of a lesson and the Head of House reviewing these with the student at the end of the school day. A student on a PSP is in danger of being placed in the school's alternative provision or of permanent exclusion. S/he will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that will be set. If a student has a fixed term exclusion, they will go onto a PSP on return to school.

- Clear targets will be set for the PSP.
- PSPs will be formally reviewed at 2 week intervals by the Head of House. Parents/carers will be invited to the review meetings. The Head of House may decide after a review to suspend the PSP if targets are being met. Evidence for the PSP will be gathered on weekly PSP cards which the student is responsible for maintaining and bringing to school every day. Each lesson will be commented on by the teacher and the student meets the Head of House each day to review.
- If there is some poor behaviour recorded on the card, an emergency review of the PSP may take place. The school will decide on whether this should happen. The likely outcome of an emergency review is that the student will spend time in the school's alternative provision. The school will decide how long this period will be.
- A student who succeeds on PSP, but then qualifies for a second one through poor behaviour will instead be placed straight into the school's alternative provision. The school will decide how long this period of alternative provision will be.

## **10. Managed Move**

A managed move is a voluntary agreement between schools, parents/carers and a student, for that student to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to alternative provision or in some cases permanent exclusion.

A managed move is strictly time-limited to 15 weeks. While on the managed move, the student will access mainstream education and their progress will be regularly reviewed.

There are a number of reasons why a managed move will take place which are discussed with families on an individual basis.

## **11. Alternative Provision**

Alternative provision is for a student whose poor behaviour has put her/him in a position where s/he cannot continue in normal lessons. Instead, for a period to be determined by the school, the student will be educated outside of normal lessons. The aim is for the student to be re-integrated to the mainstream curriculum, for this to happen, the student has to demonstrate good behaviour/attitude to learning over an extended period of time.

- The Head of Inclusion will negotiate with the student and parent on specific arrangements for alternative provision.
- The amount of time spent in the school's alternative provision will be determined by the school.
- This period of time may be influenced by the student's behaviour and engagement with the alternative provision.
- The most likely outcome for a student who does not respond well to alternative provision is permanent exclusion from the school.

## **12. Additional Guidance**

- Phones, MP3 players, headphones or other equipment will be confiscated until the end of the day if a student is in breach of the policy. These can be collected from reception at the end of the day. Parents/carers will have to collect items if the school has to confiscate them for a second time and on subsequent occasions in a school year.
- The school reserves the right to withhold the privilege of any student to take part in organised extra-curricular activities (including sport, music, drama, trips, Year 11 ball) if behaviour has been poor.
- Students will complete school work or environmental work when in detention.
- Issues related to failure to complete homework and attendance and punctuality appear in the Homework Policy and in the Attendance and Punctuality Policy.
- Students are expected to bring the correct equipment to school. Details of the equipment list can be found in classrooms and on the school website (entitled 'equipment list'). Where a student does not have the correct equipment, a teacher will provide it for that lesson, if possible. Students who regularly come to school without the correct equipment will be supported by their tutor and/or Head of House.
- Further detail on misuse of technology can be found in the Acceptable Use Policy.

<p style="text-align: center;"><b>Behaviour</b></p>	<p style="text-align: center;"><b>Behaviour Sanction</b> (All Bad News Reports are issued by a member of the admin team once appropriate information has been received from the member of staff dealing with the incident)</p>
<p>The teacher addresses a minor behaviour issue but no sanction is needed.</p>	<p>Nothing recorded.</p>
<p>Teachers/faculties may use their own sanctions, including setting detentions of up to 30 minutes for minor issues of poor behaviour (silliness, other low level problems which the teacher feels the need to deal with).</p>	<p>Nothing recorded.</p>
<p>Any incidents of poor whole school behaviour</p> <p>Or</p> <p>A formal warning being issued for a second incidence of poor behaviour in lesson.</p>	<p>Behaviour detention.</p>
<p>Any incidents of persistent poor behaviour (see above for the full breakdown).</p>	<p>Internal exclusion which in persistent cases may then lead to PSP, then alternative provision and then permanent exclusion.</p>