



# Chipping Campden School

Inspired to learn, empowered to excel

## Behaviour Policy

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| <b>Committee</b>                  | <b>Education</b>                     |
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### Relevant Policies:

- Responsible Use of ICT
- Anti-Bullying and Anti-Hate
- Attendance
- Safeguarding and Child Protection and Response to Covid-19 and Annex 7 – Early Help Offer
- Complaints
- Confidentiality
- E-Safety
- Health & Safety
- RHSE
- SEND



# Behaviour Policy

## Introduction

Chipping Campden School is dedicated to ensuring that our school environment supports learning, and the wellbeing of students and staff, through a strong sense of community cohesion. Cooperation, support and respect are the foundations of our community and we work hard to provide a safe school where all students feel valued. This policy outlines what we expect from all of our students in terms of their behaviour and summarises sanctions in the event that students fall below our expectations. In short, our Behaviour Policy is built around building positive learning relationships, preventative practice and positive and negative consequences. We recognise that poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach and the quality of learning, teaching and behaviour in schools are inseparable issues.

The values upon which this policy is based have been agreed by governors, staff, parents and students and are set out in the school's Missions, Vision and Values statement.

## Aims

Chipping Campden School aims to encourage positive behaviour patterns and seeks to promote good relationships throughout the school built on trust, understanding and agreed routines and practices. Our aim is to ensure that all of our students leave with the key skills they need to continue to progress, to the best of their ability, in all areas of life. The Behaviour Policy aims to:

- Support teaching, learning and individual success
- Promote good behaviour
- Promote respect and positive relations
- Prevent bullying, discrimination and harassment
- Promote equality of opportunity and inclusion
- Support excellent standards of welfare and support

## Our principles

We believe that:

- all school members and visitors to the school should be treated fairly, courteously and with respect in an environment which is orderly and safe, free from violent or abusive behaviour and where conduct is underpinned by the adoption of British Values
- all should be supported to achieve their full potential in a learning environment that is free from disruption
- our environment should be a safe, healthy and a positive place in which to work, learn and develop
- our Home School Contract supports positive collaborative working with parents and carers and encourages positive behaviours in students
- our school environment deserves to be respected and should be free from litter, vandalism and chewing gum
- students are ambassadors of the school when travelling to and from school and undertaking activities outside of school such as school trips and visits, work experience, school fixtures etc; actions which bring the school into disrepute, including the use of technology to bully or promote disruption, will be subject to school sanctions



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- the school offers appropriate levels of additional support for students identified with SEN, disability and vulnerabilities which may contribute to their behaviour
- it is important to empower students to make positive choices about their behaviour by the consistent application of Chipping Campden School's 'Choices and Consequences'
- no one in the school community has to the right to do anything which has a negative impact upon the safe and orderly running of the school
- students should take responsibility for adhering to the terms of the Chipping Campden School rules: CCS Committed, Considerate, Safe.
- students should take responsibility to ensure that their behaviour in school corridors and on the school grounds is safe, sensible and considerate to others
- it is important to celebrate positive behaviour, attendance, presentation in dress and attitude to learning; and to challenge students who do not meet the school's expectations
- school is an environment which should be free from bullying, derogatory or discriminatory language, or any language which denigrates, threatens, or causes harm to others
- there is no place in school for items which are illegal for children to possess, deemed to be inappropriate for a school community by those in charge of the school, or everyday items which are used in such a way to bring harm to others
- students should be encouraged to learn to modify their behaviour, following any sanctions that they receive, to avoid repeated issues. This requires students to fulfil the requirements of any sanction and support set by the school in full

## Dealing with unacceptable behaviour

Whenever possible, students will be given an opportunity to change unacceptable behaviour, helped to understand what they have done wrong, and why the behaviour is unacceptable. If a sanction becomes necessary, sanctions will be applied, commensurate with the behaviour, as deemed appropriate by the school. Whilst all teachers, and other staff in charge of students, have the statutory power to sanction unacceptable behaviour the Principal may limit the power to apply particular sanctions to particular staff.

Restorative approaches are positively encouraged at all stages of behaviour management.

## The sanction journey

In the vast majority of cases the sanctions most often in use at Chipping Campden School are summarised in the 'Choices and Consequences' summary which is available to all. The school operates a next day lunchtime detention system. After school detentions may be issued by senior members of staff; to support positive relationships between home and school a minimum 24- hour notice period will be given. The Senior Leadership Team may exercise their statutory power to issue weekend and non- teaching day detentions, if they see fit, for serious breaches of the behaviour policy which are not subject to exclusion.



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In the case of more serious offences, Pastoral Year Leads, Directors of Learning, the Head of Main School, or the Vice Principal/Principal will make reasonable efforts, as appropriate:

- Internal suspension – this could be a morning or afternoon session, or up to 5 days.
- Placement at Abbey View – Alternative Provision Free School
- Fixed term exclusion
- Managed move to an alternative school
- Permanent exclusion

### **Abbey View – Free School [www.abbeyviewschool.co.uk](http://www.abbeyviewschool.co.uk)**

A placement at Abbey View Alternative Free School may be offered, as a temporary or longer term placement, as an intervention for students who find meeting the demands of mainstream education challenging.

Abbey View also provides an alternative education for students who are excluded for a number of days or for those at risk of permanent exclusion. Students are required to attend Abbey View on the sixth day of any exclusion though it may be agreed that this begins from the point of exclusion. Entry to Abbey View is strictly by referral from Chipping Campden School.

### **Intervention strategies**

Chipping Campden School will always seek to promote positive attitudes to learning and good standards of behaviour. Referrals of concern from staff, formal reports on attitudes to learning and attainment, and individual incidents, may instigate intervention. Intervention strategies vary dependent upon an individual student's needs, and the behaviour in question, but may include:

- Individual discussion, goal setting, mentoring
- Tutor intervention
- Pastoral Year Lead intervention
- Departmental action
- Increased home/school liaison
- Monitoring report
- Learning contract
- Individual Attendance Plan
- Programme organised by The Hive (Student Support Centre)
- Counselling
- Individual Behaviour Plan or Pastoral Support Plan
- Instigating the Graduated Pathway
- Signposting to external agencies

### **Prohibited items, Search and Confiscation**

It is our first priority to ensure that students are in a safe and secure environment when they are in our care; if a student is suspected to have any items that may impact upon the well-being of other students, or themselves, the Principal, or other members of staff authorised by the Principal, will conduct a non-intimate search and confiscate any items which give cause for concern. The Education Act 2011 also allows staff to examine any data or files on any electronic device if they think that there is good reason to do so. A record will be made of any searches undertaken.



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## Mobile phones

Students may bring their mobile phones to school; with the exception of students using the Sixth Form Centre, they must remain silent and out of sight at all times during the school day. If mobile phones are visible at any stage, without the specific permission of a member of staff, they will be confiscated and may be picked up by the student at the end of the day. All confiscations will be carefully logged and any third 'strike' would mean that the phone would be kept overnight and parents/guardians contacted. Repeated confiscations result in lengthier confiscations and/or parents asked to collect the phone so that the issue can be addressed more formally.

## Physical contact and restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

At Chipping Campden School the use of force and restraint is avoided, if at all possible, and only when a desired result cannot be achieved by any other means. "Force" is defined as the minimal contact needed to prevent injury to self or others, damage to property and/or extreme disorder. Following significant incidents involving the use of force, the school will speak to the parents concerned, a record of the event logged and post-incident support actioned, as appropriate.

Key members of staff have undertaken a Team-Teach training course in the reduction of risk, restraint and restriction (January 2019).

Related documents:

*Mission, Vision and Values statement*

*Responsible use of ICT POL45*

*Anti – bullying policy POL22*

*Attendance policy POL41*

*E safety policy POL48*

*Safeguarding policy SP13*

*SEN and disabilities policy POL48*

*Prohibited items, Search and Confiscation policy*

*Guidance for Rewards and Sanctions*

## Appendices

- Attitude to Learning Overview
- Choices and Consequences summary
- Learning Framework
- School rules: CCS Committed, Considerate, Safe.



## Appendix 1



# Chipping Campden School

## Attitude to Learning

- 1** **Highly motivated and independent**  
You show passion and a drive to learn more both in the classroom and away from school. You go above and beyond to achieve your very best.
- 2** **A very engaged learner**  
You work without distracting others and, with little support, you stretch yourself to achieve. You regularly demonstrate your commitment to learning.
- 3** **Positive learner**  
You are well motivated and usually work effectively. You do not allow yourself to distract others.

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- 4** **Coasting learner**  
You don't appear self-motivated and are passive in the learning process. You *may* be having a slightly negative effect on the learning of others.
- 5** **Disengaged**  
You distract other learners and need extra support to stay on task. You do not appear to be motivated to learn more and achieve your best.
- 6** **Distracting**  
You need considerable teacher input to maintain your focus. You often fail to stay on task, frequently distracting others in the process.



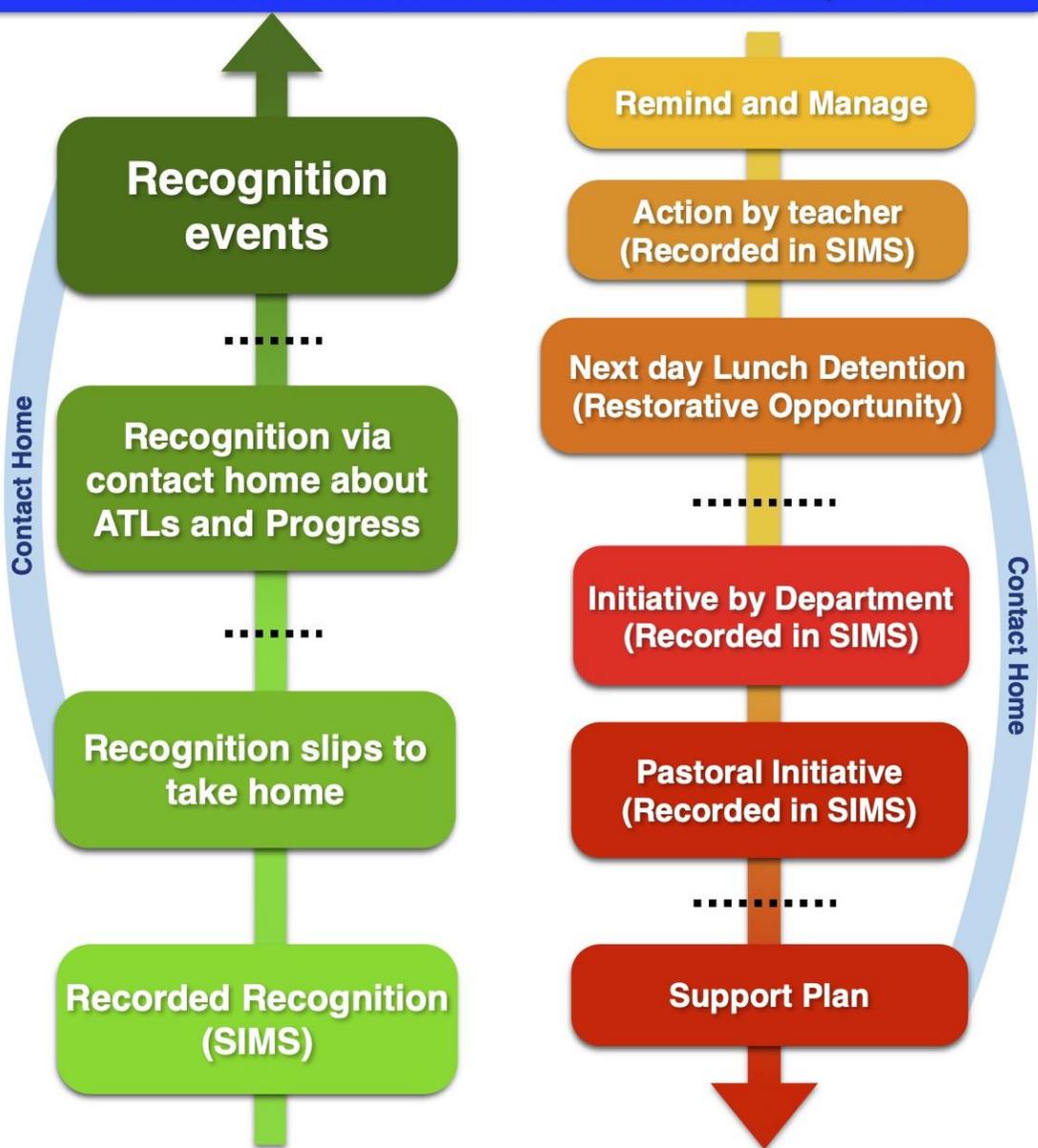
# Behaviour Policy

## Appendix 2



# Chipping Campden School Choices and Consequences

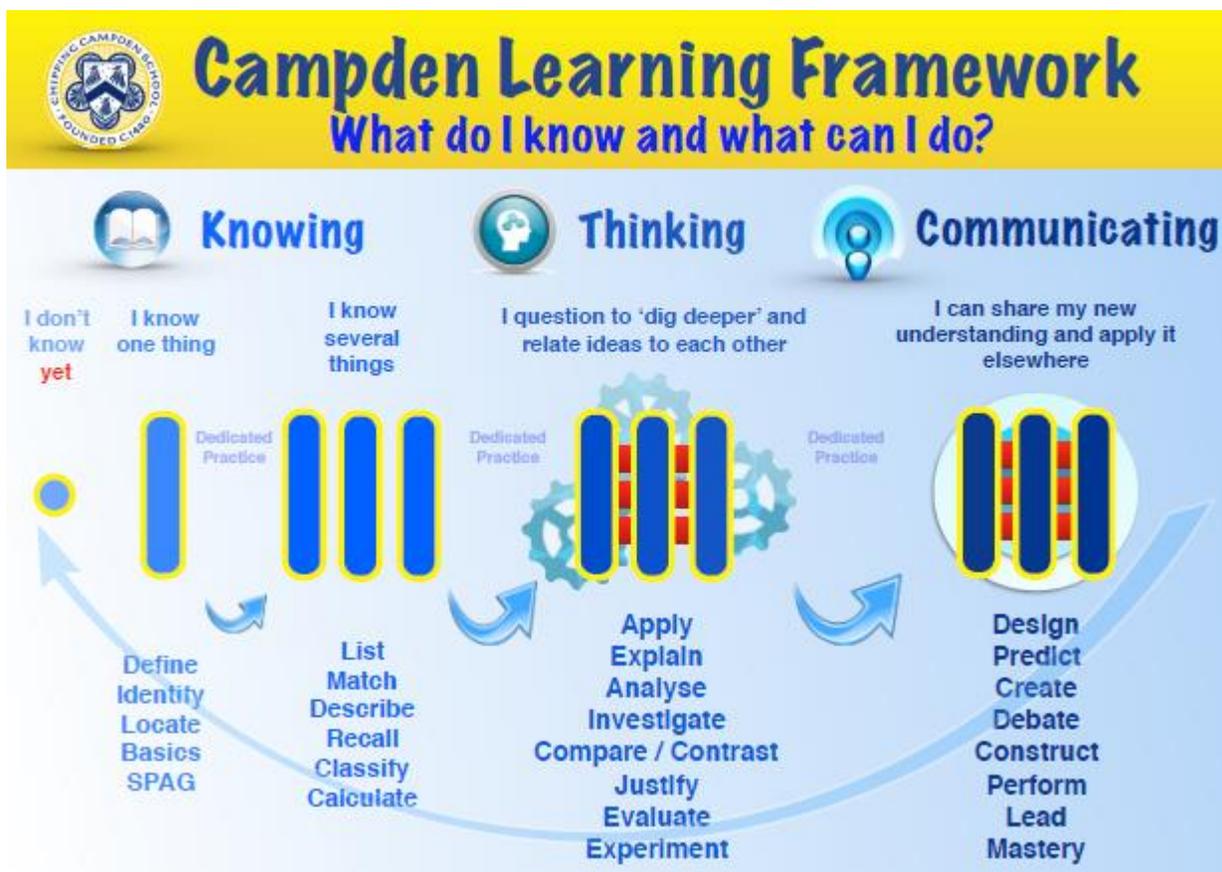
We enjoy school and learn better when we are **COMMITTED, CONSIDERATE and SAFE.**  
Your behaviour is a choice which leads to consequences.





# Behaviour Policy

## Appendix 3





## Behaviour Policy

### Appendix 4



**C**ommitted  
on time, ready to learn, homework completed, engaged and resilient

**C**onsiderate  
kind, respectful, accepts responsibility, values opinion, tolerant of differences

**S**afe  
act responsibly to protect self and others