



Behaviour and Attendance Policy

2007 - 2008

The Chauncy School

June 2008

The Chauncy School Behaviour Policy 2008

The procedures outlined in this document are explained in greater detail in the Chauncy School Pastoral Handbook which is released each academic year, updated termly and distributed to all teaching and non-teaching staff as well as school governors.

At Chauncy the behaviour management policy reflects the values and ethos of the school in that it is committed to promoting student achievement in every area of school life. Every student is acknowledged and treated as an individual and we encourage, motivate and educate individuals so that they realise and exceed their potential. Students achieve at Chauncy because of a purposeful, well structured and supportive working environment, where all members of the Chauncy community are role models who demonstrate high standards of professional conduct in their daily routine.

Our Aims

We aim to serve the young people in the Ware community by:

- Promoting student achievement in all areas of school life
- Enabling all students to develop their potential to the full in a caring, secure environment
- Giving all students an equal opportunity in their education whatever their ability, race, gender or socio-economic background
- Providing appropriate support for students so that their academic and social needs are addressed
- Encouraging students to work co-operatively and independently in a variety of situations
- Fostering in students a sense of responsibility for themselves and preparing them to take a variety of different roles in society
- Developing in students a respect for all members of the community and the environment
- Involving parents and the local community in the school and the school in the local community

The Chauncy Code of Conduct

The aims of the behaviour management policy are best represented in the Chauncy Code of Conduct:

- We will act with courtesy and consideration to others at all times.
- Teachers have the right to teach without disruption. Students have a right to learn without distraction. We must never prevent learning.
- At Chauncy we show respect for ourselves, our fellow students, our staff and the wider School Community.
- We must be honest with ourselves and with other people.
- There must be no violence or unwanted physical contact in the school.
- No bullying whether physical, verbal or mental will be tolerated.
- We are all responsible for a clean and tidy school and we are all responsible for its appearance. Litter must always be placed in the bins provided.
- Our reputation as a school depends on how the local community views us. Our appearance and behaviour make up the reputation of the school.
- Good attendance and punctuality are vital if we are to achieve at Chauncy.
- We are responsible for bringing the correct equipment. A pen, pencil, ruler and planner are the basic items needed each day.
- We must follow the school rules without question. They are there to ensure we are safe at Chauncy and that we achieve our potential.

The Chauncy Code of Conduct is reviewed annually to reflect the changing needs of the school. Collaborative discussion between teaching and non teaching staff, the student body, the student council, the senior leadership team and the governing body ensure that the Code of Conduct represents the views of the Chauncy community. The Code of Conduct

is visible in every classroom and is printed clearly in every student planner and staff handbook.

The Chauncy Daily Routine

In addition to the Code of Conduct Chauncy has a Daily Routine for all staff which reflects the Code of Conduct and serves as a guide to staff in the fulfilment of their professional responsibilities. All members of staff have a responsibility to promote good behaviour in classrooms, around the school and in the local community. It is important that staff set an excellent example in terms of their general conduct, respect for proper procedures and the handling of disciplinary issues. A firm, fair and consistent approach is in keeping with the Chauncy ethos. The following key guidelines must be followed:

- Staff must be in their teaching area before the bell is rung for the start of a registration period or a lesson.
- Staff should greet the students as they arrive for each registration or lesson and insist upon a prompt start.
- All aspects of uniform should be checked in both morning and afternoon tutor periods and at the start and end of each lesson.
- All chairs or stools must be put on the floor behind desks or benches at the start of each day and returned at the end of the day.
- Form tutors must accompany their tutor group to morning assembly and ensure good behaviour in the corridors.
- An attendance register must be taken in each lesson.
- Registers must be taken in a formal manner with each student speaking only to answer to his or her name.
- Poorly behaved students must not be sent out of the classroom. Use the appropriate route to deal with misbehaviour.
- Lessons should be well planned with a starter or warm up activity, a main activity and a plenary. Using differentiated work, an awareness of learning styles and incorporating variety of task, staff should seek to maintain the attention of all students and encourage a positive attitude in their subject.
- Class and homework must be assessed regularly according to marking policies and records kept.
- Classes should be dismissed on time and in an orderly manner with staff monitoring the corridor adjacent to their teaching area.
- Form tutors must greet their students at the Hall at 2.20pm and ensure they enter afternoon assembly in an orderly manner. Silence is expected upon entry into the Hall. Tutors must stay with their tutor groups during the assembly.
- Lateness to lessons should be acknowledged and where appropriate punished accordingly.
- Students must not eat in class and chewing gum is not allowed in school. It is reasonable to allow students to sip water from a bottle in hot weather, (not in computer rooms).
- Students who are given permission to leave the classroom must carry a pass.
- Orderly behaviour is expected at all times. Poor behaviour in and around the school must be acknowledged and where appropriate punished.

Roles and Responsibilities

The Behaviour Management Policy is drafted in consultation with the following groups of people. Their roles are defined below:

The Student Council

- Discuss the policy at Student Council Meetings
- Propose amendment or change
- Present the policy to each year group for consultation

Parents

- In accordance with the Education Act 2006 all parents will be notified of changes to the Behaviour Policy and will be given an opportunity to view and comment on the policy in the following manner:
 - Draft policy published on the school website
 - Paper copies available from Reception

The Governing Body

- Review the policy with the Deputy Headteacher responsible for Pastoral Care
- Make recommendations
- Approve a final version of the policy

The Head and Senior Leadership Team

- Deputy Headteacher (Pastoral) produces the policy document
- Approves the draft version for submission to the Governing Body
- Ensures that the procedures outlined are carried out across the school
- Reviews the policy with the Governing Body

Learning Coordinators

- Ensure that the tutor team is aware of the policy and its procedures
- Ensure that the procedures outlined are carried out consistently within year groups
- Ensure that rewards as well as sanctions are adopted throughout the year group
- Ensure that consistency is applied

Pastoral Support Officers

- Ensure that the procedures outlined are carried out consistently with the students that they work with
- Ensure that rewards as well as sanctions are adopted with the students they work with
- Ensure that consistency is applied

Form Tutors

- Are aware of the policy and its procedures
- Ensure that the procedures outlined are carried out within each form class
- Adopt a climate in their tutor group where praise and reward are used consistently and with a positive effect
- Manage information pertaining to each student including Individual Education Plans, (IEPs), Individual Learning Plans (ILPs), Red Report Back Slips, House Point and attendance data, Gold Achievement Slips, Blue Improvement Slips, extra curricular records

Heads of Department

- Ensure that the department team is aware of the policy and its procedures
- Ensure that the procedures outlined are carried out within the department
- Ensure that rewards as well as sanctions are adopted throughout the year group and that consistency is applied
- Provide information pertaining to student sanctions and rewards, such as incident reports or Achievement Assembly data

Teachers

- Are aware of the policy and its procedures
- Ensure that the procedures outlined are carried out within each class taught
- Adopts a classroom climate where praise and reward are used consistently and with a positive effect
- Provide information pertaining to student sanctions and rewards, such as Report Back Slip or House Points, 100% attendance rewards, Gold Achievement Slip writing etc.

Non Teaching Staff

- Are aware of the policy and its procedures
- Support the teaching staff in ensuring that the procedures outlined are carried out within each class taught
- Support the teacher in producing a classroom climate where praise and reward are used consistently and with a positive effect
- Provide information pertaining to student sanctions and rewards, such as Report Back Slip or Gold Achievement Slip writing etc.

Promoting Positive Behaviour

Teaching and Learning

'Teachers manage classrooms effectively and in accordance to the school's conventions. They control entry and seating, give clear instructions and explanations, use interesting material and activities, challenge and support students, keep them on task and respond fully to their work' (OFSTED 2001)

OFSTED has also reported that action to improve attendance and behaviour is most effective when it is linked to well designed efforts to improve **attitudes to learning and attainment** (2001). A list of good teaching characteristics that promote good behaviour includes:

- High expectations
- Well defined lesson structure
- Routines established
- Objectives stated
- Clear instructions
- Clear explanations
- Use of appropriate examples
- Clarity of language used

At Chauncy we believe that students will behave well if the lesson is worth behaving well in.

Rewards and Privileges which encourage good behaviour

Students respond better to positive feedback than negative feedback. At Chauncy we promote the use of rewards as a means of raising student achievement.

- Praise - we encourage both private and public recognition of achievement
- Individual and Departmental Rewards
- House Points
- Gold Slips for outstanding achievement
- Blue Slips for improved behaviour
- Attendance certificates and letters home for good attendance and improvement
- Formal Achievement Assemblies
- Reward Trips

Opportunities for student responsibility

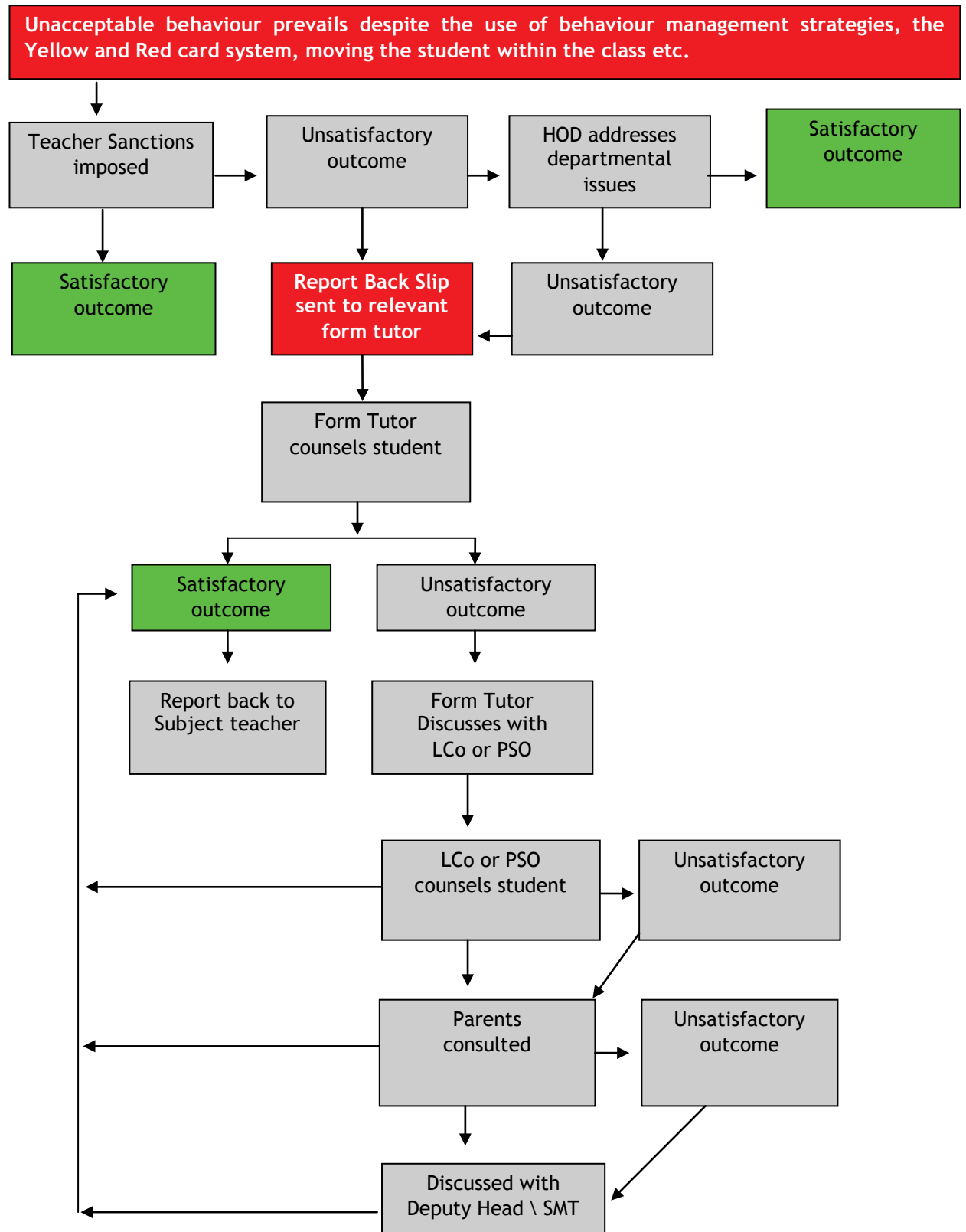
In keeping with the ethos and aims of the school, Chauncy encourages students to take personal responsibility. There are many opportunities where students may take on responsibilities or are trusted to behave in an appropriate way with or without direct supervision.

- The Student Council
- Chauncy Ambassadors
- Headboy and Headgirl \ Student Governors
- Year Nine DIDA Enterprise project
- The Chair Team
- Anti-Bullying Peer Mentor Scheme
- Year Eleven into Sixth Form Induction Course
- St Elizabeth's Christmas Party
- Age Concern Christmas Party
- Christmas Hampers for the Elderly
- Comic Relief & Children in Need Charity Days

- Sixth Form Learning Support
- Dining Hall Prefects
- School Sports Captains
- Leadership of School Teams
- School Tour Guides
- Assistance at Parents' Evenings
- Assistance at Open Evening and Open Days
- School Dramatic Productions
- Running Lunchtime Clubs
- Reading Mentor Scheme
- Litter Picking
- The Christmas Revue
- Musical and Choral Events
- Work Experience and Work Related Learning
- Multi-Activity PSHE Days
- Participation in Youth Speaks Competition
- Moving Up - the Year Six induction programme

How unacceptable behaviour is discouraged

It is the responsibility of all staff to recognise and address instances of unacceptable behaviour and restore good order using appropriate methods of behaviour management. If immediate support is required, the school Reception should be notified by means of a note sent with a trusted student. Reception will contact the appropriate senior member of staff, who will assist. Instances of misbehaviour should always be reported to the relevant form tutor by means of a Red Report Back Slip. A systems diagram representing the procedure for dealing with persistent misbehaviour can be found below:



The Power to Discipline

Section 91 of the Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other school staff to discipline students.

Schools have a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. The Headteacher has extended the power to discipline to all teachers and other staff in charge of students at Chauncy. The extent of the power to discipline is defined in the list of sanctions listed below.

Sanctions

Sanctions are applied fairly and consistently to all students, taking account of all circumstances including the student's age, and within the context of positive reinforcement of good behaviour. When a student's behaviour falls below accepted standards the following sanctions are commonly used:

- **Departmental Sanctions**
 - 15 minute or 30 minute lunchtime detentions carried out by class teacher or Head of Department. Written work, lines or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. All members of staff can issue a lunchtime detention.
 - Removal from a lesson - students removed from a lesson for a fixed period of time. During these lessons the removed student will work in another teacher's lesson with appropriate independent work set. This sanction is imposed by the Head of Department.
 - Additional work - class teachers and Heads of Department can issue students with additional work to be carried out at home as a punishment for lack of effort or non completion of tasks. All members of staff can issue this sanction.
- **Lunchtime 'Pastoral' Detentions**
 - 15 minute or 30 minute lunchtime detention carried out in a fixed designated detention room by a duty member of staff. Written work or lines are acceptable punishments in this detention. Only Learning Coordinators, Pastoral Support Officers and Senior Leaders can issue this sanction.
- **After School 'Pastoral' Detentions**
 - 15 minute, 30 minute or 60 minute detention carried out in a fixed designated detention room by a duty Learning Coordinator or Senior Teacher. Written work, lines or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. Only Learning Coordinators, Pastoral Support Officers and Senior Leaders can issue this sanction.
- **Saturday Morning Detentions**
 - 1 hour, 2 hour or 3 hour detention with Headteacher. Written work, lines or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. Only the Headteacher and Senior Leadership Team can issue this detention.

When arranging detentions all staff are instructed to use the following guidelines:

- 24 hours' written notice to parents apply to all detentions outside normal school hours. The 24-hour notice period is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements for travel for the child. Staff should take careful account of the circumstances of the detention known to them, for example, family holidays and care duties, or other commitments of the family, since the legality of the detention

would be called into question if the school was acting unreasonably. However a mere inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.

- 24 hours' notice must be given in writing, by any effective method, for all detentions outside normal school hours. This can include a formal letter, a note in the student planner, an e-mail or text notification. Confirmation by the parent of receipt of the information is good practice, however it is not a requirement for the detention to proceed.
- Be aware that one to one situations can place the teacher at risk of false allegation and can make the student feel uncomfortable. One to one supervision is often unavoidable and therefore it should be carried out in a visible public place, such as the study centre or a computer room or in a classroom with the door left open and the student positioned near to the door.
- **Confiscation**
The Chauncy School includes confiscation of students' property as a disciplinary sanction. To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated students' property:
 - An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff
 - An item poses a threat to good order for learning: for example, a student uses a personal music-player in class
 - An item is against school uniform rules: for example, a student refuses to take off a baseball cap on entering a classroom
 - An item poses a health or safety threat: for example, a student wearing large ornate rings in PE may present a safety threat to other students
 - An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another
 - An item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

Guidance for staff

- Teachers should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the student.
- Staff should avoid physical contact or interference with students' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, staff should ensure that if an item of clothing or jewellery is confiscated, this is done by a staff member of the same gender as the student and with another staff member present where possible.
- Confiscation of any item that would leave the student only partly dressed must be avoided.
- Staff must keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. We have a book in Reception which staff can sign when items are confiscated. The items should also be left in an envelope with the student's name clearly printed, a date or time when the student can collect the item and instructions as to who may collect the item if it is not the student.
- It is also good practice to write a note in the student-planner to inform the student's parent that an item has been confiscated, and the note is countersigned on return.

- Where possible it is advisable to return items to the student at the end of the school day.
- Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, staff should ensure appropriate storage arrangements (for example, in a safe, the finance office, or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several students, such as mobile phones or personal music-players for example, schools should take care to ensure that they are clear which item belongs to which student.

For some items, staff should refer to the Headteacher or Deputy Headteacher (Pastoral), for example, suspected illegal drugs or items which might be used as weapons. The school has developed protocols in partnership with police, school nurse and other specialist agencies to cover such issues, and to ensure that there is access to specialist support and advice if an incident occurs.

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule. This also limits the chance of problems with loss of items while in the care of school staff. There may be some instances when the school chooses not to return an item to the student:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, schools should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
 - Items of value which the student should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a student should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the student is smoking and how this can be addressed.
 - Other items which the student should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.
- **Internal Exclusion**
 - Students whose behaviour has deteriorated in several areas throughout a week, (indicated by 4 or more report back slips) or whose behaviour has contributed to a single incident of severity, (e.g. defiance, swearing, fighting, bullying, truancy, or vandalism), may be isolated in a designated area such as the outside the Headteacher's Office, the Deputy Headteacher's Office, Learning Support Room and the Pastoral Office. Students may also be placed in the back of sixth form lessons, or other classes if required. When a student is isolated there will be adult supervision and work is set for the student. It is usual for a student to be withdrawn from lessons for between one and three days. Students who are placed in internal exclusion also have to attend school detentions at lunchtime.

- **Fixed Term Exclusions**
 - When behaviour has deteriorated to the point where the disruptive presence of a student threatens the quality of teaching and learning experienced by the other students in lessons, fixed term exclusions may be issued. A fixed term exclusion may be imposed for five school days. The school must provide full time educational provision for further days of exclusion from the sixth day onwards. This may be arranged at Longmore Educational Support Centre or at another local school. Fixed term exclusions may be given for a single incident or repetition of a disruptive negative behaviour.
 - Examples of reasons why students are fixed term excluded from school include:
 - Refusal to accept the authority of the school
 - Racism, sexism or homophobia
 - Defiance
 - Bringing knives or weapons into school
 - Physical violence
 - Swearing
 - Bullying
 - Theft
 - Vandalism
 - Unauthorised use of the Fire Extinguishers around the school
 - This list is not exhaustive. Fixed term exclusions are issued at the discretion of the Headteacher.
 - Work will be set by the school throughout the period of exclusion. It is the parent or carers responsibility to collect new work and return completed work. Work will be marked and assessed during the period of exclusion.
 - It is expected that the student will remain at home during the period of exclusion. Students are not permitted to return to school premises during the period of exclusion without specific permission by the Headteacher. An example may be to sit a public examination.
 - The Chauncy School will adhere to the guidance provided by the DCSF (2007) concerning the procedure for issuing a fixed term exclusion:

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

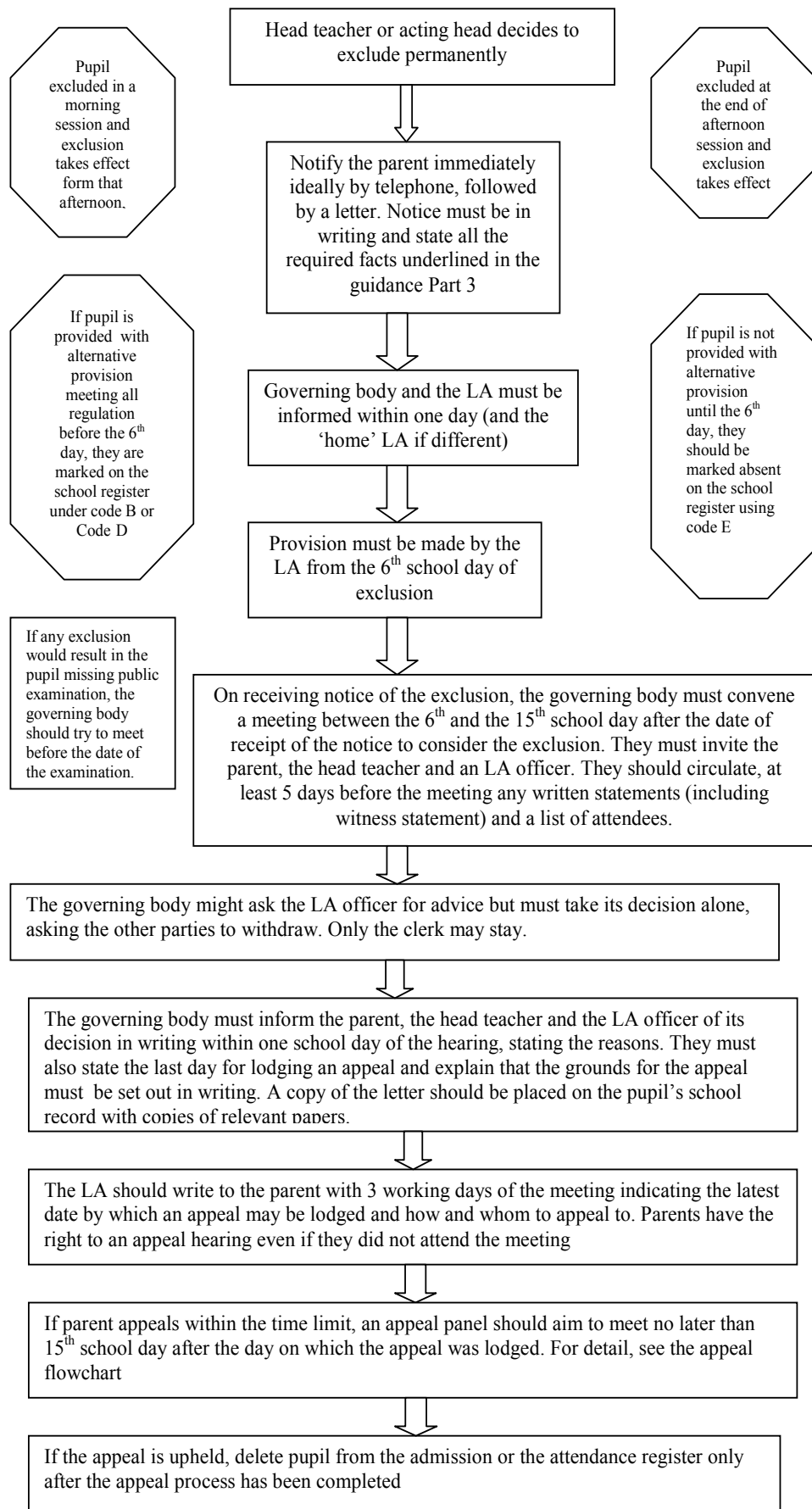
Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

- **Permanent Exclusion**
 - A decision to exclude a student will be taken in response to a serious breach of the school's behaviour policy or when persistent poor behaviour continues to harm the education or welfare of students or staff in the school.

- A decision to exclude a student permanently is a serious one. It will 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. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student
 - Serious actual or threatened violence against a member of staff
 - Unfounded serious allegations made against a member of staff or a member of the school community
 - Arson
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Repeated possession of knives or weapons in school
 - Use of knives or weapons in school
 - Serious vandalism
 - Continued bullying
 - Continued racist, sexist or homophobic behaviour
 - Refusal to accept the authority of the school
- This list is not exhaustive, but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.
- The school will inform the police where a criminal offence has taken place. We will also consider whether or not to inform other agencies, e.g. Youth Offending Teams, social workers, etc.
- Only the Headteacher can exclude a student. In the absence of the Head this responsibility will be delegated to the Pastoral Deputy Headteacher.
- Where there is serious concern about a student's behaviour, the school will always aim to work in partnership with the student and their parents to resolve the problem.
- The Chauncy School will adhere to the guidance provided by the DCSF (2007) concerning the procedure for issuing permanent exclusions:



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Monitoring Behaviour - The Traffic Light System

Student behaviour is monitored via a three stage strategy known as the traffic light system. It is an attempt to reduce the numbers of students entering into cycles of long term poor behaviour, to improve the quality of information received with regards to student behaviour in school and to allow students to become self aware of their behavioural problems within a clear hierarchical framework.

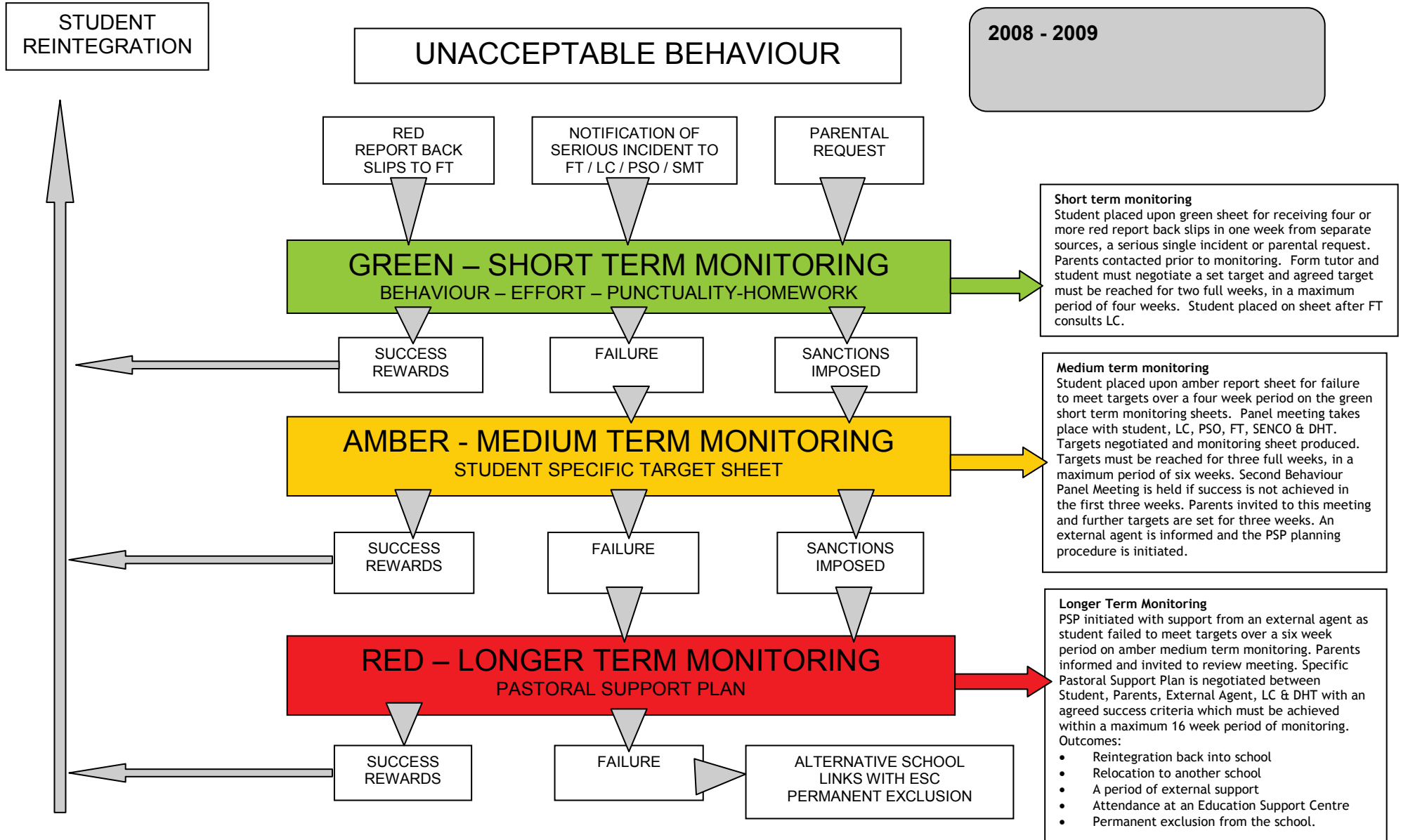
Green Stage - Short term monitoring, (2 - 4 weeks)

Amber Stage - Medium Term Monitoring and target setting, (3 - 6 weeks)

Red Stage - Longer term monitoring, intervention and support, (up to 16 weeks on a PSP)

A system diagram showing how the traffic light system operates in its entirety can be found on page 9.

Traffic Light Behaviour Monitoring System



The Student Behaviour Panel

The purpose of the Student Behaviour panel meetings is to make students aware that they are in serious danger of being permanently excluded for poor behaviour. They will take place usually when a student progresses onto the Amber stage of the Traffic Light System. It can also be used to pre-empt a rapid and serious decline in an individual's behaviour. The structure of Student Behaviour Panel meetings is as follows:

Stage One

This involves the **student** attending a panel meeting that consists of four members of staff:

- Form Tutor (relevant to student)
- SENCO
- Pastoral Support Worker
- Pastoral Deputy

The panel meetings will be formal and will take place in a meeting room within the school. At the panel meeting the student will be reminded of the Chauncy Code of Conduct and the Home School Agreement that was signed upon having a place accepted at the School. The student's file will be produced and the main issues regarding behaviour will be reviewed. The student will be given the opportunity to comment on the issues raised. Appropriate targets will be set with the student. The student will be informed of the next stage of the Student Panel procedure and warned that further instances of poor behaviour can lead to fixed term or permanent exclusion.

A letter will go out to parents informing them that their child has attended the panel meeting; that a set sanction has been imposed and should behaviour fail to improve, they themselves will have to attend a Stage Two panel meeting.

The student will be given a set punishment that will consist of five days of restriction during lunchtimes, in addition to five one hour after-school detentions. Students will be placed on an **Amber** target sheet which will have to be signed by the nominated member of staff at the end of each school day and taken home to show parents before being returned to the form tutor for filing.

Stage Two

This involves the **student and parents** attending a panel meeting that consist of four members of staff and a School Governor:

- Governor with responsibility for School Discipline
- Pastoral Support Worker or Learning Coordinator
- Form Tutor
- SENCO
- Pastoral Deputy

Students that attend a Stage Two panel meeting will have already attended a Stage One panel meeting and their behaviour will not have shown significant improvement since, or the seriousness of their behaviour warrants an acceleration of this protocol.

A letter will go out to parents inviting them to attend the meeting. At the meeting parents\carers will be informed of the current situation and the range of strategies that have been adopted to improve behaviour. Parents\carers will be given the opportunity to comment on the issues raised. It will be explicit that further poor behaviour may warrant permanent exclusion from the school. Students will be placed on an amber target sheet which will have to be signed by the nominated member of staff at the end of each school day and taken home to show parents\carers before being returned to the form tutor for filing. In addition the student will be given a set punishment that will consist of five days of restriction at lunchtimes, in addition to five after-school detentions.

A PSP will be written for students who reach stage two of the Amber stage of behaviour monitoring at Chauncy. This will be initiated if the student fails to show signs of improvement in the three weeks following a stage two panel meeting.

Pastoral Support Programmes

The pastoral support programme is a school-based intervention for disaffected students which should identify precise and realistic behaviour outcomes for the student to work towards. Students who have not responded to school actions to combat disaffection and who are at serious risk of permanent exclusion or criminal activity will benefit from such a longer term intervention. A Pastoral Support Programme can be initiated if the student shows some or all of the following:

- Irregular attendance
- Significant behaviour difficulties
- Sustained relationship difficulties with staff and students
- Extremely poor attainment levels

A Pastoral Support Programme should automatically follow if:

- The student has had several fixed term exclusions
- The student is at risk of failing at school through disaffection
- The student presents disaffected or difficult behaviour

A Pastoral Support Programme is initiated with the cooperation of the student and their parents/carers. It is recommended that an external agent is involved in the initiation of a PSP. This is usually an Educational Psychologist, behaviour support worker, Connexions Personal Advisor or outreach worker but all agents involved with the student will be invited to the PSP initiation meeting. The PSP can run up to 16 weeks and is target driven. Rewards and sanctions are incorporated into the target setting process. It is agreed with the student, parents/carers and external agents and is then reviewed at frequent intervals during the course of the PSP.

Common Assessment Framework and Integrated Practice

The Common Assessment Framework (CAF) is for children and young people aged 0-19. The CAF is:

- A common process enabling practitioners to make an assessment and act on the result
- A standard form to record the assessment and where appropriate, share with others
- A pre-assessment checklist to help decide if a child would benefit from a common assessment

It covers all aspects that affect a child's development from health, education and social development, through to housing and family relationships. CAF is the only assessment that can be used by practitioners in all agencies in England that deliver services to children and young people. The CAF is an important tool for early intervention and is a voluntary arrangement with children and families. It has been designed specifically to help practitioners assess needs at an early stage and then work with families, alongside other practitioners, to meet them.

Lead Professional

The Lead Professional plays a key role in the provision of integrated support. They take the lead in coordinating the provision of support services and act as a single point of contact for a child and their family when a number of different professionals are involved. They do this by:

- Taking the lead to coordinate provision
- Acting as a single point of contact for a child and their family
- Ensuring services are well planned, delivered and reviewed
- Reducing overlap and duplication

It is likely that the school staff will become the Lead Professional, with support and training. The Lead Professional may be chosen by the young person/parent/carer. The role is underpinned by the Common Assessment Framework and it ensures that professional involvement is rationalised, coordinated and achieves the intended outcomes for the child/young person and their family.

Team around the Child

These are the agents who will work with the young people to meet individual need. TAC are drawn from a wide group of agencies providing children's workforce practitioners. Collectively they form Multi Agency Teams (MATs) based around the Extended Schools Communities including Children Centres.

As a CAF is used as an early intervention process, it can be introduced at any point in the management of an individual's needs. It is not specific to a given point in the behaviour monitoring system.

Specific serious forms of misbehaviour

Bullying

For further details please refer to The Chauncy School Bullying Policy. A brief summary is given below:

Aims

- To define bullying and raise awareness of the harm it brings
- To prevent bullying
- To support victims of bullying
- To educate those students accused of bullying

Procedures

- Report of bullying
- Investigation
- Sanctions imposed for bully, school detention after consultation with LCo.
- Should incident concerning same student happen again parent or guardian to be informed, preferably through formal meeting.
- Further sanctions imposed.
- Consultation with SMT where serious cases lead to discussion with Police or other outside agencies.
- Where possible students involved both victim and bully should be encouraged to talk together with the aim of reconciliation.

Outcomes

- The bully will recognize the anti-social behaviour and the impact of such actions. They will also be given strategies to help them change behaviour.
- In serious cases the school will consider fixed term or even permanent exclusion.
- Each incident will be documented using specific bullying pro-forma and held on student file.
- Following an incident the students concerned will be monitored to ensure that the situation has truly stopped.

Prevention

- The Chauncy School has a peer-mentoring scheme. Students from years 9-11 run a drop in centre for all. Kidscape has trained the peer mentors.
- Any staff member concerned about victim or bully can refer a student to a peer mentor.
- Maintain awareness of the no tolerance approach and the importance of talking through display of the 'What if ...' posters in form rooms. Also the 'Be a loud mouth' posters from Kidscape.
- During the year 6 taster day students to be informed of peer mentors and how the school will not tolerate bullying.
- Relevant information will be displayed on the school intranet site & website.
- Relevant information such as help lines and assertive strategies will also be displayed in the study centre.

Racism

For further details please refer to The Chauncy School Preventing and Dealing with Racist Incidents Policy. A brief summary is given below:

At Chauncy we use the definition suggested by Home Office guidelines and that used by the Stephen Lawrence Inquiry which defines a racist incident as:

“any incident which is perceived to be racist by the victim or any other person”

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity.

Examples of obvious racism

- Racist comments, name-calling, chants and jokes.
- Imitating accents.
- Racist graffiti or any other written insult.
- Bringing into school racist materials such as badges and literature or any attempt to recruit people into racist organisations.
- Threatened and physical assault against a person or group because of colour or ethnicity.
- Isolating people because of colour or ethnicity.

Examples of less obvious racism

- Unacceptable stereotype views and images.
- A curriculum that doesn't acknowledge racism, thus perpetuating it.
- Not following up racist incidents vigorously, thus condoning it.
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make.

Active responses

It is important that there is a prompt response to each racist incident:

- Staff will emphasise that the school has an appropriate procedures and that there will be a structured follow up to the allegation or incident.
- Staff will record the incident in detail on the Green Bullying and Racist Incidents Report Back Sheet.
- Staff will ensure that any additional notes or statements are attached to the Green Sheet before submitting to DHT or HT.
- Once recorded, racist incidents must be reported to the Deputy Headteacher (Pastoral) or the Headteacher for further investigation.
- Both the alleged victim and perpetrator need to be interviewed to establish the facts.
- It is likely that additional witness statements will be required.
- During the investigation staff will apply the definition of racism adopted by the school and will reinforce the expectation that racism in any form will not be tolerated.
- Parent \ carers will be informed of the incident and reminded of the procedures that follow.
- After investigation, action will be taken in line with the Behaviour Policy and Equality Scheme.
- All incidents that are reported will be logged in the Racist Incident File.
- Proven incidents of racism will be filed in the perpetrators school file.
- Information will be disseminated through the pastoral structure to the necessary individuals:
 - Senior Leadership Team
 - Learning Coordinator

- Form Tutor
- Reporting member of staff
- Allegations made against staff involving racism must be passed onto Deputy Headteacher (Pastoral) or the Headteacher for immediate investigation.

Recording events

- All incidents where there is a perception that racism is involved must be recorded on a Green Report Back Slip and reported to the Deputy Headteacher (Pastoral) or the Head Teacher.
- The incident will be logged in the Racist Incident File and will include subsequent procedures used and sanctions imposed
- Remember that records may be required by other professionals, (social services, police, etc.).
- Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the Headteacher or an appropriate committee of the Governing Body.
- Serious incidents should be reported to Governors by the Head Teacher e.g. physical violence, repeated harassment, and links with racist groups. The Head Teacher will also inform Hertfordshire County Council as appropriate (refer to the Equality Scheme).

Support processes

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the School's position regarding racism and racist behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate

Failure to respond appropriately may be seen as condoning the incident.

Sexist and Homophobic Behaviour

For further details please refer to The Chauncy School Gender Equal Scheme. A brief summary is given below:

- Sexist or homophobic behaviour is defined as any act or expression intended to harm, denigrate or cause offence to another person on the basis of their gender or sexuality
- It is important to distinguish between remarks of a sexist or homophobic nature, which may be used playfully in everyday banter between students, and sexual or homophobic harassment.
- In the former situation, the school's response should always be to question such attitudes and make clear the school's position on equal opportunities. Such remarks may prompt discussion which can encourage students to evaluate and develop their attitudes to gender and sexuality issues.
- Sexual or homophobic harassment on the other hand is recognised as any of the following:
 - Threatened or actual physical assault
 - Direct abuse
 - Graffiti
 - Sexual advance
 - Repeated and unwanted contact
 - Demand for sexual favour or implication of sexual bribery
 - Offensive or intimidating comments or jokes, with or without the presence of a member of the target group
 - Offensive visual material
 - Any other action which helps create an intimidating or threatening environment

All incidents must be reported to the Pastoral Deputy Headteacher or Headteacher. A formal record must be made in the appropriate folder in Reception and a copy placed in the student's file.

Active responses

It is important that there is a prompt response to each sexist or homophobic incident:

- Staff will emphasise that the school has an appropriate procedures and that there will be a structured follow up to the allegation or incident.
- Staff will record the incident in detail on the Green Bullying and Racist Incidents Report Back Sheet.
- Staff will ensure that any additional notes or statements are attached to the Green Sheet before submitting to DHT or HT.
- Once recorded, sexist or homophobic incidents must be reported to the Deputy Headteacher (Pastoral) or the Headteacher for further investigation.
- Both the alleged victim and perpetrator need to be interviewed to establish the facts.
- It is likely that additional witness statements will be required.
- During the investigation staff will apply the definition of sexist or homophobic behaviour adopted by the school and will reinforce the expectation that this behaviour in any form will not be tolerated.
- Parent \ carers will be informed of the incident and reminded of the procedures that follow.
- After investigation, action will be taken in line with the Behaviour Policy and Equality Scheme.
- All incidents that are reported will be logged in the Bullying Incident File.
- Proven incidents of sexism or homophobia will be filed in the perpetrators school file.
- Information will be disseminated through the pastoral structure to the necessary individuals:
 - Senior Leadership Team
 - Learning Coordinator
 - Form Tutor
 - Reporting member of staff
- Allegations made against staff involving sexism or homophobia must be passed onto Deputy Headteacher (Pastoral) or the Headteacher for immediate investigation.

Recording events

- All incidents where there is a perception that sexism or homophobia is involved must be recorded on a Green Report Back Slip and reported to the Deputy Headteacher (Pastoral) or the Head Teacher.
- The incident will be logged in the Bullying Incident File and will include subsequent procedures used and sanctions imposed
- Remember that records may be required by other professionals, (social services, police, etc.).
- Any example of sexism or homophobia perpetrated by a member of staff will treated as a serious disciplinary matter and will be investigated by the Headteacher or an appropriate committee of the Governing Body.
- Serious incidents should be reported to Governors by the Head Teacher e.g. physical violence, repeated harassment, and links with homophobic groups.

Support processes

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the School's position regarding sexist or homophobic behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate

Failure to respond appropriately may be seen as condoning the incident.

Student conduct and discipline for misbehaviour outside school premises

We have high expectations with regard to student behaviour away from the school site. We expect students to represent and reflect The Chauncy School in positive manner at all times. In particular this includes behaviour on activities arranged by the school, such as:

- Work-experience placements, educational visits and sporting events
- Behaviour on the way to and from school
- Behaviour when wearing school uniform in a public place.

The school has the power to discipline for any incident of poor behaviour that occurs off site, regardless time, location or whether the student is in school uniform. However the following factors will be taken into consideration before any sanction is imposed:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Related to this, whether the students in question were wearing school uniform or was otherwise readily identifiable as a member of the school community
- The extent to which the behaviour in question would have repercussions for the orderly running of the school, and or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff).
- Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school.
- Whether the misbehaviour was whilst the student was on work experience, taking part in a further-education course as part of a school programme, or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future.

The Chauncy School will punish students for poor offsite behaviour it is important that our students reflect the school in a positive manner:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.

The school will adopt firm measures against abuse or intimidation of staff. This includes unacceptable conduct by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. Staff should be made aware that:

- They have the same rights of protection from threat as any citizen in a public place
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:
- Their first concern must be for their own personal safety
- They should make clear that the student has been recognised, even if in a group of young people
- They should then use their judgement about how to leave a difficult situation without provoking further confrontation
- The school will apply appropriate disciplinary sanctions when the student is next in school.

Physical Restraint

See Children, Schools and Families Framework for the use of Physical Intervention document ref: csf3976, April 2004. A brief summary is given below:

Physical restraint is justified when there is:

- A need to avert immediate danger of injury to any person;
- A need to avert immediate danger to any property of any person
- Section 550A of the Education Act 1996 allows the use of physical restraint to prevent a child or young person committing a criminal offence or engaging in any behaviour which compromises the good order of the school.

Methods of Handling

Any method of handling employed must use the minimum force necessary for the minimum amount of time and must meet the following criteria:

- Handling must not involve hitting the child or young person.
- Handling must not involve deliberately inflicting pain on the child or young person (so, for example, cannot involve joint locks or finger holds).
- Handling must not restrict the child or young person's breathing (so, for example, must not involve throat or neck holds or pressing the child or young person's face into soft furnishings).
- Adults must endeavour to avoid touching the genital area, the buttocks or the breasts of the child or young person.
- Full weight must never be placed upon the child or young person's spine or abdominal area. Training should include an awareness of the danger and symptoms of positional asphyxia. Staff must at all times be sure that the young person's airways are clear.
- During any incident of restraint adults must seek as far as possible to:
 - Be aware of their own level of arousal and that of their colleagues;
 - Seek to lower the child or young person's level of arousal during the restraint and to avoid generating fear of injury in the child or young person;
 - Take account of the danger of accidental injury during the restraint by using a method appropriate for the environment in which it is taking place (for example, on a paved surface the adult should seek to avoid placing the child or young person on the ground);
 - Work together as a team, with one member taking the lead wherever a group of staff are involved.
- Experience has shown that moving children or young people during an incident of restraint can prove problematic and is generally to be avoided: it is only justifiable when remaining in the original location would be more physically dangerous.
- Staff need to be careful when releasing a child or young person as it is at this time that there is a danger of assault. Staff need to be trained to recognise when it is safe to release the young person.

Reporting

The use of restrictive physical interventions, whether planned or unplanned (emergency) must be reported immediately to a senior member of staff and parents / carers should always be informed of the full circumstances. The incident must always be recorded as soon as possible (and in any event within 24 hours of the incident) by the person(s) involved. The written record should indicate:

- The names of the staff and young person(s) involved;
- The reason for using a physical intervention (rather than another strategy);
- The technique(s) employed;
- The time, date and duration of the intervention;
- Whether the young person(s) or anyone else experienced injury or distress and, if they did, what action was taken;
- The views of any witnesses;
- The views of the young person.

The recorded details of the incident are to be kept by the Head Teacher. The contents of these restraint records should be regularly reviewed and monitored and appropriate action taken. Recording will be used for a number of purposes:

- Compliance with statutory requirements;
- Monitoring the welfare of children and young people;
- Monitoring staff performance and identifying training needs or outcomes;
- Contributing to service audit and evaluation;
- Updating medical records.

Mobile communication technologies

The school has clear rules on the use and possession of mobile phones:

- Students are allowed to bring mobile phones to school. They are allowed to use them before school, at break, lunch and after school.
- Mobile phones must not be used in classrooms during directed teaching time, unless it is an aspect of the lesson planned.
- Mobiles must be turned off, not switched to silence during form time, lessons and assemblies.
- Mobiles must not be used for recording video, audio or photographic images of staff or other students without their consent.
- The use of mobile phones for recording and or distributing images of poor conduct or bullying such as 'happy slapping', will result in sanctions being imposed as well as confiscation. In some instances there may be the need for police or social services involvement if people are placed at risk.
- Material of a violent, pornographic, racist, sexist or homophobic nature must not be brought into school stored on mobile phones, or subsequently distributed by them. This will result in sanctions being imposed as well as confiscation. In some instances there may be the need for police or social services involvement if people are placed at risk.
- The school has the power to confiscate mobile phones and view material contained within, without the consent of the student or their families. The school may ask the student or their parent or carer to delete content of an offensive or harmful nature.
- Mobile phones are targeted by thieves. Mobiles should be handed into the PE staff as valuables during lessons. They must not be left unattended in blazer pockets or bags. If in doubt students can leave their mobile phones at Reception and collect them at the end of the day.
- The school will accept no responsibility for the loss or theft of a mobile phone, unless the loss or theft has occurred whilst in the possession of a member of staff.

When confiscating mobile phones, staff should take account of:

- The safety of students on the journey home and parental concerns over this issue – staff should return confiscated phones before the student leaves the school premises, if these are relevant factors
- Examination board and school rules about the use of such technologies in examination settings, including supervised coursework
- The unacceptability of students using phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, cyberbullying or using camera-phones for so-called 'happy slapping', i.e. recording and transmitting of images of abuse)
- Whether, and in what circumstances, the school judges it appropriate to inform parents about the confiscation of such items.
- How long should items be confiscated for?

General Procedures and Safety

- Students must not assemble in the car park outside Fanshawe Pool or the bus lane before school. A member of the duty staff will move students onto the yard.
- No cycling in the school grounds.
- Where possible walk on the left of corridors and stairs.

- Students must stay in the designated areas during the school hours.
- Students must not wear outdoor coats or sip water in computer rooms.
- All specific safety procedures must be adhered to in practical lessons.
- All members of the Chauncy community are responsible for ensuring that they are aware of the procedures for evacuating the buildings in case of an emergency.

Procedures for Lunchtimes and Break times

Please refer to the Pastoral Handbook for a full description of the Duty System at Chauncy but in summary:

- Chauncy operates a comprehensive duty roster of before school, break time, lunchtime and after school duties
- All teaching staff contribute to the Duty System
- The school employs one non-teacher as a Midday Supervisory Assistant.
- Students have clear boundaries of the places where they can and cannot go during break and lunchtime
- Students are permitted to use classrooms and corridor areas with permission from the relevant member of staff
- There are student prefects who have clearly defined roles in ensuring good behaviour is promoted around school during break and lunchtimes
- There are clear arrangements for wet lunch breaks with allocated areas for each year group and emergency supervisory staffing structures incorporated
- A member of staff greets the students on the boundary of the school every morning before school starts
- A member of the Senior Leadership Team walks to Watton Road with the students every evening at 3.35pm to ensure good order

Role of Parents and Carers

Chauncy encourages parents and carers to support good behaviour and attendance through talking and listening to their children, participating actively in the home school agreement, attending parents evenings, reading the Chauncy Newsletter and accessing the website on a regular basis. Chauncy runs a Parenting Club and we encourage parents to attend because it gives them time out to talk and discuss any problems they might have with bringing up their children. Parents set the agenda at meetings, ideas are shared and support is given. Various resources are produced and used, from handouts and videos to guest speakers.

Complaints Procedure

If a student wishes to complain about the way in which they have been treated by a member of staff, any member of staff approached by the student should use the following guidelines when advising that student:

- Listen carefully to the student in a quiet, calm yet public environment
- Emphasise to the student that if after careful consideration, they feel that their complaint is justified, the first step is normally to ask to speak to the member of staff concerned:
 - Individually
 - Politely
 - At an appropriate moment
 - The student should calmly set out why they feel aggrieved to the member of staff concerned
 - After this meeting, if the student still feels unhappy, they should inform their form tutor or Learning Coordinator as appropriate.

If a parent or carer wishes to complain about the way their child has been treated, it is usual that the problem can be resolved in a telephone call outlining the situation and the strategies that have been negotiated between the member of staff and the student.

If this proves to be unsuccessful a meeting with the parents and the student is recommended. Documentation to take to this meeting will include:

- Student's latest Academic Review
- Current Marks for class work, tests, coursework and homework etc.
- Copies of Incident Reports

It is recommended that the Form Tutor, Learning Coordinator, Pastoral Support Worker, Head of Department or Deputy Head (Pastoral) is in attendance depending on the nature of the meeting. It is also important to have developed a strategy prior to the meeting, where positive outcomes can be achieved without being too focussed on the problems in hand.

Outside Agencies

Chauncy uses many external agents to support good behaviour and discipline. The following list comprises key agents in the Chauncy Pastoral System:

Children Schools and Families

Referrals are made to CSF by Learning Coordinators with SENCO and SLT approval. Ordinarily the Educational Psychologist or the Behaviour Support Team are used to assist the School with students displaying persistent poor behaviour.

Attendance Improvement Officer

Offers support where attendance is unacceptable or where an incident has occurred in school such as bullying, which has led to student absence. LCs and PSOs refer with SENCO or SMT approval through the CSF referral procedure.

Connexions Personal Advisors

The Connexions PAs work with young people who have shown signs of disaffection. Referrals should be made through the Connexions Coordinator, currently the Pastoral Deputy Headteacher.

The Police

The Local Community Officer is linked with the school and advises the school where incidents of poor behaviour affect the local community. In addition the police inform the School of external incidents that may have an impact in school. The Police Community Support Team also offer a fortnightly drop in service for students and assist in the PSHE & Citizenship programme at Chauncy.

The School Nurse Team

The School Nurse offers a weekly drop in facility at Chauncy and participates in the PSHE & Citizenship programme at the school.

Young Citizens Project

Youth workers are employed to work with students who have specific difficulties, are disaffected or are at risk of permanent exclusion. LCs and PSOs can refer students with SENCO or SMT approval to YCP directly or through a Connexions PA.

Longmore Educational Support Centre

Limited outreach support is available from the Centre to assist a single student with behavioural difficulties. Longmore will work with this student for six weeks, with the potential of six weeks of respite at the ESC if success is not achieved. The Pastoral Deputy Head is the named link with Longmore ESC and referrals must be made using the CSF referral procedure but sent to the Centre directly.

Theatre Groups

Our PSHE programme accommodates several drama presentations throughout the year which deal with issues such as Bullying, Peer Pressure, Alcohol, Drugs, Sex and Relationships etc. These presentations often have a positive effect on the behaviour of the young people involved.

Staff Training

Staff Pastoral Handbook

This document is revised by the Pastoral Team on an annual basis. It is a detailed account of the Behaviour Management system and a summary of policies and procedures. A copy is always available at the Reception and from the staff shared area on the School network.

Staff INSET

Student behaviour is addressed at the annual Staff Conference and regular staff training opportunities are provided during INSET sessions to review and develop the Behaviour Management system.

New Staff Induction Training

As part of the School induction programme NQTs, new staff and GTP students are given a presentation on the Pastoral System and Behaviour Management at Chauncy as part of the comprehensive induction programme.

The Chauncy School

Attendance Policy 2008

The Chauncy School is committed to raising the levels of attendance for individual students and the school as a whole. Underpinning this commitment is a belief that only if students attend school regularly and punctually will they be able to take full advantage of the educational opportunities available to them.

The value of an effective working partnership between parents and school is essential.

It is our aim that all individual students will achieve an attendance rate of no less than **90%** and that the school as a whole will achieve an attendance rate of **95%**

Responsibilities of parents and carers:

Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education. Parents are responsible for ensuring that their children attend and stay at school, that they arrive on time, properly dressed and in a condition to learn.

Parents should also:

- Instil in their children an appreciation of the importance of attending school regularly
- Impress upon their children the need to observe the schools code of conduct take an active interest in their children's school career, praising and encouraging good work and behaviour and attending parents evenings and other relevant meetings
- Work in partnership with the school to resolve issues which may lead to non-attendance
- Ensure that they are aware of the attendance policy of the school
- Notify the school if their child is absent, this should be done on the first day of absence by 9 am. They should also provide an explanation for the absence, which should be confirmed in writing when the child returns to school
- Avoid arranging medical or dental appointments during school hours
- Avoid booking holidays during term time

Responsibilities of the school:

- The school is responsible for supporting the attendance of its students and for dealing with problems that may lead to non-attendance.
- The school is required to call attendance registers at the start of the morning session and once during the afternoon session and to record whether students are present, absent or on an approved educational activity.
- The school is required to differentiate in the registers between absence that is authorised and absence that is unauthorised
- It is the school - not the parent - which authorises an absence.

The Chauncy School Registration System:

- Registration is an integral and key part of the school day.
- The school uses a computerised registration system.
- Morning registration takes place 8.50am - 8.55am
- Afternoon registration takes place 2.20pm - 2.30pm
- Registers are open only during registration
- Distinction is made between authorised and unauthorised absence
- The form tutor has responsibility for recording attendance and for ensuring accuracy of information
- The class teacher has responsibility for taking registers in lessons and ensuring accurate attendance records are kept for their classes

Lateness:

- Students are expected to arrive at school on time.
- Students who are late but arrive whilst the registers are still open are marked as late, staff have the opportunity to allocate minutes late in SIMS Lesson Monitor.
- Students who arrive after the registers are closed are required to report to reception and sign in the late book. This must be adhered to for Health and Safety reasons.
- In this case, students are marked as late after the register has closed. If the student fails to provide an adequate explanation, they are marked with an unauthorised absence for that session and contact with parents will be made to ascertain why they did not attend school on time.
- In addition, it is school policy to impose a detention for students who are late on any two occasions.
- The introduction of the Breakfast Club is a positive step towards reducing lateness and is a direct response to the needs of the community in providing a safe place.
- It is the responsibility of the Pastoral Deputy, Learning Coordinator and the appropriate Pastoral Support Worker to monitor punctuality and liaise with students, parents and external agents where appropriate, to improve standards of punctuality.

Absences:

It is the responsibility of the parent or carer to notify the school about absence. If a child is unable to attend school because of illness or an emergency, we expect to be notified by means of a telephone call by 9am on that first morning of absence.

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation in relation to a particular absence does not, in itself, oblige the school to accept it if the school does not accept the explanation offered as a valid reason for absence.

Absence may be authorised if:

- The student is absent with leave (defined as leave granted by any person authorised to do so by the governing body of the school)
- The student is ill or prevented from attending by any unavoidable cause
- The absence occurs on a day exclusively set aside for religious observance by the religious body to which the student's parents belongs.
- The student is the child of Traveller parents who temporarily leave the area giving reasonable indication of their intention to return
- There is a family bereavement
- The student is taking part in an approved public performance
- A Year 11 student is granted study leave
- The student is involved in an exceptional special occasion. In authorising such absences the individual circumstance of the particular case and the students overall pattern of attendance would be considered.
- Leave of absence may be granted by the school for a family holiday of no more than 10 school days. Parents are to be reminded that they cannot expect, as of right, that the school will agree to a holiday during term time.

Absence shall be unauthorised if:

- No explanation is forthcoming from the parents or if the school is dissatisfied with the explanation.

Students who are engaged in 'offsite' educational activities shall be recorded as approved educational activity if he or she is on:

- an approved work experience placement
- a field trip or educational visit
- an approved sporting activity
- a link course

- the student is attending an interview with a prospective employer, or for a place at college or another school
- receiving special tuition at another school (or at an Educational Support Centre)
- It is the Learning Coordinator's responsibility to ensure that such examples are authorised as approved educational activities.

Holidays

Parents are actively discouraged from arranging term-time holidays as this results in important elements of the curriculum being missed and thus will be very disruptive to a student's educational progress.

- Parents cannot expect leave of absence for the purpose of a holiday to be granted as of a right, and will not be permitted authorised leave of absence during examination periods.
- However, the Headteacher does have discretionary powers to grant up to 10 school days in any school year, providing that an application from the parent has been received prior to the holiday and meets the criteria as laid out in this policy.
- Authorisation will not, under any circumstances, be granted retrospectively.
- Any holiday taken either without prior permission being sought, granted or exceeding the limit of 10 days will be unauthorised.
- Authorisation will not be granted in cases where students have an attendance rate of below 90% or there has been multiple holidays taken in during term time in the same academic year.
- Parents should be aware that the Local Authority now has the power to impose fines on parents for unauthorised holidays during term-time.
- It is the responsibility of the Headteacher to authorise term time holidays.

Fixed Penalty Notices

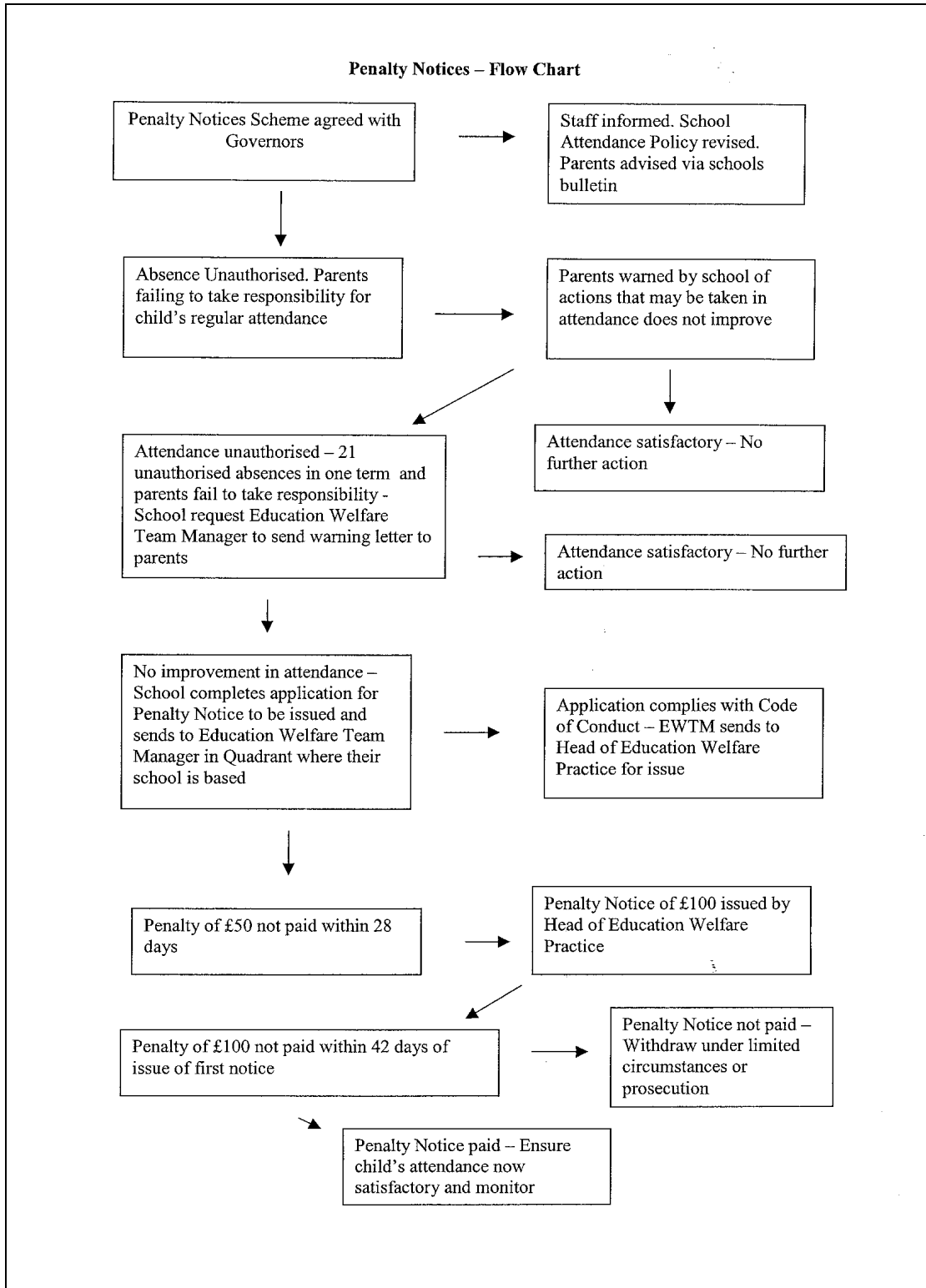
It is the schools' responsibility to monitor attendance patterns for all students. Where a student's attendance falls below 90% then the school will work with the child and his or her parents to improve attendance.

Where attendance has fallen below 80% the school will work with the child, his or her parents and the Attendance Improvement Officer to identify the key issues and improve attendance.

Where attendance has fallen below 80% and no improvement has been observed despite intervention by the school, the Attendance Improvement Officer then the school may apply to the Local Authority to issue a Fixed Penalty Notice to the child's parents.

- Subsection (1) of section 23 of the Anti-Social Behaviour Act 2003 adds two new sections (444A and 444B) to section 444 of the Education Act 1996. These new sections introduce Penalty Notices as an alternative to prosecution and enable parents to discharge potential liability for conviction for that offence by paying a penalty. The offence of irregular attendance has not changed.
- In such a case, the Headteacher must gain the agreement of the Governing Body in deciding that issuing a Fixed Penalty Notice will be effective in helping to get the student back into school.
- At the outset of poor attendance the parent should be informed of the actions that may be taken. It is good practice to make sure the parent understands the consequences of failing to ensure their child's regular attendance, in particular that the case could result in a penalty and/or prosecution.
- The usual response to a first offence should be a warning rather than a penalty.
- Primary responsibility for issuing Penalty Notices rests with the LA and this responsibility may not be delegated to schools or the police.
- Local Authorities are responsible for the administration of the scheme and may make such operational arrangements as they see fit.
- LAs must issue a local code of conduct to ensure the scheme operates fairly and consistently across the local authority area.
- It is for LAs to set out in their local code of conduct the levels of unauthorised absence above which a Penalty Notice may be issued.

- The student's attendance must be unauthorised and the circumstances of the absence must comply with the Code of Conduct.
- Before a Penalty Notice is issued the parents should have received a warning letter.
- The amount of the penalty to be paid shall be:
 - £50 if paid within 28 days of receipt of the notice
 - £100 if paid after 28 days but within 42 days of receipt of the notice.
- The LA retains the revenue from the penalties in order to finance the scheme and any subsequent prosecutions.
- Penalty Notices can only be withdrawn under limited circumstances. The usual response to the non-payment of a notice will be a prosecution under section 444 of the Education Act 1996.
- Schools may be required to provide a witness statement and/or appear in court in cases where they have requested a Penalty Notice which has not subsequently been paid and where the student is not an open case to an Attendance Improvement Officer.



Guidance provided by Hertfordshire County Council

First Day Response:

If a student is absent and there has been no notification from the parent or carer, the school will contact the parent or carer on all available contact telephone numbers.

- It is vital to establish exactly where the student is and to ensure that they are safe. It is stressed once again that it is the parents' responsibility to notify the school in the case of a student being absent.
- If the school has been unsuccessful in contacting the parent or carer, the school will send a letter that day to the home address. The letter informs the parent that their child was absent on that day and there is both an expectation and requirement that the parent responds immediately to the letter. An explanation is expected regarding the absence and a request to check the contact details the school holds for the parent.
- All absences are followed up and written confirmation is required upon the student's return to school.
- The school will also contact the parent or carer of a student who has truanted after registration, thus enabling the parent or carer to take steps to establish that the child is safe.
- It is the responsibility of the Form Tutor to ensure accurate information is recorded on the morning and afternoon register.
- It is the class teacher's responsibility to ensure that any unexpected absences are reported to the admin team in Reception.
- It is the responsibility of the administration staff to ensure that reasonable efforts have been made to contact parents in the event of an unexplained absence.

Roles of staff involved with attendance:

The Form Tutor

- The form tutor is responsible, in the first instance, for correctly maintaining the registers and monitoring attendance of those in their form group.
- The form tutor will follow up all absences and cases of poor punctuality assessing the reasons given to determine whether or not the absence is authorised or unauthorised.
- The form tutor will also follow up the first day response performed by the administrative staff.
- The form tutor is the first line of contact for the parent or carer wishing to discuss any concerns they may have regarding their child.

Learning Coordinator

- The Learning Coordinator is responsible for dealing with any issues that were unable to be resolved with the form tutor.
- The Learning Coordinator has the overall responsibility for the attendance and behaviour of those in their year group.
- Attendance data is collated and reviewed once a week with the Pastoral Support Officer and individuals whose attendance and/or behaviour are cause for concern are identified and an action plan is agreed.

The Pastoral Support Officer.

- Pastoral Support Officers liaise with Form Tutors and Learning Coordinators by collating and analysing weekly attendance data to identify trends, enabling targeted support to be initiated.

The Deputy Headteacher with responsibility for Pastoral Care

- Reducing absence rates to meet school and LA targets.
- Reviewing attendance on a weekly basis.
- Managing the Pastoral Team with regard to attendance issues.
- Overseeing the line management of Form Tutors by Learning Coordinators.
- Implementation, review and revision of policies relating to attendance including the Behaviour and Attendance policy, Bullying policy and Equality Schemes.

- Providing input into Pastoral Support Plans, Individual Education Plans
- Reporting to the Governing Body on matters concerning attendance.

The Headteacher

- Monitors requests for holidays during term time and authorises those that meet the criteria set out in this policy.
- Requests agreement from the Governing Body prior to issue of a Fixed Penalty Notice to parents as a strategy to get an absentee student back into school.
- Sets the annual school target for attendance, authorised and unauthorised absence and agrees the Local Authority targets for attendance with the School Improvement Partner.

The Attendance Improvement Officer

- The A10 is responsible for fulfilling the statutory duty of Hertfordshire County Council in enforcing regular school attendance.
- The A10 meets regularly with the Pastoral Support Officers to ensure that the attendance registers are being correctly maintained and to identify and discuss individuals who are experiencing attendance difficulties.
- Steps will then be taken to address these difficulties, including the use of legal action.

Attendance concerns:

Attendance problems are often a symptom of some underlying cause. When a student experiencing attendance difficulties has been identified by the Pastoral Team, steps will be taken to investigate whether there are any school or home factors (or both) which are affecting the student's school attendance. This will be achieved thus:

- The form tutor will talk to the student in school.
- The Learning Coordinator will follow up concerns raised by the form tutor. Parents or carer's will be contacted to discuss these concerns further
- The school can undertake a range of actions to overcome attendance problems. These will depend on the individual and their circumstances and will involve working closely with the parents, for example:
 - Meetings with parents or carers to discuss strategies in school and at home which encourage regular school attendance and the production of an action plan for improving attendance.
 - Use of Peer Mentors to provide a social support network.
 - Use of methods for discouraging absence (i.e. placing the student on report, rewards and targets).
 - Extra help with work missed.
 - Use of 'in-house' counselling.
 - The use of Time Out cards, given to students enabling them to take time out of a lesson or situation when problems arise. The student can then go to a designated person in order to calm down and talk, with the aim that they return to lesson.
 - The use of outside agencies where appropriate i.e. Connexions, Young Citizens Project, Young Carers, Youth Programmes, Educational Psychologists.
 - The implementation of a Pastoral Support Programme where appropriate.
 - Consideration of timetable and subject choice where appropriate.
 - Reintegration programmes specifically designed for the individuals needs, involving outside agencies i.e., Education Support Outreach, where appropriate.
 - Longer term medical absences (consistent or intermittent) are discussed with the relevant outside agencies i.e. Hospital and Home Education Team and the School Nurse.

Further Strategies for reducing absence rates:

- Pastoral Support Officer's write to parents or carers of students who fail to attain a 90% attendance rate each half term.

- Attendance data is included on termly reviews which are sent home to each student's parent or carer.
- Effective primary to secondary liaison takes attendance information into consideration. The school is alert to critical times such as secondary transfer, and runs an effective programme to support students and parents at this sensitive time. This includes:
 - A designated member of staff who meets with prospective student's at their primary schools.
 - Taster days held at the school.
 - The Moving Up project which runs from the summer term pre intake, through to the October half-term.
 - The peer mentoring scheme.
- This also links in with the Parenting Classes now running at the school, available for both primary and secondary student's parents.
- The Breakfast Club is a positive initiative which aims to reducing lateness and is a direct response to the needs of the community in providing a safe place for those students with working parents.
- Homework Club which provides support for students who experience difficulties in completing their homework at home, proves to be a valuable resource in our commitment to improve attendance.

Incentives and rewards:

It is our aim to reward and celebrate good and improved attendance, which is achieved in the following ways:

- An Attendance Trophy is awarded in Year Group assemblies to the Form Class with the highest attendance each week.
- Learning Coordinators have termly attendance reward assemblies where refreshments are served to students with excellent and significantly improved attendance rates.
- End of Year Achievement Assemblies recognise attendance and award certificates and gift vouchers to students with 100% and excellent attendance.
- The Local Authority awards certificates of recognition to students who have excellent attendance and improved attendance.

Review and Evaluation Policy

The focus on improving student behaviour has had a significant impact on behaviour at Chauncy. The number of exclusions has reduced significantly from 57 fixed term and 6 permanent exclusions in 2002/3 to 7 fixed term and 0 permanent exclusions in the academic year 2007/8. Similarly absence rates have fallen from 9.4% to 6.3% between 2001 and 2007.

There are several groups who review all or parts of the behaviour management policy to ensure that student behaviour continues to improve at Chauncy:

- The Governing Body (Review and Development team)
- The Senior Leadership Team
- Students (through the Student Council)
- Teachers (through staff and tutor meetings/INSET days)
- The Pastoral Team (through Pastoral Team meetings)
- Parents (through public consultation)

It is recommended that the Governing body review and evaluate the Behaviour Management and Attendance Policy with the Pastoral Deputy Headteacher on an annual basis.