

The Shared Learning Trust

THE CHALK
HILLS ACADEMY

Behaviour Policy

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THE CHALK HILLS ACADEMY BEHAVIOUR POLICY

The Chalk Hills Academy is committed to developing the character and competence of every student so they fulfil their potential both academically and as a responsible member of society.

1. AIMS

This policy aims to ensure the consistent application of the Academy's behaviour procedures, so our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate their own behaviour by developing skill and confidence in managing conflict and difficulty
- Value highly their own and others' learning and well-being
- Understand what constitutes 'responsible behaviour' and to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop positive ethical approaches and values in their lives including the promotion of anti-bullying
- Demonstrate outstanding standards of discipline both in and out of the classroom
- Manage their behaviour and conduct so that the Academy is an orderly, safe and purposeful environment where all students are able to achieve and exceed their potential
- Show respect and courtesy towards all members of the Academy and community

The Behaviour Policy determines the boundaries of acceptable and unacceptable behaviour. The policy aims to demonstrate the hierarchy of rewards and sanctions and how they will be systematically and consistently applied to ensure that all students are able to make an exceptional contribution to a safe, positive learning environment.

The Academy aims to create a safe and supportive environment in which students are able to learn and teachers teach. Learning, teaching and behaviour are inseparable. We recognise that relationships built on mutual respect and trust between staff and students are crucial in developing a positive attitude to learning. We are therefore committed to ensuring that we provide positive behaviour modelling for our students.

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022
- Use of reasonable force in schools

- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. DEFINITIONS

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
- These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. PRINCIPLES, ETHOS AND VALUES

- a. Behaviour management at TCHA is designed to encourage young people to take responsibility for their actions. Staff should use our rewards system to motivate students to learn and behave. Our rewards system is designed to celebrate success and our consequence system to hold students to account for their behaviour.
- b. We recognise that some behaviours result from special educational needs and disabilities (SEND) such as emotional and behavioural difficulties. In such cases we will work with relevant agencies to ensure appropriate intervention takes place to help students manage their behaviour more effectively and where possible make reasonable adjustments to support students with SEND. Similarly, other groups identified as at risk by OFSTED, such as children looked after may need us to take into account their individual needs and circumstances. Department for Education (DfE) guidelines are followed throughout the policy.
- c. Our vision is based around three core principals Strive, Achieve and Believe, which emphasises the benefits for the whole academy offered by shared values and responsibilities and an appropriate standard of behaviour.

5. BULLYING AND EQUALITY

The Chalk Hills Academy is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied or racism. Bullying and Racism is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at the academy. If bullying or racism does occur, any incidents will be dealt with promptly and effectively.

The Chalk Hills Academy has an open policy for reporting incidents of bullying and racism which are strengthened and highlighted within the Equality Policy. Incidents, when reported, will be recorded and action taken: parents/carers, students and colleagues will be informed/involved in due course.

We will continue to work with parents/carers and students to ensure we have a culture of tolerance and respect at academy. We urge parents/carers to contact their child's Tutor or Head of Year as soon as possible should they have a concern about bullying or racism. Details of our academy's approach to preventing and addressing bullying are set in our anti-bullying policy.

6. ROLES AND RESPONSIBILITIES

- a. **The Board Trustees** will:
 - Support the Academy in reaching its aim of improving behaviour
 - Monitor the effectiveness of the Behaviour for Learning Policy taking note of its impact in improving both behaviour and progress
 - Be involved, when necessary, in formal disciplinary action for students
 - Trustees or Cluster group members will ensure that the policy is non-discriminatory and the expectations for all are clear
- b. **The Executive Principal** will:
 - Monitor the effectiveness and impact of the behaviour policy
- c. **The Head of School** will:
 - Authorise fixed term and permanent exclusions when necessary
 - Monitor the number of permanent and fixed term exclusions

d. **The Vice Principal** will:

- Oversee the strategic direction of the behaviour policy
- Ensure the policy is applied fairly to all students
- Monitor and evaluate behaviour for learning procedures and ensure they are consistently and appropriately applied
- Hold staff to account for managing behaviour
- Promote the behaviour policy within the Academy, with parents and the wider community
- Review the behaviour policy periodically
- Regularly review behaviour data and plan whole school interventions and behaviour strategies
- Plan, coordinate and deliver training in behaviour for learning
- Maintain behaviour systems

e. **Senior Head of Year** will:

- Be responsible for the day to day running of the Rewards and Consequences systems
- Provide weekly data for the Senior Leadership team
- Work in an operational fashion, monitoring corridors, lesson change overs and breaks and lunches
- Support the Assistant Principal in managing behaviour across the academy
- Hold staff to account for managing behaviour
- Regularly review behaviour data and plan interventions and behaviour strategies for students and year groups
- Plan, coordinate and deliver training in behaviour for learning

f. **SLT** will:

- Support the Head of Year to maintain excellent behaviour within the year group to which they are linked
- Support with the day to day management of behaviour and attend reintegration meetings

g. **Heads of Year** will:

- Challenge unacceptable behaviour
- Tell students what behaviours are acceptable and why
- Contribute to reviews of behaviour for learning procedures
- Identify and lead strategies to support students who are behaviour concerns
- Try to find out why a student is behaving this way
- Meet with students and parents to support improvements in behaviour
- Monitor the implementation of the rewards and sanctions school procedures
- Engage in resolution meetings with students
- Use the rewards system to support students' behaviour for learning
- Communicate and meet with students and parents to support improvements in behaviour

h. **Staff - Including teachers, support staff and volunteers** will:

(Staff have a statutory authority to impose sanctions on behalf of the academy)

- Ensure they follow and apply the behaviour for learning policy and procedures consistently
- Apply the policy and procedures fairly and consistently to all students
- Lead on behaviour in their own teaching or work area and around the academy
- Demonstrate excellent professional standards at all times by following the Chalk Hills Teaching and Learning outlines and teaching standards (if applicable to their role)
- Treat students, staff, parents and community members with courtesy and respect
- Take into account the needs and circumstances of students with particular identified difficulties when applying the behaviour for learning policy
- Adopt a warm / strict approach to managing behaviour

i. Parents / Carers will:

- Take responsibility for the behaviour of their child both inside and outside the academy
- Work in partnership with the academy to promote outstanding behaviour and Character
- Allow the Academy to implement support for their child
- Ensure their child attends on time every day
- Sign and agree to the Home – School partnership (**Appendix A**)
- Support the academy by supervising their child if they receive a fixed term exclusion
- Support the academy in upholding Trust seclusions
- Monitor their child's behaviour via the academy's app – Weduc
- Treat school staff with respect. Parents can be barred from the academy premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban
- Make an appointment if they wish to meet with a member of staff, we can not guarantee we can meet with parents who arrive for a meeting without an appointment

j. Students will:

- Follow The Chalk Hills Way (**Appendix B**) at all times both in and out of the academy
- Ensure they use **SLANT, STEPS** and **SHAPE** (**Appendix B**)
- Always treat staff, other students and community members with respect
- Take responsibility for their actions by following the consequence system
- Be proud of their achievements
- Inform staff if they have a problem in school
- Accept support when it is offered
- Not bring the academy into disrepute and remember they are representing the academy at all times
- Respect school property (the Academy will invoice parents/carers if damage is intentionally caused and can enforce payment)

7. JURISDICTION

- a. Teachers can discipline and sanction students at any time either within in the academy or elsewhere whilst students are in the care of a member of staff, this includes school trips, fixtures and any other occasions when representing the Academy
- b. Staff have a statutory power to discipline students for misbehaving outside the Academy premises even when the student is not in the care of the member of staff. Staff may discipline a student if a student is, or has been, engaging in misbehaviour that:
 - Could have repercussions for the orderly running of the Academy
 - Poses a threat to another student, member of staff or member of the public including cyberbullying or harassment through the use of the internet and social media
 - Could adversely affect the reputation of the Academy
- c. The Academy has the power to sanction students for behaviour outside of the Academy. The Chalk Hills Academy will sanction any student who brings the Academy into disrepute, is rude to a member of the Academy or wider community or puts another student or member of the community in danger. If the student's behaviour or actions pose a threat to the well-being or learning of other students, fixed term or permanent exclusion will be considered

8. ACADEMY BEHAVIOUR EXPECTATIONS

The academy works hard to ensure consistent standards of expectations are applied at all times. Our expectations of students are clearly explained in:

a) Home School Agreement

Our expectations of students in lessons, around the school, on trips and travelling to and from school and whenever in school uniform, have been outlined in the Home School Agreement. All students and parents/carers are supplied with this on entry to the school; all students are expected to abide by it. The Home School Agreement was developed on a whole school basis, has been discussed with staff, students and Trustees and has been approved (see Appendix A).

b) Classroom 'Non-Negotiables' - Learning Rules

These statements support the Home School Agreement by being more specific about expectations in all classroom/learning environment situations. They have been drawn up jointly with staff and students, are regularly shared through group tutorial sessions and are posted in every classroom. The non-negotiables are designed to ensure that students are clear about what is expected, make the most of their opportunities and do not impinge negatively on the opportunities of others.

c) Lesson entry/exit procedure

These procedures are used as a consistent approach for starting and finishing lessons and are linked to our non-negotiable of being ready to learn. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

9. REWARDS AND CONSEQUENCES

9.1 REWARDS

Rewards are seen by The Chalk Hills Academy as the most positive way in which to encourage good behaviour, motivation and academic progress. Staff will be encouraged to ensure that the majority of their communication with students focusses on recognising and rewarding positive engagement with learning behaviour.

Students may be rewarded for numerous reasons, including those listed below the list is not however intended to be exhaustive:

- Strive (effort), achieve (progress/attainment) and believe (character)
- Good work / effort in the classroom / homework / coursework
- Demonstrating: determination / respect / equality / resilience or any of the TCHA Habits
- Weekly attendance improvements
- Marked improvement in behaviour & organisation
- Consistently excellent work over the course of a unit or scheme of work within a Faculty
- Consistently excellent work over the course of a Term
- Excellent progress report
- Representing the academy
- Community Project and Community representation
- Excellent work over the course of a term or year

The Academies reward system coincides with the Trusts vision of Strive. Achieve. Believe. Students can be rewarded for Strive (effort), Achieve (progress / attainment) and Believe (character). Staff record these

rewards on the Academy's Electronic Information Management System (Arbor). Students will also be given 'strategic' rewards throughout the year. Please refer to **Appendix C – Rewards Procedure** for more detail on these reward procedures.

9.2 CONSEQUENCES

The Behaviour consequence chart (**see Appendix D – Rewards and Consequences ladder**), outlines consequence of that behaviour. Often the way students behave is as a result of an earlier incident or trigger, therefore our consequence system is applied to each incident on an individual basis. Incidents of a serious nature will be investigated and a relevant and proportional sanction applied. ***No two incidents are exactly the same so there may be times when the outcome to a behaviour type is different. When investigating incidents the Academy works on the balance of probabilities principal.***

Please refer to (**Appendix E – Consequence Flow Chart**) for the Academies Rewards and Consequences ladder which along with The Chalk Hills Way (**Appendix B – The Chalk Hills Way, SLANT, SHAPE and STEPS**) are displayed in every classroom.

All behaviour concerns are logged on the Academy's Electronic Information Management System (Arbor) so that potential trends can be identified and allocation of appropriate interventions and sanctions can be applied across the academy. The Behaviour Consequence system will also uphold TCHA's Uniform Policy (**Appendix F – Uniform Expectations Overview**) which helps to set expectations and raise standards within the academy.

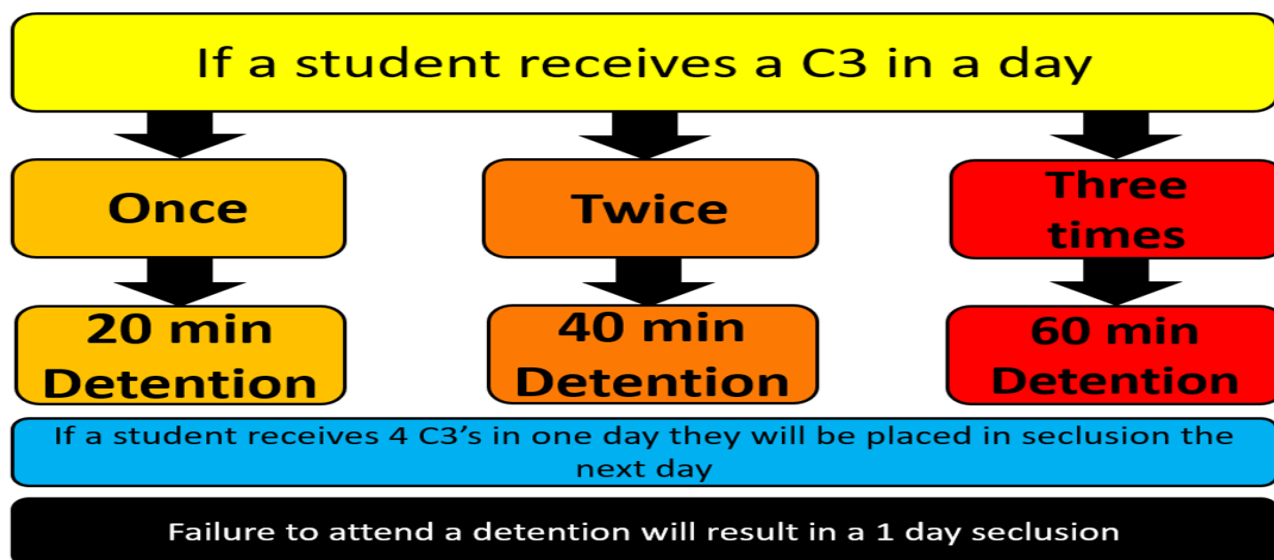
9.3 DETENTIONS

Students can receive detentions for different reasons. All C3 behaviour detentions are served the day after they were issued e.g. if a student's gets a C3 – 'Rudeness to staff' on a Monday they will sit the detention on the Tuesday. The exception to the next day detentions is 'late to school' detentions which are served on the same day as they are issued for break or lunch time.

If a student receives one Behaviour based C3 in a day they will receive a 20 minute after school detention, there is no obligation to inform the parent / carer of a detention, however staff are encouraged to call parents / carers to inform them of the behaviour which led to the child's detention. If the detention is longer than 30 minutes, parents / carers will be informed of the detention via the academies app. Arbor, or phone call. If a student receives four C3s in any given day they will be placed in seclusion the following day.

If a student receives one Behaviour based C4 for Shadow classroom in a day they will receive a 40 minute after school detention, there is no obligation to inform the parent / carer of a detention, however staff are encouraged to call parents / carers to inform them of the behaviour which led to the child's detention. If the detention is longer than 30 minutes, parents / carers will be informed of the detention via the academies app. Arbor, or phone call. If a student does not attend their detention they will be placed in seclusion room following day. Repeatedly refusing to attend detentions could result in a Trust seclusion at The Stockwood Park Academy or a Fixed Term Exclusion.

9.4 LENGTH OF DETENTION



9.5 SHADOW TIMETABLE

Removal of a pupil from the classroom is a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff. At The Chalk Hills Academy, we sometimes use removal (Shadow classroom) in response to severe or repeated breaches of the academy behaviour policy.

Removal is a serious sanction and will only be used when other options have been exhausted, or if the behaviour is so extreme that it requires the pupil to be removed straight away. Any student who is removed from class will be given an automatic 40 minute detention (Appendix E)

Removal can be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

Students may be removed from a classroom via a procedure known as Departmental Shadowing. The shadow timetable will be used in instances where students have been given a C1, a C2 and a C3 but still continue to not meet our expectations or students perform a serious one-off event in a class or if there is consistent (over a period of lessons) disruption of others' learning which would mean that they can no longer remain in the classroom. If a student is sent to the shadow timetable they are expected to continue working in a different classroom and all the usual academy rules apply.

During a removal, we will make provision for the continuation of a pupil's education. The education that a pupil receives may not be the same as they would have had if they had remained in class but it will be relevant and meaningful. Pupils who have been removed from class will be supervised by a suitably trained and experienced member of staff.

Pupils will not be removed from classrooms for extended periods of time. The use of removal will always be kept to the minimum length of time required to achieve the desired outcome.

In line with government guidance, if a pupil is removed from a classroom, the pupil's parents/carers will be informed on the same day. If the pupil has a social worker, this individual will also be informed. If a child is looked-after, their Personal Education Plan will be reviewed (if relevant) and the virtual head will be notified.

A student can fail the shadow timetable if they:

1. Continue to not meet our expectations and go through the consequence system again
2. Perform a serious breach of our behaviour policy whilst in the shadow room
3. Refuse to go to the shadow timetable

If a student fails the shadow timetable then they will be placed in seclusion for '24 hours' this means if they enter at the start of period 3 they will stay in the seclusion until the end of the day and then return to seclusion the next day until the start of period 3.

The Department for Education (DfE) states that schools should 'collect, monitor and analyse' data about removals. At The Chalk Hills Academy, we will record:

- the name of pupil who has been removed;
- the circumstances surrounding the removal, including details of any behaviour triggers if these are apparent;
- the date and time of removal;
- any other individuals involved;
- any background factors that may be relevant;
- when parents were informed about the removal and by whom;
- if a social worker or virtual head needs to be notified, when was this done and by whom.

School leaders will monitor the use of removal across the school to ensure that it is being used appropriately and that the policy is being applied consistently across the whole school.

We analyse data about the use of removals to:

- establish patterns and trends for individuals, groups and the whole school;
- highlight whether removals are happening disproportionately to any particular group, such as those with protected characteristics;
- identify specific factors that may be impacting on behaviour - for example, if it happens at a certain time of day or in specific classes;
- identify what the major causes for removal are;
- analyse whether removal has an impact on minimising the need for other sanctions, e.g. exclusions;
- evaluate whether the data indicates any staff training needs.

Following a removal, we will support pupils to reintegrate back into the classroom as quickly as possible. The approach will be tailored to the needs of the individual pupil but could include:

- offering additional pastoral support;
- putting the child on an individual behaviour support plan;
- facilitating a restorative conversation;
- initiating additional academic support (when the incident is related to unmet academic needs);
- offering support or information to the child's family,
- obtaining specialist support from external agencies, e.g. mental health support, addiction support.

9.6 LOCKDOWN

Teachers have the power to issue students with lockdown when students fail to meet the Academy behaviour expectations. This can be when students have misbehaved during social times (transitions times, break and lunch) or if a student has received several after academy detentions or seclusions. Students on lockdown will receive a report that will need to be signed by the Head of Year, Senior Head of Year and the

member of staff who administers lockdown. Parents must sign the lockdown report every day once the student returns home.

Students will be placed on lockdown for two weeks, however if they receive a negative behaviour point within the two weeks then the lockdown will restart. This is on the lockdown report for parents and students. Students must ensure they arrive to lockdown in the correct uniform and with the correct equipment every day. They must arrive to lockdown immediately on time (start of break and lunch time). Once students arrive to lockdown, they will be given reasonable time to eat, drink and use the toilet.

Failure to attend lockdown will result in a **seclusion** and a **restart** of the lockdown two-week period.

9.7 SECLUSION

A Seclusion could be implemented for any behaviour that is more serious than a C3 behaviour but, not so serious as to warrant removal from the Academy (Suspension). Work will be provided for the students to complete and they will be allowed supervised breaks (at a different time to the rest of the Academy) throughout the day. The Seclusion Manager will always inform parents of a seclusion in writing.

This is not an exhaustive list, however examples of behaviours, which may lead to seclusion are:

- Walking away from a member of staff / not following staff instructions
- Fighting
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Smoking / Vaping
- Bring in prohibited items to the Academy
- Damage / Vandalism
- Persistent disruptive behaviour
- Malicious communication
- Stop means stop / Refusal to follow instructions
- Sexual harassment
- On-line sexual abuse
- Truancy
- Missed detention

The length of the seclusion will depend on the context of the incident. If a student repeatedly displays behaviour which leads to seclusion, it is likely to result in a Suspension.

There may be occasions when it is necessary to put a student into Trust Seclusion, this means the student will serve their seclusion at one of the other Academies in our Trust.

9.8 FAILING SECLUSION OR TRUST SECLUSION

If a student does not meet our expectations in either seclusion or trust seclusion they may be asked to resist their seclusion / trust seclusion or could receive a fixed term exclusion. When a student actively opts for a fixed term exclusion as opposed to a seclusion or trust seclusion they will be expected to sit their seclusion on return from their exclusion.

9.9 Suspension

If it is deemed necessary to exclude a student from school, an initial phone call will be made to explain the circumstances and inform the parent / carer of the decision. This will be followed up by an official letter as soon as possible. We follow DfE guidelines on suspensions and the decision to suspend can only be made by the Head of School. When deciding to suspend the Head of School will ensure there has been a thorough

investigation. The standard proof applied in school suspensions is the balance of probabilities. Suspension from The Chalk Hills Academy is usually reserved for the most serious of offences or persistent breaches of the Academy's behavioural policy.

9.9.1 Suspension

In the case of a suspension, the Head of School or a Vice Principal in their absence may exclude a student **for up to 45 days in any one academy year**. Students on suspension will be forbidden from attending the academy, or being in the vicinity of the academy for the term of their suspension. Under current legislation, parents/carers are obliged to take responsibility for their child if s/he is suspended and ensure that they are not in a public place without good reason during academy hours (8:00am to 4:30pm) within the first five academy days of any suspension. Where a parent/carer refuses to comply with the terms of suspension, the Academy may notify the Social Services Department and the police if, in the head of School's view, the student or any other person may be at risk as a result of a failure to meet the terms of the suspension.

If a student is suspended for more than 5 days it is the responsibility of the academy to provide education from the student starting on the 6th day of suspension. It is the responsibility of the parents / carers to ensure that their child attends the alternative education provided by the Local Authority or the Academy.

The following behaviours will normally lead to a suspension. This list is intended to indicate the degree of severity of the incident but is not intended to be exhaustive:

- Defiance
- Disruptive behaviour
- Refusal to comply with uniform / mobile phone policy
- Malicious allegation against staff
- Bringing the academy into disrepute
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Sexual harassment offline or online
- Sexual violence
- On-line sexual abuse
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Wilful transcreation of measures to protect public health

Where a student is suspended the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any suspension
- Provide work for that student for the duration of the suspension, this could be by directing the parent / carer and student to relevant education websites
- Provide full-time education (off-site or in a shared provision) from the sixth day of any period of suspension of six days or longer
- Consider how the time out of school might be used to address the student's problems
- Consider what support will best help with the student's reintegration into the school at the end of the suspension

The parents / carers of a student who is suspended for a period of 6-15 days in any one term can request a meeting with the board of trustees to review the suspension. The board of trustees will meet within 50 school days of the suspension and will decide whether to uphold the suspension. If a student is suspended for more than 15 days in a term the board of trustees will always meet within 15 school days to review the suspension.

9.9.2 REINTEGRATION

A reintegration meeting following the expiry of a suspension is arranged by the academy prior to a student returning from a period of suspension. Parents/carers are invited to attend the reintegration meeting. The meeting will establish a risk assessment of the student (where necessary) and identify the resources needed to provide the necessary support to the student. A Return from suspension form will be completed and is to be signed by all parties. Failure to obtain satisfactory assurances from the student and parent / carer that they will comply with the expectations set out in the Home – School partnership (**appendix A – Home School Partnership**) could result in another suspension. Failure of the student to attend the reintegration meeting will result in a period of unauthorised absence.

9.9.3 PERMANENT EXCLUSION

The decision to exclude a student permanently is a serious one and will never be taken lightly. In doing so, we recognise that a permanent exclusion may have a serious impact upon a student's life chances. Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

Permanent exclusion is rare, however circumstances whereby a student's behaviour means that we are no longer meeting their educational needs or their behaviour is affecting the welfare or education of other members of the Academy may constitute the need for a move elsewhere or a permanent exclusion. In these circumstances, the Academy works with Local Alternative Provision organisations, Behaviour and Tuition (Luton Borough council) or other academies/schools through the Fair Access Protocol procedure to ensure that the educational needs of the student are met elsewhere.

Permanent exclusion should be considered for any of the following behaviours even if they are "one offs":

The following behaviours will normally lead to permanent exclusion. This list is intended to indicate the severity of the behaviours but is not intended to be exhaustive:

- Persistent disruptive behaviour
- Repeated and persistent defiance
- Physical abusive towards staff
- Action endangering the safety of others
- Possession of, being under the influence of, distribution of or buying prohibited items such as illegal substances or offensive weapons
- Sexually harmful behaviour, Inc. Sexual misconduct, Sexual harassment or On-line sexual abuse
- Child-on-child sexual violence or sexual harassment offline or online
- Extreme and/or persistent Bullying or racist abuse
- Where the health and safety of anyone in the school community is contravened or put at risk
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult

(Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.")

If a student is permanently excluded the school will:

- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- Notify the local authority of the Academies decision to permanently exclude
- Arrange a meeting of Trustees or Cluster Board Members to review the exclusion and decide whether to uphold it

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

9.9.4 APPEALING A PERMANENT EXCLUSION

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a Local Governing Board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. An independent review panel does not have the power to direct a Local Governing Board to reinstate an excluded pupil. However, where a panel decides that a Local Governing Board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Governing Board to reconsider its decision.

10. SUPPORT AND PREVENTION

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. However sometimes students will need support to 'do the right thing.' If a student or parent / carer has a concern then they should contact the key staff listed below in the order displayed e.g. the first point of contact should be the students form tutor.

Students and parents / carers can seek support from the following key staff:

1. The PL tutor
2. The Head of Year
3. The Conflict Resolution Co-ordinator
4. The Senior Head of Year
5. Assistant Principal for Behaviour

10.1 REPORTING PROCESS

When a student has difficulty managing his/her behaviour a report card will be used to help him or her improve. A student may choose to use a report card voluntarily, as a way of getting feedback. The main purpose of the report card is for the student, teacher and parent / carer to have daily contact (through the report card) which will facilitate relationships between the Academy and the home. Please see **Appendix G – Report Card Levels.**

10.2 LEVELLED INTERVENTION

As well as report cards and key pastoral staff the Academy has different levels and types of support and intervention (**Appendix H – Levelled Intervention**). If a student is finding it hard to make sensible and good behaviour choices the relevant year team will implement support. Not all strategies will be implemented at each level, the support will be implemented based on the needs of the individual student furthermore the levelled intervention is not linear and it may be appropriate to implement level 4 support following a serious incident.

10.3 PASTORAL SUPPORT PLANS AND OUTSIDE AGENCIES

A Pastoral Support Plan (PSP) is an intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. Targets will be reviewed at regular meetings and the PSP will involve actions for the school, the student and the parent / carer. Usually, the schools actions will include support from outside agencies including:

- Educational Psychologist
- Edwin Lobo
- Alternative Provision (Shine / Evolve / Reach / ACE)
- CAMHS
- ALPS
- Social Services
- Youth Offending Service (YOS)
- School counsellor
- Other suitable outside agencies

10.4 FAIR ACCESS PROTOCOL AND MANAGED MOVES

A **‘Managed Move’** may be resorted to in order to avoid permanent exclusion or to give a student a ‘fresh start’ at another school if relationships have become unproductive at The Chalk Hills Academy. It may be used as a result of the culmination of unsuccessful behaviour interventions or, in exceptional circumstances, for a serious ‘one off’ incident. In such instances the student will be brought to the Pupil Placement Panel (PPP) and the in Year Fair Access protocol invoked. The PPP meeting is attended by senior staff from each school, lead professionals and the local authority. Once a place for a student has been arranged, the Academy will contact the transfer school; arrange for an integration meeting and a 12-week trial will commence. This can be extended depending on the context and similarly if behaviours dictate the trail can be stopped at any point. Progress at the transfer school will be reviewed every 4 weeks and if successful, the student will move permanently to the transfer school.

10.5 COMPASS ALTERNATIVE LEARNING PROVISION

Compass is The Chalk Hills Academy’s in house on site alternative provision. Compass is designed to support students to change their behaviour habits, to provide appropriate high-quality alternative curriculum / education for students and to provide specific bespoke social, emotional and behavioural support for students who need it the most.

The academy has the authority to direct any student to learn in Compass. Students in Compass are assigned a key worker and their curriculum is specifically designed to support their continued learning and return to the main academy.

Compass follows all the rules and expectations as set out in this policy.

11. SAFEGUARDING

The academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

12. POLICE

It will be for the Head of School or a member of the Senior Leadership team to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed as soon as

possible if a decision is taken to contact the police. Possession of illegal substances or offensive weapons on the Academy premises will usually lead to the police being informed.

If police interviews are required to take place at the Academy if legally possible parents / carers will be informed and invited to join the interview. If parents / carers cannot be contacted the interview will take place with the Principal or a member of the Senior Leadership team in the room to support the student.

The Chalk Hills Academy has signed an Information Sharing Agreement with the police and are committed to working in close collaboration with them.

If a serious incident involving a student at the Academy takes place outside of Academy hours (8:00am to 4:30pm) the Academy advises that the parents / carers or community members should contact the police directly by calling 101 for non-emergency incidents and 999 for emergency incidents.

13. SEARCHING, SCREENING AND CONFISCATION

The Academies pastoral team and Senior Academy staff have been authorised to search a student's outer clothing, possessions and locker when they have good reason to believe that the student may be in possession of banned or prohibited items, in accordance to the DFE advice 'Screening, Searching and confiscation' July 2022.

The search should be conducted in the presence of the student and a staff witness except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not possible to summon another member of staff quickly. The Chalk Hills Academy will inform the parents / carers of the search and the result, the Academy will always endeavour to do this unless informing the parents / carers would put the student at risk.

Staff can search or scan with a wand, students with their consent for any item. Staff will ordinarily ask the student to turn out their pockets and bag. Under common law powers, schools and Academies are able to search lockers and desks for any item provided the pupil agrees. If a pupil does consent to a search then it is possible to conduct a search but only for the "prohibited items" listed below. Where a student refuses to co-operate with a search, the academy can apply an appropriate disciplinary penalty in line with refusal to follow staff instructions or gross defiance.

A member of the Senior Leadership Team (on Academy premises) or an Academy trip leader have the statutory power to search students or their possessions, with consent, where they have reasonable grounds for suspecting that the student may be in possession of a prohibited item. Again, this search should be conducted with another staff witness.

Prohibited/harmful items may include (*denotes prohibited items for which searches can be carried out without consent):

- Knives and weapons *
- Alcohol*
- Illegal drugs*
- Stolen items*
- Tobacco and cigarette papers*
- Fireworks*
- Aerosols
- Pornographic images*
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence*
- Any item used with intent to cause personal injury to, or damage to the property of, any person.*
- Other items banned by the Academy: (Vapes/ E-cigarettes/BB guns/hammers/axes/spanners/ etc.)*

- Excessive quantities of food or drink or any other materials where there is a suspicion that these have been brought onto the academy site with the intention of marketing/selling to other students
- Items which harm the good order and discipline in the academy such as stink bombs, water balloons or 'exploding snaps.'
- Stolen items such as mobile phones, wallets or purses and other electronic equipment

Note that this is not an exhaustive list. Any item in the possession of a student or used or distributed with intent to cause either mental or physical injury to another person or disrupt the smooth running of the academy, breaches our behaviour policy and may lead to fixed term exclusion or permanent exclusion.

If a student refuses to be searched then they will be sent home once parents has been notified. This will be an unauthorised absence from the academy. We would request a meeting with the parent to discuss support for the student.

13.1 CONFISCATION

Teachers can confiscate students' property. There are two sets of legal provisions which enable academy staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items;
- Power to search with consent for "prohibited items" as listed above

Academy staff can confiscate a student's property if in doing so it enables them to maintain good order in or outside the classroom and where it is reasonable to do so. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline or if it is likely to be used to commit an offence, cause personal injury or damage to property. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons / Knives / BB Guns / illegal drugs and extreme or child pornography will always be handed over to the police.

Other confiscated items should be placed in an envelope and labelled and it is for the teacher to decide if and when the item should be returned to the parent /carer or disposed of. Parents should be informed of the confiscation.

13.2 CONFISCATION OF MOBILE PHONES AND ELECTRONIC DEVICES / EQUIPMENT

In relation mobile phones, headphones, and electronic devices (such as speakers or MP3 players) academy staff will confiscate the item if it is seen or heard, regardless of the reason for it being seen. If a mobile phone or a similar electronic devise is confiscated it will only be returned to a parent or carer who will have to come to the academy to collect it. The device should be put in an envelope clearly labelled with the students name, year group, date confiscated and the member of staff who confiscated written on it. The item should then be given to student services.

The DFE guidance on searching, screening and confiscating (July 2022) states the if staff have 'good reason' and reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm or disrupt teaching or break the Academy rules they may examine or erase the data or files.

This power applies to all schools or Academies and there is no need to have parental consent to search through a young person's mobile phone.

14. REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Please see the Academies Policy on reasonable force for more information.

15. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Following any report of child-on-child sexual violence or sexual harassment offline or online, The Chalk Hills Academy will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will be the most appropriate person to advise on the academy's initial response. Each incident will be considered on a case-by-case basis.

The Chalk Hills Academy has been clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. The Chalk Hills Academy Staff will challenge all inappropriate language and behaviour between pupils.

The academy will advocate strenuously for high standards of conduct between pupils and staff; all staff will demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, students who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Students could receive a sanction from a suspension or permanent exclusion.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

All victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are

creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the academy will consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy.

Please refer to our child protection and safeguarding policy for more information.

16. BEHAVIOUR INCIDENTS ONLINE

The way in which students relate to one another online can have a significant impact on the culture at the academy. Negative interactions online can damage the academy's culture and can lead to the academy feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the academy premises.

At The Chalk Hills Academy we believe that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where the academy suspects a pupil of criminal behaviour online, a report will be made to the Police.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response.

Many online behaviour incidents amongst young people occur outside the academy day and off the academy premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the academy culture. The Chalk Hills Academy will sanction students when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the academy, when the pupil is identifiable as a member of the academy or if the behaviour could adversely affect the reputation of the academy.

17. MANAGING ALLEGATIONS FROM STUDENTS AGAINST STAFF

Please refer to other School policies (i.e. Safeguarding). If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the academy and the individual notified of the reasons.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in references. Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the School will consider Suspension or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

18. SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, the academy will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the academy will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the academy will ensure any further action they take does not interfere with any police action taken. However, The Chalk Hills Academy will retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

19. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND

19.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

- Our approach to anticipating and removing triggers of misbehaviour may include examples such as:
 - Adjusting seating plans to allow for students with visual or hearing impairment or sensory needs
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of Quest where students can regulate their emotions/use calming techniques to ease anxiety before returning to their usual curriculum.
- Ensure that students fully understand what is required for them to participate in the lesson and ensure that teachers use positive language to engage the student.

19.2 Adapting consequences for students with SEND

When considering a behavioural consequence for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to consequence the student for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

19.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

19.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

20. SUPPORTING STUDENTS FOLLOWING A CONSEQUENCE

Following a consequence, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with a member of the pastoral team
- A report card with personalised behaviour targets
- A mentor (either internal or external)

21. TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Restorative practice
- The principles of Trauma Perceptive Practice
- The needs of the students at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development for all staff.

22. MONITORING ARRANGEMENTS

22.1 Monitoring and evaluating academy behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every term by the Vice Principal for Whole School Behaviour.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By protected characteristic

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the academy will review its policies to tackle it.

Behaviour reports will be run weekly and analysed by the Heads of Year, these will analyse the achievement and behaviour points of students in all year groups so rewards and consequences can be put in place (see Appendix C and D).

21.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Vice Principal at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Board of Trustees.

22. LINKS TO OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Equality Policy
- Anti-Bullying Policy

Appendices

Appendix A: Home-School Partnership

‘Every student matters, every moment counts’

Home-School Partnership

We aim to be:

- An excellent trust school in all areas.
- An academy with a culture of high expectations and aspiration by both students and staff

In order to achieve this aim, school, home and student must all agree to work together.

Name of Student (please print name) _____

The school agrees to:

- Provide access to a broad and balanced curriculum
- Provide opportunities for each child to achieve full academic potential by regular setting and marking of appropriate tasks
- Set homework on a regular basis
- Monitor and encourage good attendance
- Provide a safe and positive learning environment
- Ensure the web site is a useful and modern form of communication
- Provide regular information on the progress of all students.
- Contact parents at the earliest appropriate moment should concerns or problems arise and deal with parental concerns promptly
- Provide opportunities to take part in a variety of extra-curricular activities
- Uphold the academy’s values of Respect, Equality and Determination

Signed (School) _____ **Date** _____

Parents/Carers agree to:

- Ensure that your child attends school regularly and punctually and inform the school when your child is absent.
- Ensure your child wears the correct school uniform at all times.
- Encourage your child to behave responsibly and correctly and ensure they follow school rules at all times
- Support the school’s policy on rewards and sanctions.
- Support your child’s learning at home by ensuring s/he completes all homework. When none has been set please ensure your child does some quiet reading (preferably a novel) for at least 30 minutes – one hour.
- Check progress and homework by reading and signing planners each week and logging on to Show My Homework

- Attend parents' consultation evenings and other events organised to help me learn about my child's progress
- Support my child in any extra-curricular activities undertaken
- Encourage your child to uphold the academy's values of Respect, Equality and Determination
- Pay for any intentional damage caused to school property by their child

Signed (Parent/ Carer) _____ **Date** _____

Students agree to:

- Attend school everyday and arrive on time
- Observe the school rules at all times
- Wear the correct uniform at all times
- Be polite and behave respectfully towards all members of the school community.
- Never leave the premises without permission
- Be hard-working in all aspects of school life
- Come to school each day correctly dressed and equipped to learn, including a school bag, stationary, and PE Kit / Dance kit.
- Learn to the best of my ability, completing all homework and coursework on time.
- Attend parent-teacher evenings and learning review day
- Be actively involved in school, including extra curricular activities wherever possible
- Use my planner correctly ensuring my parents/carers see and sign my student planner each week
- Take home all newsletters and information regularly when asked to do so and bring back reply slips and absence letters promptly
- Monitor and use school website to keep up to date with information, logging into Show My Homework

Signed (Student) _____ **Date** _____

Appendix B: The Chalk Hills Way



The Chalk Hills Way



The Shared Learning Trust
THE CHALK
HILLS ACADEMY

- We arrive to class on time and in full uniform
- We enter in an orderly way and have our planners and equipment out on our desks
- We listen to instructions and follow directions
- We work to the best of our ability at all times and behave in a way that allows other to do the same
- We respect our staff, our peers, our environment and our community
- We stand in silence when a visitor comes into the room

Appendix B: SLANT, SHAPE and STEPS

The Shared Learning Trust
THE CHALK
HILLS ACADEMY

SLANT

	S it up straight
	L isten carefully
	A sk and answer questions
	N ever interrupt
	T rack the speaker

The Shared Learning Trust
THE CHALK
HILLS ACADEMY

SHAPE

	S peak in full sentences
	H ands away from your face
	A rticulate
	P roject your voice
	E ye contact



The Shared Learning Trust
THE CHALK
HILLS ACADEMY

STEPS



Sir or Miss

thank
you!

Thank you

Excuse me

Excuse me

PLEASE

Please



Smile

Rewards Process

Rational

- We want students to feel valued and enjoy their time with us
- Sincere praise is a strong motivator for students
- We should try to reward students on a ratio of 5 positive to 1 negative
- Use the reward system to build relationships with all students

Reward Categories and Points

Consistency Rewards – please make sure you reward every lesson. When enough points are accumulated the HoY / will reward students in assembly.

Category	Reward Points	When
Strive (effort)	1	Every lesson
Achieve (progress / attainment)	1	
Believe (character)	1	
Attendance green arrow	1	Once a week
Attendance gold arrow	1	

Level	Points	Reward
7	500	Gold achievement badge, presented by Mr Ali, Head of School and a free rewards trip voucher.
6	400	Merit certificate and Invitation to the bird of prey demonstration.
5	300	Merit certificate and pizza lunch with Senior Head of Year.
4	250	Silver achievement badge and 2-week kangaroo pass.
3	200	Merit certificate, hot Chocolate and cookie with Head of Year.
2	150	Merit certificate and an item from the stationary shop.
1	75	Bronze achievement badge and 1-week kangaroo pass.

Golden Ticket

- Golden Tickets are given throughout the year to students who 'have gone well above their student roll'. For example; running an extra-curricular club, a significant amount of community work, demonstrating all aspects of the 'Chalk Hills Park Way' or a single significant noble act
- The staff member fills out the larger section of the ticket and the smaller section is given to the student. The section of the ticket that the staff member has is then placed in the Golden Ticket Box, which will be in reception
- A Golden Ticket winner will be selected twice per year and will be awarded a £20 voucher

- There is no limit to the number staff can reward

Feel Good Postcards

- Every other Friday all staff will write a praise postcard to a student of their choice
- The postcard will be posted home

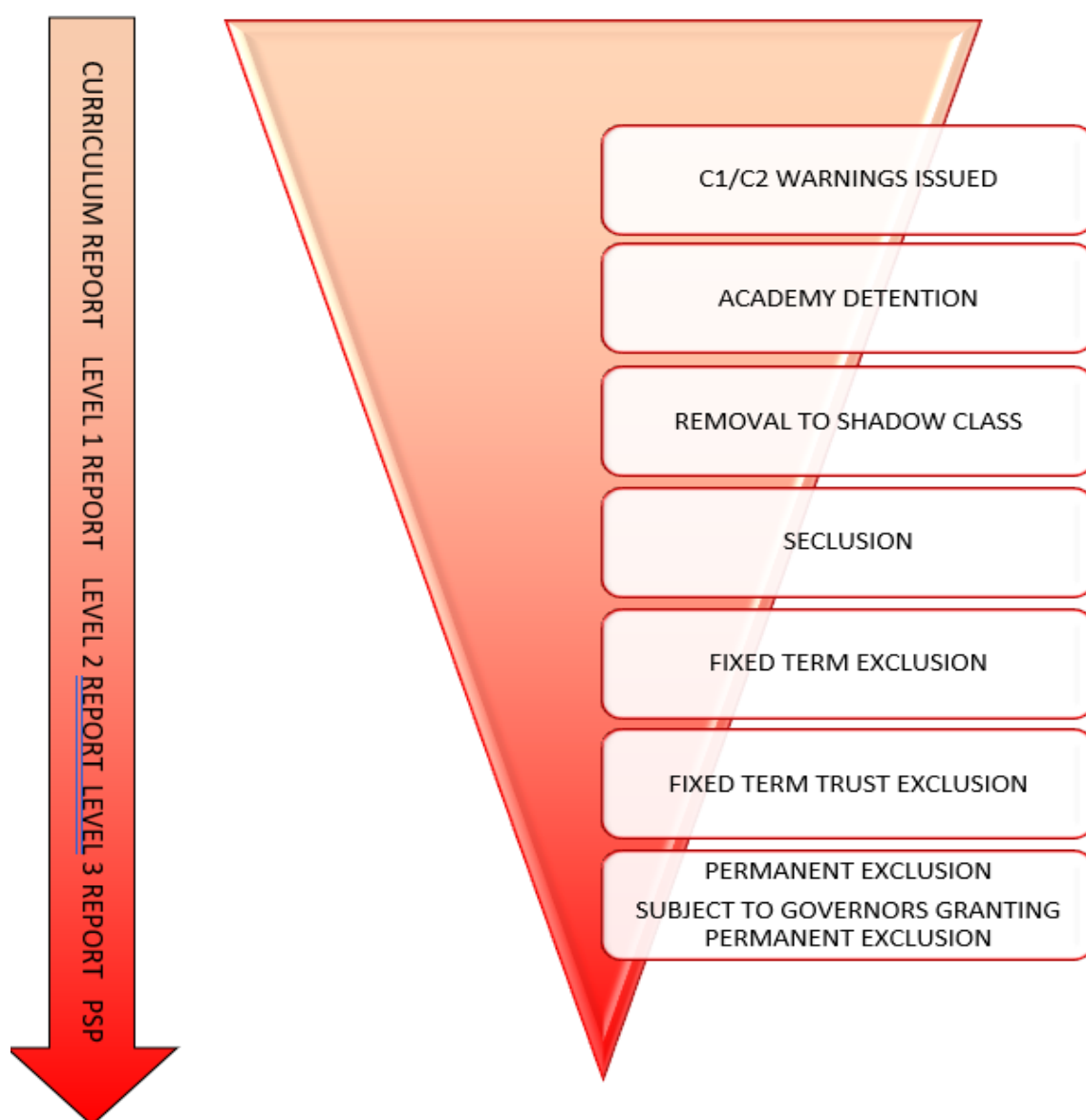
Please note rewards, golden tickets and feel good postcards must be logged on SIMS.

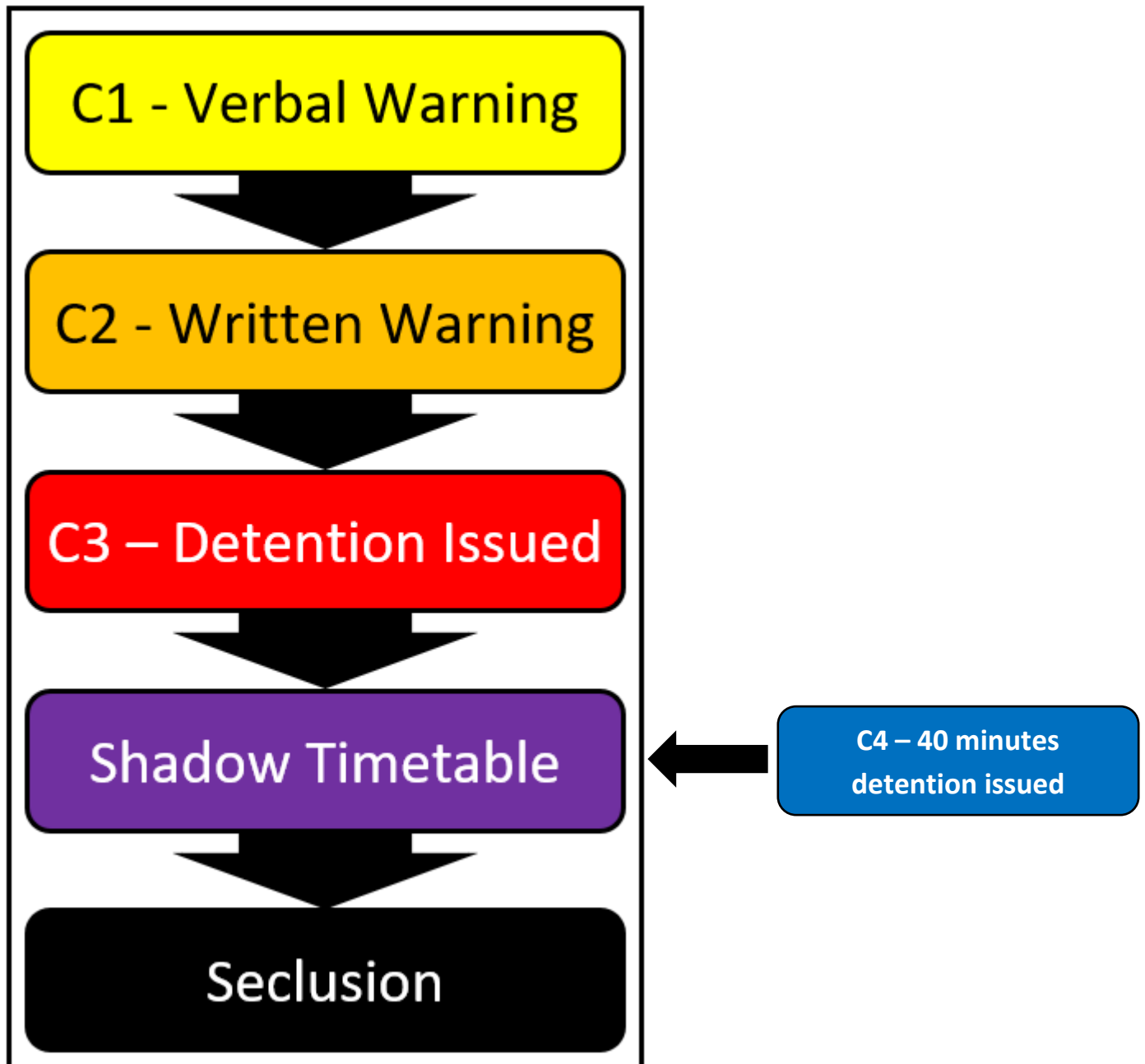
Celebration Assemblies

Celebration assemblies take place at the end of the autumn, spring and summer terms and are run by the HoY. Although there is flexibility in the content of the assembly the following will always be rewarded:

Area		Awards	No of rewards
TCHA Habits	Strive	Aspiration	1
		Optimism	1
	Achieve	Hard work	1
		Resilience	1
	Believe	Kindness	1
		Honesty	1
Attendance		100%	Variable
Conduct		Highest Reward pts – Consequence pts	Top 5
		Form tutor star student	1 x 10
		HoY - Valedictorians	2 (1 boy / 1 girl)

Appendix D – Consequence ladder





Appendix F – Uniform Expectations Overview

Uniform, Belongings & Equipment

We are very proud of our uniform which we expect all our students to wear at all times.

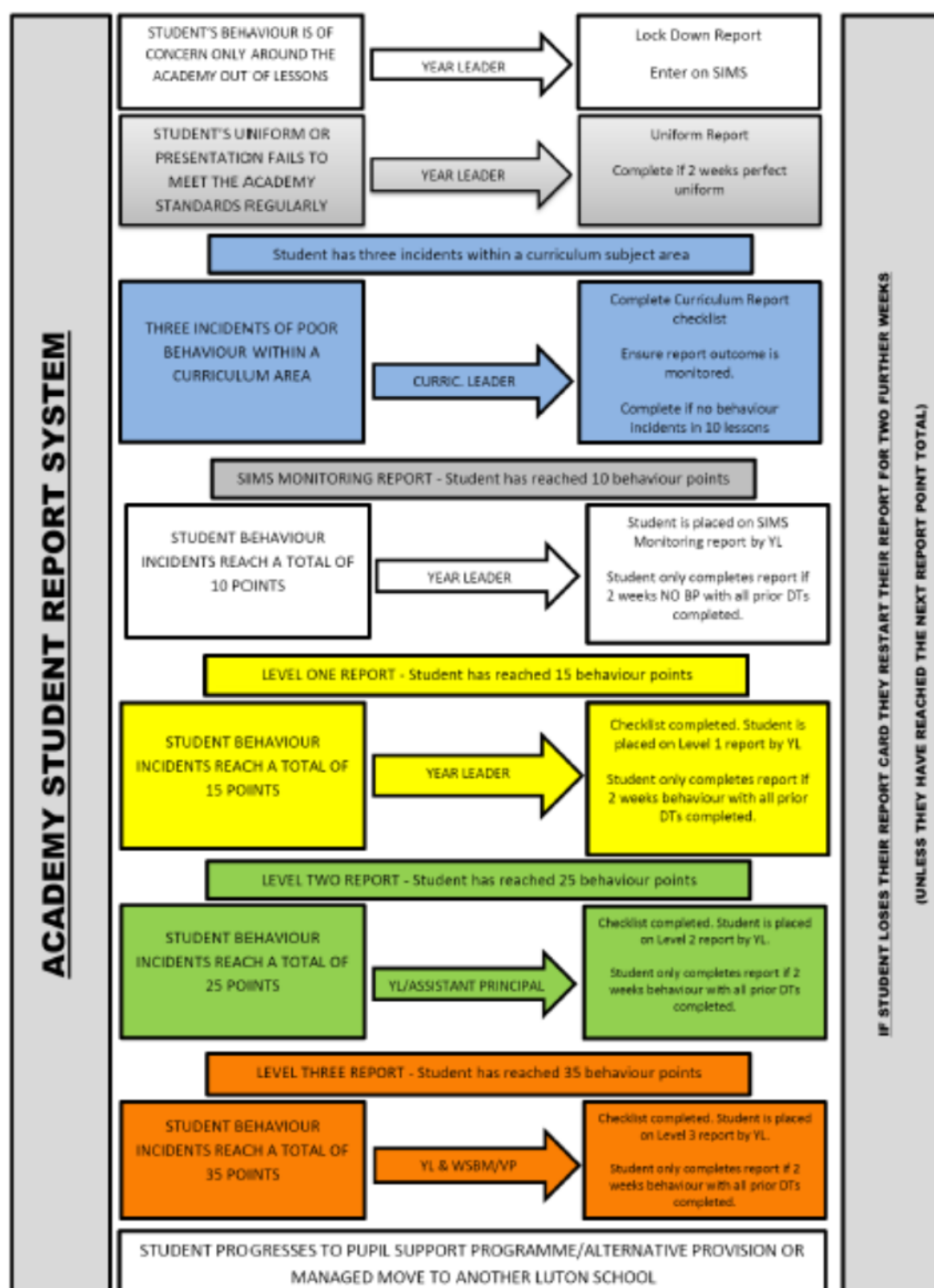
Required Uniform & Equipment List
The Chalk Hills Academy blazer
The Chalk Hills Academy jumper (optional)
Winter plain black coat (no logos) Coats of any other colour, with logos or slogans, or hoodie type clothing must be handed into Student Reception.
White shirt with collar—top button fastened (no coloured vest/shirts worn underneath)
The Chalk Hills Academy dark grey trousers or skirt (no more than 1 inches above the knee)
Plain black, white or grey socks, plain tan or black tights. No leggings or fluffy socks of any kind.
Plain, sensible black shoes; leather or leather look (no trainers, canvas shoes or boots which are described as any footwear above the ankle)
School tie, tied at the correct length
School bag containing: Planner, Reading Book, Blue or Black Pen, Green Pen, Pencil, Ruler, Calculator.
PE Kit (for every timetabled lesson) including: The Chalk Hills Academy sports polo shirt, shorts, socks and optional fleece and/or jog pants.

- A plain, black headscarf with no decoration may be worn, any loose ends must be tucked into their blazers with tie visible at all times
- A plain black or red hair band/ribbon may be worn. Other hair decoration will be confiscated.
- No jewellery to be worn at any time - any jewellery seen will be confiscated.
- No makeup, false nails or nail varnish is to be worn - students will be required to remove any that is worn.
- Outer wear is to consist of a plain black coat. No other outerwear including sports jackets, hoodies, scarves or hats are to be worn on academy premises or they will be confiscated. Plain black scarves and gloves will be allowed outside in winter. If any outer wear is worn inside the Academy, it will be confiscated.
- Trainers are not allowed to be worn in the Academy except for during P.E. Lessons. If footwear does not conform to Academy rules, a pair of plimsolls will be issued which must be worn and returned to reception at the end of the day.
- Body piercings of any description and extremes of fashion will not be tolerated. This includes extreme haircuts, hair colours, uncovered body art and embellished shoes. We do not allow any hair or facial art e.g. lines shaved in hair/eyebrows.

Banned Items

- Students may not bring to school anything dangerous, illegal or anything likely to cause offence/harm or distraction from learning.
- Mobile phones or other electronic devices are not permitted on site. If seen, mobile phones will be confiscated. The phone will not be given back to the student, only a parent/carer can collect from reception after 3.15pm.
- Water is the only drink students are allowed to bring on site. Fountains are available for students to refill bottles as required during break and lunch.
- Chewing gum is not allowed in the Academy.
- No responsibility can be accepted for loss or damage to personal possessions brought on to the site. This includes confiscated items.

Appendix G – Report Card Levels



Appendix H – Levelled Intervention

Level	Support / Intervention (The support outlined below is not a definitive list, support should be specifically targeted for students)	Actioned through	Actioned by
Level 1	<ul style="list-style-type: none"> Form Tutor phone call home 1:2:1 tutor / student meeting <u>Form Tutor report</u> Feel good postcard Homework club SEND Referral Informal mentoring – PL tutor, HOY 	Weekly data	Pastoral Team
Level 2	<ul style="list-style-type: none"> HOY phone call home SEND diagnosis / support Named Adult Parent meeting Specific seating plan <u>HOY report</u> HOY / AHOY Mentoring weekly Time out card Regular conflict resolution meeting Careers interview Behaviour modification programme/s (Anger management, Think not Fight, Too Risky, Accepting responsibility) BSP at HOY level 	Weekly data	Pastoral Team
Level 3	<ul style="list-style-type: none"> SHOY and Parent meeting <u>SHOY link report</u> LSA support Behaviour contract Behaviour target setting meeting Daily mentoring / named adult assigned Ed Psych requested CAMHS referral Reduced time table Alternative provision PRU / ALPS outreach support Meeting with PCSO 	Weekly data / FTE	Pastoral Team
Level 4	<ul style="list-style-type: none"> AP and Parent meeting <u>AP report</u> PSP at AP level External councillor Meeting with PRU / ALPS Principal Compass Modified curriculum Potential PEX letter Luton behaviour support Extended work experience Principal/Governors panel meeting with family 	Weekly data / PSP / repeated FTE	Pastoral Team