



Chellaston Academy

Integrity Care Excellence

Behaviour Policy and Statement of Behaviour Principles

Including Exclusions

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1.0 Statement of Intent

Chellaston Academy adopts a clear behaviour policy which underpins effective education; it is consistently and fairly applied. We encourage outstanding behaviour through a mix of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. All members of the school understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as outstanding citizens. The Behaviour Policy is based on rewarding good conduct. Likewise, poor behaviour will receive a sanction. The emphasis is on choice – students are taught the consequences of their behaviour and are encouraged to take responsibility for it. Our classroom discipline aims to produce actions which discourage, eliminate or reduce the repetition of specific poor behaviour. Sanctions are used as a last resort. This Behaviour for Learning Policy is based on an inclusive approach to education, where we cater for the needs of all students as individuals and enhance equality of opportunity.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2.0 Regulatory Framework

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)



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- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) and safeguarding policy.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3.0 Definitions

At Chellaston Academy, students are expected to treat others as they would expect to be treated themselves, showing respect, consideration and courtesy to other students, staff, visitors and the community. The School Code of [Conduct links to ensure](#) that all students are able to focus on their learning in a safe and pleasant environment. It should be followed whenever students are representing the school, including on the way to and from school, whether walking, cycling or using school and public transport.

If a student is in breach of the Student code of conduct and displays either a misbehaviour or serious breach of behaviour, then the sanctions detailed in section 7 will be applied.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to school and or lessons



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Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4.0 Mobile Phone Policy

We appreciate that many parents want their children to have phones for safety reasons and ease of contact after school hours. We also want to encourage students to embrace new technologies, recognising that mobile phones and their associated applications have many advantages with regards to enhancing learning.

While we are happy to encourage our students to make good use of such technologies, we also have to be mindful of the negative connotations that such devices can have. For that reason, we make it clear to students that phones should be switched off and not visible during the school day, unless the class teacher specifically gives permission for them to do otherwise. There may be occasions when teachers permit students to use their phones for educational purposes such as using the calculator, taking a photograph of



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the board or researching a topic on the internet. However, students are not permitted to access or send messages, listen to music or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission of the teacher.

During social time, mobile phones are not permitted and will be confiscated if seen by a member of staff. This is to protect our students from inappropriate use and to encourage them to socialise and have conversations. If a mobile phone is seen by a member of staff without the express permission of a teacher, the member of staff should confiscate the phone and the student will have to collect it from reception at the end of the day. This sanction will be recorded, and contact home will be made in response to repeat offenders. Continued misuse of mobile phones following parental involvement may result in a student having to hand their phone into reception each morning.

- Mobile phones must always be switched off and out of sight during the Academy day, including break and lunchtimes, and remain off whilst students are on the Academy premises
- The phone must be kept out of sight during lessons unless permission to use it for educational purposes is given by the teacher
- The security of the phone will remain the student's responsibility in all lessons. In PE, the Academy and the teachers will take responsibility for those phones handed in for safe keeping.
- Those not handed in remain the responsibility of the student
- If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) must be shown to a member of SLT
- Use of headphones (including air pods) will indicate that the students' phone is in use, resulting in the phone and headphones being confiscated
- 6th Form students are entitled to use their mobile device within the following areas
 - Within the 6th Form Hall
 - Within the 6th Form Learning Centre (ILC)
 - Within the DREF during private study sessions

5.0 Bullying

Chellaston Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. Chellaston Academy recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can create a safe, disciplined environment, where students are able to learn and fulfil their potential. Our anti-bullying policy [links to](#) our practices for tackling the bullying of children, young people or adults.



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Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6.0 Roles and Responsibilities

All stakeholders have a part to play in relation to promoting, encouraging, and expecting high standards of behaviour from our students.



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6.1 The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. Each term the governing board will receive a formal report of the positive or behaviour displayed during that term.

6.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



6.3 Staff (including SENDCo)

Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Expect your class to arrive on time and with the correct equipment. Meet them as they enter the room and insist on an orderly entry. Ask them to enter the classroom and sit down quickly and quietly.
- Be positive, welcoming, and using names.
- Be clear about the 'best start to learning' i.e. seating organisation, planners and equipment on desks, coats on chairs.
- Have a seating plan for every class. Teachers should decide where students sit, to ensure maximum learning and minimum distraction. Teachers may choose an alphabetical plan, boy/girl pairing or according to learning style; whatever suits their class. Teachers may change these as often as they wish.
- Teachers should take the register as close to the start of the lesson as possible.
- Follow 'Learning & Teaching Policy and Guidance'.



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- Teachers should insist students work in a way that does not disturb others: - Hands up/teacher choice, but not shouting out / Stay in their seats unless the task they are working on requires movement.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor.
- To foster good relationships with parents, keeping them well informed of their child's progress and behaviour, and responding to parent enquiries within 48 hours where reasonably possible.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

All staff will be provided with termly behaviour management training from the Care and Guidance team.

Middle Leaders (Heads of department or responsibility holders) and the wider Pastoral team will initially support staff in responding to behaviour incidents. The senior leadership team will support staff in responding to behaviour incidents where needed.

In addition to these, appropriate and acceptable behaviour can be taught in the following ways:

- Through the Year 6-7 induction process.
- Through the assembly schedule.
- Through extra-curricular activities and social events.
- Through encouraging high peer expectations.
- Through consistently recognising and celebrating high standards of behaviour and applying sanctions in a fair and consistent manner.
- Through adherence to classroom routine.
- Through consistent use of assertive discipline techniques.
- Through regular contact with parents/carers.
- Through challenging and re-directing inappropriate actions, behaviour, attitudes and language, and making frequent reference to the code of conduct and rules for learning.
- Through discussions and activities during tutor time

6.4 Parents

Parents are expected to:



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- To follow the Home/School agreement.
- To make their children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the School.
- To be aware of the Student code of conduct and expectations and to support the School in the implementation of this.
- To alert the School as soon as there are any concerns.
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7.0 Pupil Code of Conduct

The role of the student



Classroom Expectations:

- Enter your lessons calmly and on time, ready to learn.
- Bring all the necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers and follow their instructions.
- Display Resilience and Ambition by trying your best at all times.
- Present your work neatly, taking pride in the appearance of your work.
- Be Polite and Respectful to all.
- Complete and hand in all your homework on time.
- In practical subjects, obey the safety rules at all times.

Outside the Classroom Expectations:

- Enter and leave school sensibly, showing consideration for other pedestrians and road users.



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- Wheel your bicycle when on the school grounds and always wear a helmet on the road.
- Walk sensibly and on the right in corridors and on the stairways.
- Help keep the school site and surrounding community tidy by not dropping litter; use the bins provided.
- Always walk in the school building in a low energy, calm, sensible and quiet manner.
- Always demonstrate respect and consideration for the school building and its contents.

Social time expectations

It is important that all students and staff can experience a calm and pleasant environment during social times. During these times, all students are expected to adhere to the following expectations:

- Consume food only in the designated eating areas should not be consumed in any other area.
- Hot plated food purchased in a Dining Hall should be consumed in the Dining Hall.
- Designated social areas include all the main halls in buildings, Main, C, F and D, the courts, outdoor playground areas and the school field (summer term only). Students should not congregate in corridors, stairwells, doorways, or other access areas.
- Students should conduct themselves in a sensible, calm, quiet and low energy manner during social times, showing consideration to others at all times.
- The Hub and F-11 is accessible upon request for quiet reflection time.
- Mobile phones are not permitted during social time. Mobile phones will be confiscated if seen by a member of staff.
- Energy drinks should not be consumed on the school premises and will be confiscated if seen.
- Students are not permitted to smoke, vape or become involved at any time with illegal substances.

Persistent failure to respect social time expectations may lead to a student being excluded at these times.

8.0 Rewards and Sanctions

Chellaston Academy places great emphasis on positive reinforcement and rewarding achievement and effort. There is an ethos of celebration and praise which is promoted through our 'Positive Rewards System'.

It is important that all staff in their professional practice include ways to recognise students' efforts and achievements. Using different rewards, a positive culture is realised where our students will be motivated to give of their best and contribute to the life of the Academy.

Rewards and recognition of students' accomplishments can currently be offered through:

- Recording Mindset points on SIMs
- Verbal praise



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- Positive comments for parents to read in student's work
- Praise postcards or letters of achievement
- Achievement Breakfasts
- Trophies for success in inter-house and other competitive sports events
- Involvement of students in externally organized competitions or awards which provide opportunities for student achievement e.g. Duke of Edinburgh Award Scheme
- Certificates gained for outstanding efforts, participation, attendance, or achievement.
- Acknowledgements in Year Assembly or in the special Achievement Assemblies that are held each term.
- Principal's Letter
- Recognition award for Achievement Evenings

Mindset points

At Chellaston Academy we believe in helping and supporting all students of all ability develop a Mindset which is rooted in our three core values: Learning, Excellence and Integrity. Education is not just about academic performance therefore we have created a support system to improve; mental health and well-being, determination and individuals who are well-rounded, well-mannered, and caring members of the community. The key focus of this system is to create a shift from just focusing on behaviour for learning in the classroom to Mindset development for the whole student.

Sanctions

Our Behaviour Response System has been designed to ensure that students and staff are clear on exactly what is deemed unacceptable behaviour and that students are clear on what sanctions to expect following misbehaviour. Our aim is to try and prevent misbehaviour from occurring by intervening to realign a student's behaviour in the first instance and by providing clear and appropriate warnings. Staff will give a child a warning and then if the behaviour persists, a negative behaviour point will be given. If the child continues to behave negatively, the member of staff may reward an additional behaviour point and request the child to leave the room or environment.

Students within Chellaston Academy, have 4 areas that they may be sanctioned against:

- Failure to follow basic expectations
- Failure to follow instructions
- Disruption of others or the environment
- Removal from lessons or social area

An example of these (this is not an exhausted list) could be:

Failure to follow basic expectations	Failure to follow instructions	Disruption of others or the environment	Removal from lessons or social area
<ul style="list-style-type: none"> • Dropping litter • Incorrect Uniform • Rudeness to staff or peers • Lateness to school 	<ul style="list-style-type: none"> • Refused to follow a request from a member of staff 	<ul style="list-style-type: none"> • Disrupting the learning of others • Deliberately disregarding social distancing after a 	<ul style="list-style-type: none"> • Removed from a lesson by a member of SLT • Removed from a social area



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<p>or lessons</p> <ul style="list-style-type: none"> • Not completing enough classwork • Lack of homework • No P.E. Kit • Using a mobile phone in school • Bullying 		<p>warning</p> <ul style="list-style-type: none"> • Causing a whole school issue – i.e. fire alarms, assault, leaving site without permission • Damage to school property, i.e. the toilets 	<p>including food court areas, the yard/field or the toilets</p>
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Please note – the above list is not exhaustive, they are examples. There is many more.

Uniform

If a student arrives to school in incorrect uniform, for example:

- No tie
- A hoody instead of a blazer/no blazer
- Excessive makeup/nails/piercing
- Wearing a very short/stretchy skirt
- Wearing leggings

Students are to be given a behaviour mark for failing to meet expectations by the tutor in the morning and a warning that they have 3 days to rectify the situation. The tutor will contact home to make the parent/carer aware of the issue.

If by day 3 the child has not rectified the uniform issue, the Student Progress Leader will contact home and issue a further a warning and a time frame of 2 days to rectify the situation.

If by the end of those 5 days in the total, the uniform issue is not resolved and the student is still refusing to conform to the uniform policy, the Deputy Headteacher will contact home and invite parents/carers into a meeting. If following this meeting the child is still not conforming, they will then be placed in an internal exclusion until the correct uniform is adorned.

8.0 Putting a Pupil on Report

See appendix 4 for sample letters to parents about their child's behaviour.

We may use Learning Support in response to serious or persistent breaches of this policy. Pupils may be sent to the isolation in LS during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to Isolation in the LS room. If a student refuses to attend 3 after school, a 1-day fixed term exclusion will be applied.

8.1 Report Stages



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It may be appropriate to place a student on report for a fixed period. There are 3 stages of reports.

Green Report

- A Tutor initiates: usually after receiving several incident reports of poor behaviour
- The tutor explains to the student why it has been decided that it is necessary to put them on Green Report, the aims, and the daily routines of the system
- 1, 2 or 3 targets are agreed with the student in order to help them improve their behaviour
- The tutor asks that a standard letter is sent home by the Office informing home that their son/daughter is going onto Green Report, the reasons why and the duration of the report
- At the start of each lesson the report is placed on the teacher's desk. If it is not, then the teacher should make an appropriate written comment in the report
- At break and lunchtime each day the student brings the report to show the tutor
- It is taken home to be signed by a parent/carer and then brought back to school the following day
- If there is clear evidence of targets being met over an agreed period of days, then the student comes off report.
- If targets are clearly not being met, then tutor recommends the student being put onto Amber Report.
- Failure to produce the report in school on 2 or more occasions will result in an afterschool detention. Amber report may be considered. Parents are informed.

Amber Report

- Monitoring of the student's behaviour now passes on to the Student Progress Leader who will generate a letter home.
- The process is as for the Green Report with setting of targets and daily monitoring
- If the student shows that they are behaving well the student can come off report
- If, whilst on Amber report, targets are not being met and there is no sense of commitment to improved behaviour, the student will move on to Red Report.

Red Report

- The monitoring of the student's behaviour now passes to Senior Leadership Team who will generate a letter home
- The process is as for Green and Amber Report
- Students will be detained after school on a daily basis if necessary



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- The member of Senior Leadership Team will clearly state to the student that their continued failure to meet targets will result in time being spent in Isolation or Fixed-Term Exclusion.

8.2 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.2 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9.0 Behaviour Management

9.1 Verbal Warning

A simple warning is usually all that is required to deal with low level misbehaviour in class and this is used for initial misdemeanours. Such misdemeanours may include:

- Not concentrating/being distracted
- Talking while the teacher or another student are addressing the class
- Chewing gum or eating in class
- Not having the correct equipment
- Not putting enough effort or working fast enough
- Turning around for no good reason
- Getting out of seat without permission
- Shouting out
- Making inappropriate noises



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- Inappropriate comments
- Swinging on chair or pen tapping

9.2 Verbal Reprimand

Possible reasons for giving a firm reprimand may include a repetition of any of the behaviours listed above. Additionally, the following behaviours may require a sterner reprimand:

- Using a mobile phone in class (this should then be confiscated and passed to reception)
- Arriving late to the lesson without a good reason (more than 5 minutes)
- Inadequate or incomplete classwork, homework or coursework.

At this point a teacher must consider whether moving the student to another seat in the classroom might resolve the issue, and the student will receive a negative behaviour point.

They might also consider detaining the student at break or lunchtime to discuss their behaviour and re-establish expectations.

9.3 Afterschool Detention

1 hour – issued by the class teacher or Progress Leader/SLT

Students will be issued an after-school detention if they receive 2 or more behaviour points in a week. Students gain a behaviour point if they defy one of the four rules:

- Failure to follow basic expectations
- Failure to follow instructions
- Disruption of others or the environment
- Removal from a lesson or social area

9.4 Internal Exclusion

An internal exclusion is used when a severe sanction is required but when the school believes that a fixed term exclusion would **not be the most** appropriate course of action. A student who is internally excluded will report immediately to reception upon arrival to school and will work in isolation in the LS room supervised by staff throughout the day. Their class teachers will set appropriate work for them which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their internal exclusion and agreeing a way in which to move forward. Students will be allowed comfort breaks, but these will be scheduled at different times to the rest of the school.



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Students will have their food delivered to them from the canteen, they will not be able to take part in social time.

Possible reasons for placing a student in internal exclusions may include:

- An incident involving prejudice
- Fighting
- Persistent poor behaviour
- Extreme poor behaviour

Students will automatically receive an internal exclusion for:

- Poor behaviour in LS or The Hub
- Purposely missing an after-school detention

Parents will always be contacted by phone if a student is given an internal exclusion. Parents will also be asked to attend a meeting with a member of the Senior Leadership Team and the Head of Department or

Student Progress Leader if the behaviour has been extreme. In such cases the student will also be expected to attend the meeting.

On occasions, it may be necessary to isolate a student pending investigations into an incident. This should not be confused with an internal exclusion.

9.5 Fixed Term Exclusion and Behaviour Support Programme

An excluded student is not allowed to come into school or its vicinity for a fixed number of days. Work will be set but this must be collected from school. Parents will always be contacted by phone where possible and then by letter. In most circumstances a readmission meeting will be arranged with the Deputy Headteacher or another member of the Senior Leadership Team, SENCo and SPL – this meeting will take place before a student is readmitted. On these occasions we ask that parents are accompanied by their child, so that we can discuss the incident and the consequences before he or she returns.

Exclusion is only used for grave breaches of discipline, such as aggressive behaviour or language towards a member of staff, premeditated attack on another student, serious theft, vandalism or bringing drugs into school. A decision whether to exclude will always take into account the student's previous behaviour record. The length of the exclusion will depend on the particular circumstances of the incident. **It is the responsibility of parents to ensure that excluded students remain at home and do not, under any circumstances, come into the vicinity of the school during the period of exclusion.**

No student will normally be given more than three fixed period exclusions. Before returning to school from a third exclusion, we ask parents and child to meet with a Senior Governor, the Headteacher and Deputy Headteacher (Behaviour) to discuss future behaviour. Any further serious misbehaviour may result in permanent exclusion or a managed move to an alternative school.



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The behaviour of a student outside school can be considered grounds for a fixed term exclusion.

Possible reasons for a fixed term exclusion may include:

- An assault on another student
- An alcohol related incident
- Sexually inappropriate behaviour
- Vandalism
- Verbal abuse of staff
- Theft
- A homophobic or racist incident
- Persistent bullying
- Misbehaviour in an internal exclusion
- Extreme poor behaviour which might include defiance and/or insolence

In addition to a readmission meeting, students will also be placed on a behaviour support plan. The intention of such a plan is to encourage the student to think about the effect of their behaviour on others and to bring about change in their future behaviour. This may include:

- Solution Focused Counselling
- Anger management and social skills
- Dealing with anxiety and stress
- Lifestyle issues – alcohol, sexual health, and drugs
- Home life – relationships

Protocol for fixed term exclusions

- The Year Team Leader, in collaboration with the Deputy Headteacher (Behaviour), will make a recommendation for exclusion based on the following information:
- A written account of the incident by the student concerned
- Documented details of the incident provided by the staff concerned
- Written statements from adults or any other students involved in, or witnesses to, the incident – these should be done as soon after the incident as possible and attributed, signed and dated.
- The Headteacher will make a decision regarding whether the incident requires an external exclusion and how long this should be.



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Fixed term exclusions for part of the school day

There may be occasions when a fixed term exclusion is applied for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing board meeting is triggered.

9.6 Permanent Exclusion

The Head Teacher may decide that permanent exclusion is necessary:

1. in response to serious breaches of the school's behaviour policy; and
2. if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

"A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually 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" (DCSF Guidance)

There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

1. serious actual or threatened violence against another pupil or a member of staff
2. sexual abuse or assault
3. supplying an illegal drug
4. carrying an offensive weapon

The behaviour of a student outside school can be considered grounds for a permanent exclusion.

9.7 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**



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- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

9.8 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.0 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.0 Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12.0 Training

Our staff are provided with training on managing behaviour on their induction process.



Chellaston Academy Behaviour policy

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13.0 Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and chair of the local governing board every 9 months. At each review, the policy will be approved by the headteacher and the chair.

14.0 Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- SEND policy



Chellaston Academy Behaviour policy

15.0 COVID-19 Return to School and behaviour expectations whilst doing remote learning

In light of the need for pupils/students to behave differently when they return to school this appendix highlights key areas that need taking into consideration during the phased return following the COVID-19 closure.

- All pupils/students will receive clear instructions from their school regarding changes to procedures during this re-opening period and expectations of them.
- All pupils/students (and their parents/carers) are expected to follow Government guidelines on getting to and from school safely.
- Handwashing and sanitising of hands will become a very regular part of the school day and will be encouraged at every opportunity.
- As far as possible pupils/students will be kept in the same, year group 'bubbles' for the duration of the school day.
- Certain areas of the schools will be made out of bounds to minimise movement within. One way systems will be implemented where possible with clear markings to highlight the recommended social distancing.
- Pupils/students will be encouraged to 'catch it, bin it, kill it' regarding sneezing, coughing and the tissues and disposal of them. Touching of the mouth, nose and eyes will be deterred as much as possible.
- All pupils/students will have their own equipment i.e. pencils, pens etc. There will be no sharing of equipment.
- Breaks and play times will be staggered and will be school specific, depending on the school circumstances.
- Failure to follow instructions to maintain social distancing will result in the pupil/student being isolated until they are collected by a parent/carer. It may be necessary for the pupil/student to remain at home until a meeting with the Deputy Headteacher can be arranged.
- Deliberate coughing, spitting or any other behaviour which endangers the health and safety of other pupils/students or staff will be grounds for a fixed term exclusion. The usual processes will apply. It may be necessary for a pupil/student to be asked to stay at home during this period if their behaviour poses a risk to the health and safety of others.
- All staff will be given clear guidance on how to deal with pupils/students who are posing a health and safety risk. Senior staff will be available to support in these matters.



Chellaston Academy Behaviour policy

Appendix 1 - Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions section explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 – Staff Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3 – Behaviour Log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police) Channel, Prevent team.	

First Behaviour Letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct (on the reverse of this letter), and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second Behaviour Letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct (on the reverse of this letter).

I would appreciate it if you could arrange to meet at a convenient time, so we can discuss a way to move forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third Behaviour Letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational
needs co-ordinator and myself, to discuss how we can best support your child in improving their
behaviour.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____