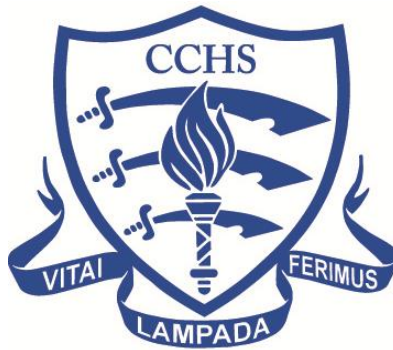


# *Chelmsford County High School for Girls*



## **Behaviour Policy**

**Approved by the Academy Board: 4<sup>th</sup> July 2025**

# SCHOOL BEHAVIOUR POLICY

## Trustees' Statement on Behaviour

**School Vision:** Developing the Leaders of Tomorrow.

**School Aims:**

- Pursuit of excellence
- Achieving individual potential
- Contribution to the local and global community

### **The Principles**

The Behaviour Policy is based on the beliefs that underpin the achievement of these aims, namely that all members of the School community will:

- understand what constitutes acceptable behaviour both within School and society as a whole;
- demonstrate compassion and consideration for the needs of others;
- respect mutual rights;
- accept responsibility and accountability for their behaviour;
- demonstrate a commitment to building workable relationships between all members of the School community in which everyone feels valued.

The Academy Board believes that good behaviour should be promoted by appropriate modelling so that an orderly climate of learning is maintained. It seeks to create a caring and effective learning environment in which:

- All members of the School community are considerate of the learning needs of each individual and supportive of the School as a learning community.
- Staff and students show courtesy and respect towards each other.
- Students respect and have a care for the School environment and resources.
- Good behaviour is rewarded and sanctions for unacceptable behaviour are applied fairly and consistently.
- Students whose behaviour and attendance may be adversely affected by special educational needs or personal circumstances are identified and supported.
- Staff and students feel safe physically and psychologically, free from disruption, bullying, violence and any form of harassment.
- All members of the School community are listened and responded to.
- Students act as appropriate ambassadors for the reputation of the School in the community when on, for example, School trips or journeys to and from School.
- All staff model positive behaviour and promote it through active development of students' social, emotional and behavioural skills.
- There is a positive relationship with parents and carers which promotes a shared approach to the implementation of the School's policy and associated procedures.

- All members of the School community understand and accept the principles on which the Behaviour Policy is based.

## **Roles and Responsibilities**

1. The Academy Board will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Trustees will support the School in maintaining high standards of behaviour.
2. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
3. All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
4. The Academy Board, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
5. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and will have the opportunity to raise with the School any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **Procedures**

6. The procedures arising from this policy will be developed by the Headteacher in consultation with the staff and students. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

## **Training**

7. The Academy Board will ensure that appropriate high-quality training of all staff on all aspects of behaviour management is provided to support the implementation of the policy.

## **Interrelationship with Other School Policies**

8. In order for the Behaviour Policy to be effective, a clear relationship with other School policies, particularly equal opportunities, racial equality, special educational needs and anti-bullying, has been established.

## **Involvement of Outside Agencies**

9. The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **Review**

10. The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Academy Board informed.
11. The Academy Board will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.
12. The outcome of this review will be communicated to all those involved, as appropriate.

## **Procedures**

### **Rationale**

The Education and Inspections Act 2006 confirms and clarifies the right of Schools to enforce disciplinary sanctions on students whose conduct falls below the standard which could reasonably be expected of them.

Sanctions used must:

- be reasonable and proportionate;
- be applied consistently and fairly;
- penalise the behaviour, not the person;
- where possible, be applied to the individual(s), not the whole group;
- not be humiliating or degrading.

Disciplinary penalties have three main purposes, namely to:

- impress on the student that her actions are unacceptable;
- discourage her from repeating that behaviour;
- signal to other students that the behaviour is unacceptable and deter them from adopting it.

Good relationships between staff and students are key to good behaviour and an effective learning environment. It is important therefore that any sanctions are administered in such a way as to model and promote good behaviour, that is, calmly, with courtesy and avoiding the escalation of conflict.

It is also important that good work and good behaviour are rewarded and that any improvement in formerly unsatisfactory work or behaviour should be recognised, and communicated to parents where appropriate.

### **Examples of appropriate strategies for addressing unsatisfactory behaviour**

The consequences of unacceptable behaviour will be directly related to the severity of the offence and the frequency with which it occurs. Possible strategies include:

- talking 'privately' with the student
- verbal reprimand
- movement within the lesson
- referral to the relevant member of staff
- Removal of mobile phone
- withdrawal of access to the School IT system, resulting from misuse
- withholding participation in a School trip or sports event that is not an essential part of the curriculum
- completion of assigned work, or additional work
- writing an essay or letter of apology to reflect on behaviour
- carrying out a suitable and useful task in the School
- a variety of forms of detention
- a fixed term suspension
- a permanent exclusion

The following section outlines the procedures to be used in dealing with specific examples of unacceptable behaviour. For each example, points 1, 2, 3,... are to be used as an escalating series of steps if the behaviour does not improve.

### **Problems with work and inappropriate behaviour in lessons**

Including persistent poor-quality work, homework late or not completed, persistent failure to bring the necessary materials to the lesson, failure to work, persistent chatting, inappropriate use of mobile phone or IT facilities etc, which disrupts the learning of the rest of the class.

1. Teacher speaks with student to identify barriers to learning and reminds student of expectations
2. If persists, teacher speaks to SL for department sanction to be enforced. SL inform YL
3. Should the problem continue, YL will implement further action as appropriate

**Note:** In the event of extreme bad behaviour, e.g. total refusal to do as requested, extreme rudeness, aggression to staff or other students, the classroom teacher should email the main office and a member of the pastoral team or SLT will be contacted to remove the student from the class. This is a last resort.

### **Inappropriate behaviour outside lessons**

1.

- Year Leader informed. Discussion with student and action agreed.
- If poor behaviour persists, an after-School detention will be given by Year Leader and parents contacted. Action agreed and review date set.

### **2. Serious incidents**

Where incidents of a serious nature occur, such as: smoking, vaping, vandalism, misuse of social media, IT or electronic devices, leaving site without permission, truancy from lessons unruly behaviour in School including inappropriate language, unruly behaviour which brings the School into disrepute in the community, behaviour which seriously breaches health and safety procedures, extreme rudeness to staff, physical assault, theft (from other students or staff, or taking items from School without obtaining the specific permission of a member of staff), drugs (including alcohol)

Serious incidents like this will be dealt with by the pastoral team and may result in a fixed term suspension and police contact.

### **Note:**

- When a student is issued with a fixed term suspension, reintegration plans should be finalised by the Headteacher, Deputy Head (Pastoral), and Year Leader.
- For incidents involving drugs, refer to the School Drugs Policy.

## **Misuse of Digital Devices**

- Students are expected to use IT facilities responsibly and safely. No food or drink is allowed in IT rooms and equipment must be used with care. Students must not access inappropriate websites or engage in communications of a derogatory, abusive, hurtful or obscene nature.
- Any misuse of IT facilities will result in sanctions which will depend on nature and seriousness of offence, such as: ban on use of IT facilities for agreed period; verbal or written apology; after-School detention; contact with parents; instigation of anti-bullying procedures (see School Bullying Policy). In some cases a fixed-term exclusion may be an appropriate sanction.

# **GUIDANCE ON THE USE OF SANCTIONS**

*(with regard to the provisions of the Education and Inspections Act 2006, Race Relations Act and Disability Discrimination Act.)*

## **1. Detentions**

- **Lunchtime Detentions**

Staff may assign lunchtime detentions without prior parental consent. Detentions must allow time for students and staff to eat and use the restroom. Students may be supervised in the library, and teachers may check in midway, though this is optional.

- **After-School Detentions**

These are usually 30 minutes in length, held on Mondays in V2. Week A Senior Pastoral Leader and Week B Assistant Headteacher. Only SLs, YLs, or SLT may issue these. Parental notification is required.

## **2. Confiscation**

- **When Items Can Be Confiscated**

Items may be confiscated if they:

- Pose a threat to others, learning, or safety.
- Contravene school ethos.

- **Storage and Collection**

Valuables should be stored securely and returned to students at the end of the day.

- **Retention or Disposal**

- Items may be disposed of or collected by parents e.g. vapes
- Illegal/hazardous items may be handed to external authorities, with parental notification

- **Searches**

Searches may take place of lockers and bags by two members of the pastoral team if there is evidence to suggest items such as alcohol / drugs / other are on site

## **3. Behaviour Outside School**

- **Off-Premises Conduct**

The school may discipline students for misconduct outside school when reasonable, especially if:

- On transport, trips, or placements;
- In uniform or identifiable as a student;
- Actions affect safety, public confidence, or school reputation.

- **Misuse of ICT**

Defamatory or threatening messages (including online) about students or staff will be dealt with in accordance with the anti-bullying policy.

- **Procedure**

Staff witnessing misbehaviour outside school should identify the student. Sanctions will be applied once the student returns to school.

#### **4. Individual Needs**

Each case is considered and dealt with in accordance with the student's voice and individual needs.

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CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS

## THE CLASSROOM CODE

- ❖ To help signal the start of the lesson, students in Years 7-11 should acknowledge the arrival of a member of staff by standing in silence unless directed otherwise.
- ❖ To maximise lesson time, students must arrive with all that is necessary for the lesson.
- ❖ As part of a community, students are expected to act responsibly at all times and have regard to the health and safety of themselves and others.
- ❖ In order to maintain a pleasant learning environment, students should eat only in designated areas. Drinking water is allowed except in certain areas which are clearly signed
- ❖ Students are expected to respect their own and other people's property. They should also label and take care of their own personal possessions and ensure that items of value are kept secure and large sums of money are handed into the office for safe keeping.
- ❖ It is expected that rooms will be left tidy ready for the next lesson; the board should be clean and desks/chairs returned to their original positions. Please put chairs on desks after the last lesson and close windows.
- ❖ Students are expected to take a pride in their own form room / tutor base, ensuring that it is kept tidy, free of litter and presentable for others to use.



CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS

## THE CORRIDOR CODE

The following code has been established to allow ease of movement around the School and to ensure the safety and welfare of all.

- ❖ All members of the School should walk on the left.
- ❖ Students should not walk more than two abreast in the corridors.
- ❖ Keep to single file on stairwells and whilst waiting outside rooms.
- ❖ Keep noise levels low (individual voices should not be audible from a distance).
- ❖ Do not run.
- ❖ Bags should not be left on the floor.
- ❖ Food may not be eaten in the corridor.
- ❖ Remember that corridors are for movement around the School and avoid impeding this by congregating in groups.
- ❖ During busy periods, such as lesson changeover, use the one-way system.



CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS

## DINING HALL EXPECTATIONS

The School is a community with shared resources. One of these resources is the Dining Hall, and in a shared resource we need to outline certain guidelines and expectations.

The following are the minimum standards we expect of students in the School.

- ❖ Please leave the Dining Hall as you would wish to find it and please behave in the Dining Hall in such a way as not to cause offence to others.

Specifically:

- ❖ Go to the Dining Hall in your allotted time and wait your turn in the queue.
- ❖ Tidy up after yourself.
- ❖ No hot food or drink is to be removed from the Dining Hall.
- ❖ Please don't leave bags in the corridors approaching the Dining Hall.
- ❖ Always be polite and respectful to the Canteen Staff.