



# The Chalfonts Community College

## Behaviour for Learning Policy

### 2024-2025

**Approved by:** FGB Committee

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# Contents

1. Aims .....	3
2. Legislation and statutory requirements.....	3
3. Expectations .....	3
4. Bullying .....	4
5. Recording & reporting incidents .....	5
6. Roles and responsibilities .....	5
7. Positive behaviour management and support .....	6
8. Rewards and Positive Reinforcement .....	9
9. Sanctions.....	10
10. Behaviour Support Room (BSR) .....	10
11. Permanent Exclusion .....	11
12. Off-site behaviour.....	12
13. Allegations against member of staff.....	13
14. Physical restraint.....	13
15. Confiscation, Misuse of Substances and Searches .....	13
16. Pupil transition .....	15
17. Staff Training .....	15
18. Monitoring arrangements .....	15
19. Links with other policies .....	15
Appendix 1 Sanction Guidance .....	18
Appendix 2 Reward System .....	19
Appendix 3 Code of Conduct for travelling by bus .....	20
Appendix 4: Every Lesson Every Day.....	21
.....	21

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management and student support
- **Define** what we consider to be unacceptable behaviour, including bullying
- **Outline** how students are expected to behave
- Explain how all staff should work with students who are struggling to meet our expectations to ensure they have the **support they need in order to learn** how to manage their behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management and support
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools 2023](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools 2013](#)
- [The special educational needs and disability \(SEND\) code of practice.](#)
- [DFE Mobile Phones in School: Guidance](#)
- 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

## 3. Expectations

The Chalfonts Community College aims to ensure that every student is supported to reach their aspirational goals. Central to that is our ethos, which links to the college motto: success is an attitude, and our values: community minded, conscientious, courteous, and committed.

At The Chalfonts Community College; the staff, students, parents/carers and governors work together to establish and maintain a safe and secure working environment for all. The whole College community encourages good behaviour in a positive way within an environment of focused work, commitment and responsibility. For this to be effective it is important that the promotion of self-respect and respect for others, are at the forefront of the expectations of behaviour within The College. All our students are expected to adhere to the highest possible standards of behaviour and professional conduct, and our staff are expected to ensure they have the support they need to do

this.

**We use the “Every lesson every day” structure (see appendices) to make clear our expectations for staff and students.**

#### 4. Bullying

**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 The College’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## **5. Recording & reporting incidents**

Incidents of students' misbehaviour and action taken are recorded electronically. The Pastoral and Inclusion teams monitor reported incidents taking actions and making referrals to SLT and other stakeholders/external professionals as appropriate.

Incidents of bullying, racial or homophobic nature that are recorded are monitored and dealt with in accordance with the 2010 Equality Act. Appropriate action will be taken to support both the perpetrator and the victim and such incidents will be reported to stakeholders/external professionals as appropriate.

## **6. Roles and responsibilities**

### **The Governing Body**

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### **The Principal**

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

The Principal 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.

The Principal is responsible for the decision to suspend or permanently exclude a student (see exclusions policy for details)

### **Staff**

Staff are responsible for:

- Implementing the Behaviour for Learning Policy consistently
- Modelling positive behaviour
- Reading all the information provided about students' individual learning needs, and providing a personalised approach to the specific needs of individual students
- Recording behaviour incidents on The College's Management Information system - Arbor
- Following Every lesson every day lesson structure and routines

### **Parents**

Parents are expected to:

- Support their child in adhering to The College's Behaviour for Learning Code of Conduct and to encourage their children to recognise the importance of education, learning and communication.
- Inform The College of any changes in circumstances that may affect their child's behaviour, discuss any behavioural concerns and take an active interest in the life of The College.

- Support The College's detention system and ensure that adequate provision is made to collect their child following any after school detentions.

## 7. Positive behaviour management and support

All staff are expected to use a variety of positive behaviour management techniques to support students in learning and displaying good behaviour for learning. These include, but are not limited to, the following (also see graphic in appendices):

### Preventing misbehavior through:

- Developing positive relationships with students
- Having clear routines in class, which are clearly and explicitly taught, and then rehearsed, retaught, and which students are given regular reminders of.
- Positive framing: prioritizing desirable behaviours and responses
- Explanatory praise that nudges the norms of the class
- Selling our shared Chalfonts values and applying them to the classroom and behaviour expected
- **Sweating the small stuff: lining students up, checking uniform and chewing gum etc.**

### Catching behaviour problems early, and supporting students to move away from behaviour that disrupts through:

- Pausing and waiting, with eye contact, for the behaviour we expect
- Tactically ignoring behaviour if all can continue learning, and addressing it in private later
- Assuming best intentions, assuming confusion rather than defiance
- Non-verbal proximity
- Giving students take up time, to enable them to correct behaviour in own time without "losing face"
- Rule reminders

### Dealing with repeated disruption through:

- Discussing behaviour in private, outside the classroom (using on call to manage the class to facilitate this if needed)
- Giving students clear choices, explaining consequences
- Building positive, assertive and supportive relationships, ensuring students know that you believe they can and will reach your high expectations
- Using the L1-L5 structure for sanctions (Appendix 1)

Not all of these will be appropriate for every class, or every child. Staff are professionals and are able to use their professional judgement to choose which strategies to try with any particular student or group.

The College recognises its legal duty under the Equality Act 2010 to prevent students 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 students. Past trauma and attachment needs will be considered and discussed at different levels to ensure that students are provided with opportunities to succeed.

Students with high numbers of behaviour incidents will be identified by the Year Leaders as requiring more behaviour support. The Year Leaders will work with pastoral support and the SENDCo to develop a wide range of interventions that support positive behaviour. These include, but are not limited to:

- Meetings with parents to discuss behaviour, barriers to behaviour and learning, and agree support strategies
- Individual learning plans with clear strategies for staff to use in lessons
- Having an exit ticket that allows students to leave the room, e.g. to support a movement break for a student with ADHD, or enable de-escalation for a student with high levels of anxiety
- Agreeing clear behaviour targets and being on report to tutor, year leader, or a member of SLT
- Having a Pastoral Support Programme (see below for more information)
- Support sessions from pastoral staff
- Working with the Outreach Team from Aspire (the local Pupil Referral Unit)
- Having counselling sessions from our school counsellors
- Having a placement at Aspire
- Referrals to external agencies for further support, such as the Educational Psychologist, CAMHS, YOS, etc
- A managed move, to give students a fresh start at a new school on a trial period

### **Pastoral Support Plan (PSP)-**

A Pastoral Support Plan (PSP) is a school-based intervention that is designed to support young people who are at risk of permanent exclusion, or who are at risk of becoming disaffected through repeated suspension. It is part of a continuum of provision for pupils with behaviour, emotional or social difficulties. The decision to implement a PSP will be made in conjunction with the school behaviour policy, as a strategy to promote inclusion. It is recommended that the school implement a range of interventions to support behaviour, emotional or social difficulties prior to the use of a

PSP.

National guidance recommends that a PSP should be considered where one or more of the following apply:

- A pupil whose behaviour is rapidly deteriorating and where previous planning to support behaviour and/ or learning has been unsuccessful.
- A pupils who has had two or more suspensions.
- A pupil who is at risk of permanent exclusion.

If a pupil is returning from an exclusion of ten days or more it is recommended that a PSP is developed prior to the pupil returning to school. This will enable the programme to support the reintegration process once the pupil returns to school.

How does it work?

The PSP is designed to bring together views and solutions from a variety of perspectives. It is a multi-agency meeting with a focus on the needs of the pupil. It includes views of parents or carers, the pupil, the school and other services involved with the pupil. The PSP is an outcome driven plan with targets set for the pupil, the school, the family and other agencies involved in supporting change.

A PSP:

- is school based
- is time-limited
- has smart targets with practical strategies. These targets and strategies are shared with all stakeholders
- is overseen by the Year Leader
- follows a standard format
- includes the views of the young person and their family.

The most successful PSPs are developed when all the agencies involved with the young person are asked to contribute to the plan. One staff member, preferably a member of the school leadership team or Year Leader, should be responsible for overseeing the PSP. An integral part of a Pastoral Support Plan is the reviewing process. The school will continuously collate feedback from staff across the PSP and will share this at the review meetings. The reviewing process takes place every four to six weeks and targets are amended and developed in response to pupil progress. The Buckinghamshire County Council Exclusions and Reintegration Team may join the review meetings if the school require their input.

If the PSP is not having the required impact after two reviews, the next steps might include but not limited to:



- A managed move.
- A placement in alternative provision
- An agreement with parents to look at alternate schools
- Direction to alternative provision under section 29a of the Education Act 2002.
- Permanent exclusion.
- Pastoral support plans typically last around 12 weeks, with a review at 6 weeks, but they could be shorter or longer depending on the needs of the student, the extent of difficulties, and the impact of the support in place. For some students, it might be appropriate to review the PSP in as few as three weeks.

## 8. Rewards and Positive Reinforcement

The intrinsic reward offered by warm relationships, verbal praise and stimulating curriculum are the most effective form of reward for all children and young people. However, The Chalfonts Community College recognises that for many children a more tangible rewards system, which recognises all forms of social and academic achievement and which regularly communicates this 'good news' is necessary.

### As a whole school:

- Rewards and reinforcement are linked to achievement and **improvements / progress** in both academic and social and emotional functioning.
- Rewards and reinforcement are given as quickly as possible after the positive behavioural / academic success.
- Every child experiences some success and recognition.
- Students have the opportunity to achieve merits for each of our 4 values: Conscientious, Committed, Courteous and Community-minded.
- Students have the opportunity to be student of the lesson and tutee of the week.
- Postcards sent home for students from teachers.
- Ability to go on end of term/end of year trips.
- Rewarded for positive behaviour- having first choice on activities for enrichment week.

### As an individual staff member:

The most powerful reward a staff member can bestow on a child or young person is positive attention.

Children and young people need feedback regularly to help them improve academically. They also need regular feedback to help them develop socially and emotionally. **Praise and acknowledgment** can be a very effective in this regard.

- Frequent 'positive noticing' is as a powerful and effective form of positive reinforcement
- Praise and acknowledgment is most effective when it is experienced as genuine and specific

- Praise and acknowledgement can be communicated through other means including displaying and celebrating achievements.
- There is acknowledgement that some children and young people respond positively to public praise, whereas others may need more private recognition.

## 9. Sanctions

The College's Every Lesson Every Day expectations are displayed in every classroom, and underpin the day to day life at The Chalfonts Community College. These go along with guidance of the sanctions that may be used when students fail to meet those expectations, despite having had the support they need.

The sanctions structure is to be understood as guidance that must be applied with professional judgement. Some incidents of a particular behaviour may or may not require a particular level of sanction due to the circumstances surrounding them, or a child's individual learning needs.

Sanctions that may be given include:

- A verbal reprimand
- Removal from a particular lesson (linked to the Chalfonts Choice, Conversation, Consequence)
- Expecting work to be completed at home, or at break or lunchtime
- Letters or phone calls home to parents
- Detention at break or lunch time, before or after school
- Putting a student on report
- Placing a student in our Behaviour Support Room
- In-department removal.
- Removal from a school trip
- Using a suspension

## 10. Behaviour Support Room (BSR)

**Important note: Chalfonts Community College acknowledge the latest DfE Behaviour Guidance (July 2024) on the use of internal exclusion rooms.**

- Students will be placed in the BSR in agreement with a member of SLT. Parents/carers will be contacted via phone/e-mail/letter in regards to this.
- Students are expected to remain in BSR for the agreed time and can only leave under exceptional circumstances if approved by the BSR Manager/SLT.
- Whilst in BSR the same system of 'choice, conversation, consequence' applies.
- Student's behaviour and progress is monitored closely throughout the day and where expectations have not been met, students return to BSR the following day. Parents/carers will be informed of this by the BSR Manager.

- Students in BSR are assigned to a desk according to a pre-determined seating plan.
- Phones will be placed into the student's pouches. Students are registered by the BSR Manager and are supervised at all times.
- Students are expected to work in silence for the duration of the day and not interact with each other unless permitted by the BSR Manager
- Access to computers is limited; and only used at the discretion of the BSR Manager.
- Rest breaks are taken at their own scheduled points
- Food and drink is collected during the morning rest break.
- Students in BSR may be asked to support in improving the college environment after break and lunch time.
- Year Leaders/Pastoral Support/SLT will visit students in BSR during the course of the day to check on behaviour and learning.

## 11. Permanent Exclusion

### 11.1 The decision to suspend or permanently exclude:

Only the Principal, or acting Principal, can suspend or permanently exclude a pupil from school. A permanent exclusion will be taken as a last resort.

A decision to suspend or permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil permanently, The Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or permanent exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

### 11.2 Suspension: Examples of behaviour which has led to a suspension include:

- Continual failure to follow school rules/expectations
- Physical assault
- Posing a safety risk to self and others
- Sharing illegal content
- Discrimination & Racist, Sexist, or Homophobic behaviour
- Banned substances or weapons, including the refusal to hand over mobile phones/electronic devices.

- Persistent Bullying
- Significant damage to school property
- Malicious allegations against staff
- Any extreme misbehaviour when the student is:

(a) taking part in any school-organised or school-related activity or

(b) travelling to or from school or

(c) in some other way identifiable as a student at the school

(d) misbehaviour at any time, whether or not the conditions above apply, that:

- (i) could have repercussions for the orderly running of the school or
- (ii) poses a threat to another student or member of the public or
- (iii) could adversely affect the reputation of the school

**11.3 Permanent Exclusion:** The Principal may decide that permanent exclusion is necessary. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Extreme/deliberate vandalism
- Persistent and defiant behaviour. This would encompass intimidation, racism, discriminative or homophobic behaviour)
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct.
- Being in possession of/supply of an illegal drug, or severe misuse of an illegal drug (Please see the Substance Abuse Policy for further guidance)
- Being in possession of an offensive weapon.
- Maliciously activating the fire alarm

## 12. Off-site behaviour

Sanctions may be applied where a student 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 or when they are in the wider local community in school uniform. The College have very good links with the local PCSOs, and Thames Valley Police to ensure that safety is a high priority to support our students both within the College and the wider community. See appendix for the code of conduct for travelling on school busses.

**Failure to comply with the Code of Conduct on public transport may result in:**

- An official warning, a detention or suspension

- The adoption of a seating plan for some or all students
- Payment for any damage caused.
- Possible police action for criminal damage
- A temporary or permanent ban from the school bus or public transport.

### **13. Allegations against member of staff**

All allegations against a member of staff will be fully and thoroughly investigated in accordance with the 'Allegations of Abuse Against Staff' and 'Safeguarding' policies.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. The Principal will also consider the pastoral needs of staff accused of misconduct. Governors of The College may also be involved in this decision making to support the Principal.

### **14. Physical restraint**

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- 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

### **15. Confiscation, Misuse of Substances and Searches**

The College is committed to the health and safety of our staff and students and will make every effort to safeguard their well-being.

A drug is any substance which affects the way in which the body functions either physically, emotionally or mentally. It includes legally available substances such as alcohol, tobacco, caffeine and solvents; over-the-counter and prescribed medicines, e-cigarettes (vapes) and illegal highs.

The College will search students when there is reasonable evidence to suspect that they are in possession of a harmful or controlled item, whether legal or illegal and actions will be implemented accordingly – any harmful or illegal substances will be handed over to the police.

Teachers have the legal authority to search students where they reasonably believe that they

are in possession of any banned items. These include:

- Knives and weapons, including made weapons
- Alcohol
- Energy drinks
- Illegal drugs
- Stolen or missing items
- Tobacco, cigarettes, cigarette papers (and e-cigarettes/vapes)
- Lighters (& lighter fluid)
- Fireworks
- Mobile Phones not in their pouches during the hours of 8:45am until 3:05pm
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offense or cause personal injury to damage another person or property.

The college may add items to the banned item list if new items begin to pose a risk to the safe and orderly nature of day-to-day life at the school.

If any of the above are found to be in a student's possession, the items will be confiscated as they form part of the school's list of banned substances. Confiscated items will be passed to the Year Leader or a member of SLT, who will use professional judgement to decide if, when and whom to return a confiscated item. Weapons, knives, illegal drugs and extreme or child pornography will always be handed over to the police.

A student's possessions (any goods over which the student has or appears to have control – such as bags and lockers) may be searched. Force should not be used when conducting a search.

**In making a decision as to whether or not to exclude for a drug related offense, the Head Teacher will consider the precise circumstances of the case and the evidence available. However, in cases where a student has brought a weapon or an illegal substance onto school site or supplied to others, permanent exclusion is the most likely outcome.**

### **Extent of the search**

When a search is required there will be two members of staff present, at least one of whom should be a Head of Year or member of the Senior Leadership Team. On an off-site activity, the Group Leader is authorised to search students at the location.

The member of staff conducting the search would be required to provide a statement of the search and the reasons for it for future reference. All staff have the on-going authorisation to be the witness of a search. During an off-site activity; temporary authorisation is given to non-employees who are named adults supervising students ontrips to be a witness to a search.

Staff are not authorised to conduct an 'intimate search' which requires the removal of non-outer clothing. The police will always be called if an intimate search is required as they have the legal powers required.

## **16. Pupil transition**

To ensure a smooth transition to the next year, new Year 7 Students have a transition session with their new teacher(s). In addition, the Year Leader for the incoming cohort will visit many of the primary schools to hold transition meetings so as to ensure the right support is in place from their first day at secondary school. In-Year admissions will also have an opportunity to meet members of The College staff and have a transition meeting with a member of the Senior Leadership Team prior to joining The College.

To ensure behaviour is continually monitored and the right support is in place, information relating to student's behaviour 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.

## **17. Staff Training**

All staff receive regular training on managing student behaviour in order to ensure that this policy is consistently applied across the college. Additional training is given to new staff as they join the college as part of the College's Induction process.

Early Career Teachers (ECT) and Trainees have further support from their mentors and/or Subject Leaders/SLT link to ensure that the policy is understood and adhered to.

## **18. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal every year. At each review, the policy will then be approved by the governing body.

## **19. Links with other policies**

This behaviour policy is linked to the following policies:

- a. Suspensions and Permanent Exclusions policy
- b. Safeguarding policy
- c. Anti-Bullying Policy
- d. Allegations of abuse against staff policy
- e. Physical Intervention Policy
- f. Substance and abuse Policy
- g. Electronic Device Policy (new for September 2024)
- h. Uniform and Learning Kit Policy

## **History**

Date	Issue	Status	Comments
September 2021		Amendment Addition Amendment Addition and Amendment Amendment Addition Amendment  Addition and Amendment of Order	Terminology Fixed Period Exclusion replaced By Suspension in line with Exclusion Guidance V14. Various paragraphs 6.3 Bullet point 5 8 Link to C 1 in Appendix 1 8.1 bullet point 3 New, 9,13,14  8.3 Other Responsibilities, last bullet point. 10.1 linked to Appendix 112 NQT, replaced by ECT  Appendix 3 and 4 New.
September 2022	New behaviour guidance from DfE		Section 1: "behaviour management" now reads "behaviour management and support"; new bullet point added re expectation that staff work with students to support them to learn how to manage behaviour  Section 2: legislation updated  Section 3: expectations updated to include new values and "every lesson every day"  Section 6.3: additional expectation on staff to read all information about students' learning needs and implement strategies  Section 7: student code of conduct updated to reference "Every Lesson Every Day" expectations  New section added on the importance of all staff using positive behaviour management strategies in class and support available in school for students who struggle to manage behaviour  Section on rewards and sanctions split into 2 separate sections  Sanctions section includes new clarity on the nature of sanction guidance as guidance, that must be implemented with professional judgement, taking individual student circumstances into account  Now section 10: included reference to new behaviour guidance from the DfE and changes that we are currently working on implementing  Now section 11: offsite behaviour now includes reference to code of conduct for bus behaviour, which sits as an appendix rather than in the policy itself  Old section 10, on positive behaviour management, deleted due to new extended section on this further up in the policy  Now Section 14: confiscation and searches updated to be the school's list of banned items, not the governments', which is allowed. Energy drinks added to banned items list. Removed ability of class teachers to decide whether to confiscate and/or return items – all searches now overseen by SLT/YLs and items passed to SLT/YL for decision re what to do with them.  Old section 13 on Government expectations deleted – all this information had already been included elsewhere, as the whole document is based on government expectations  Appendices – non-negotiables taken out and replaced by "Every Lesson Every Day", sanction guidance amended so that only serious behaviour ends up in IE, to increase expectations of positive behaviour management and support offered at L1, and to clarify that this guidance is to be applied with professional judgement having regard to the child's circumstances.
Jan 23			Change to Appendix 1- Removal of C1-5 and changes to protocol in lessons to provide consistency.  Addition of section 11- permanent exclusions and subsections around suspensions and permanent exclusions.
Sep 23			Changes to section – additions around trauma Changes to Section 9- rewards added changes to section 8- rewards and section 10- Behaviour support room.



			<p>Updates to appendix 1- tweaks to the poster presented around the school with updated examples</p> <p>Tweaks to appendix 2</p>
July 2024		Updates	<p>Section 2 :Added link to DfE Mobile phone guidance</p> <p>Section 7: Past Trauma added, PSP updated</p> <p>Section 8 : Rewards and Positive Reinforcement added</p> <p>Section 10 : Behaviour Support Room ; updated</p> <p>Section 11.2 refusal to hand over mobile phones added</p> <p>Section 15: Mobile phone not in pouches added</p> <p>Section 19: g &amp; h added</p> <p>Appendices 1-3 updated</p>

## Appendix 1 Sanction Guidance

### The Chalfonts Community College – Sanction guidance

Level 1	Level 2		Level 3	Level 4	Level 5
De-escalation strategies to minimise low-level behaviour	Centralised break time detention (BTD)	Teacher-led lunch time detention (LTD)	After school detention (ASD) <i>(Option to removal from lesson within department/faculty)</i>	Behaviour Support Room (BSR) or with YL/SLT	Suspension (The potential for a permanent exclusion/ Managed Move/ Alternative Provision)
<p><b>Choice</b></p> <p>Teacher gives the student a choice – e.g. a chance, to move seats, change behaviour, or the student risks further consequences. Expectations made clear.</p> <p><b>Conversation</b></p> <p>Talk to student outside of the class to attempt to resolve and give one final chance (use Emergency Alert if required)</p> <p><b>Consequence</b> –Student is collected by the On-Call team and taking to the Ready to Learn Room (RtL) where they will work</p>	<p><b>Failure to follow instruction and basic expectation around school:</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Incorrect uniform</li> <li>• Missing learning kit</li> <li>• Issues during social time</li> <li>• Out of bounds</li> <li>• Late to school</li> <li>•</li> </ul>	<p><b>Failure to follow instruction and basic expectation in the classroom:</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Lack of or incomplete classwork or homework</li> <li>• Repeated poor behaviour (if required after a follow-up to the conversation)</li> <li>• Late to tutor/ lesson</li> <li>• Sent to the RtL</li> </ul>	<p><b>Repeated or significant breach of schools behaviour for learning policy</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Failure to attend a break time detention (Automatically set by school comms)</li> <li>• Missing a lesson without a good reason</li> <li>• in-class vandalism</li> <li>• Repeated disruption in lessons e.g. repeatedly removal from the same lesson</li> <li>• Failure to attend a lunchtime detention (set by class teacher calling home)</li> <li>• Consequence of being parked (set by class teacher calling home)</li> <li>• Repeated lateness to school or the same lesson</li> <li>• Over 15 minutes late to all lessons over a week</li> </ul>	<p><b>Behaviour that poses a risk to the wellbeing or education of others or repeated L3 behaviour</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Aggressive or dangerous behaviour</li> <li>• Bullying / harassment</li> <li>• Major graffiti / vandalism</li> <li>• Smoking / Repeated Vaping</li> <li>• Repeated failure to follow instructions</li> <li>• Repeated removals to RtL in the same week</li> <li>• Repeatedly not bringing in PE Kit</li> <li>• Repeatedly missing lessons</li> <li>• Failure to attend an afterschool detention.</li> <li>• Refusal to be parked</li> </ul> <p><b>Level 4 sanctions must be issued by Year Leaders.</b></p>	<p><b>Extreme behaviour that poses a safety risk to others, or repeated L4 behaviour</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Continual failure to follow school rules/expectations</li> <li>• Physical assault/ extreme verbal abuse</li> <li>• Posing a safety risk to self and others</li> <li>• Sharing illegal content</li> <li>• Discrimination &amp; Racist, Sexist, or Homophobic behaviour</li> <li>• Banned substances or weapons</li> <li>• Persistent Bullying</li> <li>• Significant damage to school property</li> <li>• Malicious allegations against staff</li> </ul> <p><b>Level 5 sanctions can only be given by the Principal</b></p>

Parents/Carers will be contacted any time a L3-L5 sanction is given to a student. We will endeavor to do this within 48 hours.

The examples are only examples, not a definitive list. Sanctions must be applied with professional judgement, having consideration to circumstances and children's individual needs. Where a higher sanction is given for repeated L3s or L4s, this is given instead of a child doing multiple detentions, not as well as.

Appendix 2 Reward System **The Chalfonts Community College – Reward System**

Daily	Weekly	Half - Termly	End of Term
<p><b>Merits awarded for:</b></p> <ul style="list-style-type: none"> <li>• Being respectful of others and the environment</li> <li>• Meeting our 4 values</li> <li>• Being student of the lesson</li> <li>• Having a positive attitude to learning</li> <li>• Outstanding effort/work</li> </ul> <p><b>The above will contribute to their overall “Chalfont’s Points”</b></p>	<p><b>Tutee of the Week</b></p> <ul style="list-style-type: none"> <li>• E-Certificate sent home to show this and acknowledgement given by Year Leader</li> <li>• Name entered into half-termly prize draw</li> <li>• Celebration on school noticeboards linked to our values</li> </ul> <p><b>Additional Merits:</b></p> <ul style="list-style-type: none"> <li>• For participating in extra-curricular and homework clubs</li> <li>• “Being a Chalfonts Student”</li> </ul> <p>Entering a Year group draw for having 0 or above ‘Chalfonts Points’</p> <p><b>Postcards sent home</b></p> <ul style="list-style-type: none"> <li>• Postcards sent home by teachers for outstanding work</li> </ul>	<p><b>Attitude to Learning and Attendance</b></p> <ul style="list-style-type: none"> <li>• Tutee of the week prize draw</li> <li>• Tutor group with highest overall Chalfonts Points each half-term can wear PE Kit/own clothes</li> <li>• Top 5 students per tutor group receive 10 merits</li> <li>• Students with no negative behaviour points receive 10 merits</li> <li>• Celebration Mornings with SLT/YLs</li> <li>• Tutor Competitions.</li> </ul>	<p><b>End of Term Trip/Activity</b></p> <p>Trip or activities for up to 50 students in each year group using the following criteria:</p> <ul style="list-style-type: none"> <li>• Have all A&amp;B for ATL on reports</li> <li>• Have 96-100% attendance for the term</li> <li>• Have a high number of merits and have less than 10 negative behaviour points for that term</li> <li>• Regular participation in extra-curricular activities</li> </ul> <p><b>Activities could include:</b></p> <ul style="list-style-type: none"> <li>• Invitation to Film Morning/Afternoon</li> <li>• Participate in fun on-site team games (like giant inflatables)</li> <li>• Trips outside of school.</li> </ul>

## End of the Academic Year Reward

Students who have highest number of merits, minimal behaviour points, excellent attendance (between 96-100%), excellent attitude to learning and excellent participation to extra-curricular clubs/interventions will have priority booking for enrichment activities  
 Celebration assembly to award individual cups/shields for our values, progress and contribution to school

Year 11 rewards link to ‘Passport to Prom’  
 Celebration with Principal/Vice Principal/Year Leaders

## **Appendix 3 Code of Conduct for travelling by bus**

### **Waiting for the bus** (both coming to and leaving school)

- Arrive 5 minutes before your bus departs and queue away from the road.
- Avoid standing near road junctions and the entrance to the school so that drivers can see to get out of the school or side roads safely.
- Stand behind the white line by the school bus lay-by while waiting for your bus
- Show respect for others around the bus stop by not dropping litter, smoking, using bad language or sitting/leaning on walls/fences and causing damage.
- As your bus approaches get your bus pass ready.
- If the bus is late wait up to 30 minutes before returning home.
- There will be room on the bus for all students so do not run, rush or push towards the bus when it arrives but form an orderly queue.
- Do not try to get on a bus for which you do not have a pass
- If you miss the bus going home tell the staff on duty and report to reception who will contact your parents and make arrangements for you to get home.

### **On the bus**

- Find a seat, wear the seat belt (if provided) and stay seated for the journey
- Do not stand by the driver, near the doors, on the stairs or on the top deck.
- Show respect for the driver and follow his/her instructions. Do not distract the driver while the bus is moving unless there is an emergency. Unnecessary noise can disturb the driver and cause an accident.
- Show respect and consideration for other passengers and make sure that your bags do not block the gangway. Do not shout, swear or throw things around the bus or out of the bus windows.
- Never open the emergency exits unless in a real emergency
- Do not smoke, eat or drink on the bus
- Do not damage the bus, graffiti, spit or leave litter, gum etc. on the bus

### **Getting off the bus**

- Wait until the bus stops before undoing your seat belt and moving to the front.
- Check that you have left nothing behind on your seat
- If you have to cross the road after you leave the bus wait until it has moved off and you can see the road is clear or go to the nearest available crossing.

### **Other Responsibilities**

- Your bus pass is your responsibility. Do not lend your pass to another student to use.
- If you lose it you must get a temporary pass from the school reception at break or lunch time and contact Aylesbury County Hall to purchase a new pass.
- If you see any misconduct, including bullying, you must report this to the driver or to your tutor or reception staff in school, or the senior leader on gate duty each morning

## Appendix 4: Every Lesson Every Day



### The Chalfonts Community College Every Lesson Every Day

- Greet students at the door to establish a positive start to the lesson
- Build relationships and offer a new start if there were behaviour issues previously
- Support a calm environment for yourself and for others working around you

- Retrieval practice at the beginning of every lesson
- Take the register and speak to any students one to one where necessary

High Expectations and ready to Learn



#### 1. High expectations and positive relationships

- What are we learning and why are we learning it now
- Link prior learning
- Convey the direction of future learning

2. Bell Work

#### 3. Learning Objectives and Success Criteria

- During the lesson, ensure there is one voice only during teacher talk / Q&A
- Seating plans are well thought out and meet the needs of all
- Maintain high expectations from the outset
- Use a student's name to aid focus and minimise distractions
- Reward positive behaviour and apply the behaviour policy where necessary

4. Purposeful Learning Environment

#### 5. Pace, Challenge and Consideration

- Know your students well: plan how you are going to meet the needs of all. Ensure you have read the IEP
- Lessons have pace and students feel appropriately challenged
- Scaffolding: Provide students with key words, sentence starters, modelled examples where needed
- Flexible grouping: always aim to choose student groups, considering ability, skills and knowledge

6. Make it Stick (e.g.)

- Clear explanation to avoid any misconceptions
- Modelling: I do, we do, you do
- Opportunities for retrieval so that knowledge is retained
- Literacy is inbuilt: use subject terminology

High Quality Learning

#### 7. Opportunities for AfL (e.g.)

- Expectations clearly conveyed to students and set on SMHW
- Targeted questioning
- Self-assessment
- Opportunities for feedback and target setting
- Have we met our learning objectives?

8. Homework

#### 9. Ending

- Equipment and resources are tidied away
- Chairs in, uniform is checked
- Students leave the lesson when you instruct them
- Be at your door as they leave, move students on from corridors

#### 10. Follow-up

- Record any positive rewards – including Student of the Lesson – and negative behaviour on Arbor
- Email / postcard home to follow up where necessary



Ending Well