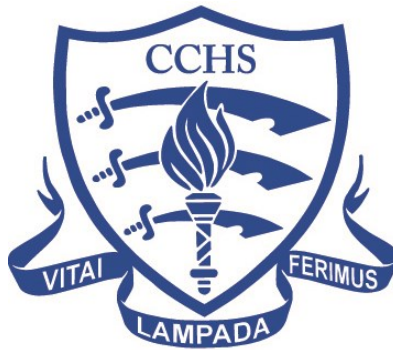


Chelmsford County High School for Girls



Behaviour Policy

Approved by the Governing Body: ~~March 2021~~

SCHOOL BEHAVIOUR POLICY

Governors' 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 management 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 Governing Body 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.

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- 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 Governing Body 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. Governors 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 Governing Body, 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.
6. 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.

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Procedures

7. 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

8. The Governing Body 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

9. 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

10. 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

11. 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 Governing Body informed.
12. The Governing Body 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.
13. The outcome of this review will be communicated to all those involved, as appropriate.

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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 in accordance with the School rewards policy 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.
- 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 ~~exclusion~~suspension.
- a permanent exclusion.

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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

These may include persistent poor-quality work, homework late or not completed, persistent failure to bring the necessary materials to the lesson, etc.

1. Teacher talks to student and puts in place any support mechanisms. Student completes or repeats the work if appropriate.
2. Teacher informs parents and tutor of the problem via the logbook.
3. Teacher requires student to complete assigned work, or additional work at lunchtime. Parents and tutor informed via the logbook.
4. Email explaining concern sent by teacher and SL agrees action with student and sets a review date. YL is also informed.
5. Further email contact between staff and decision made whether to send letter to parents. YL is also informed.
6. Year Leader contacts other subject teachers to ascertain extent of problem. If widespread, Year Leader initiates monitoring system and any appropriate support strategies.
7. If issues unresolved SL and/or YL contact parents and meeting arranged. Action agreed with parents and student and review date set.
8. Referral to SLT line manager for that subject or to Assistant Head (Pastoral) if problem is more general and eventually to the Headteacher.

Inappropriate behaviour in lessons

This may include 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. Verbal warnings given by teacher, informing student of consequences.
2. Move student within class and discuss behaviour with student at end of lesson.
3. Break or lunchtime detention given with note in logbook to inform tutor and parents.
4. An infringement can be given on SIMS for rude or inappropriate behaviour or inappropriate uniform. Three infringements will lead to an after-School detention on a Monday.
5. Parents will be written to by the Assistant Head (Pastoral) to inform them of the reason for, venue and duration of the detention.
6. Email outlining concern sent by teacher and the SL agrees action with student and sets a review date. YL informed.
7. Further email contact between staff and decision made whether to telephone/send letter to parents and invite in for a meeting.
8. Suitable action may include an after-School detention.
9. Year Leader contacts other subject teachers to ascertain extent of problem. If widespread, Year Leader initiates behaviour monitoring system.

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10. Issues unresolved. Parents contacted and meeting arranged. Action agreed with parents and student and review date set. Parents may be called in at anytime if there is a cause for concern.
11. Referral to the SLT line manager for that subject or Assistant Head (Pastoral) if problem is more general and eventually to the Headteacher.

Note: In the event of extreme bad behaviour, e.g. total refusal to do as requested, extreme rudeness, aggression to staff or other students, student should be sent to a member of the Senior Leadership Team if possible, or a member of the Senior Team should be called to remove student from lesson. Student will be removed from lesson, after-School detention given and parents contacted. SLT and Year Leader to be involved in follow up action.

Inappropriate behaviour outside lessons

1 Less serious incidents

Action is to be taken by the member of staff observing the offence. This should be appropriate to the offence. For example:

Leaving litter	Undertake a tidying task.
Removable graffiti	Loss of lunchtime to clean desks.
Repeatedly chewing gum (chewing gum is not allowed in School)	Loss of lunchtime to clean gum from desk (disposable gloves and scraper provided). Infringement given.
Back chat / thoughtless rudeness	Verbal or written apology. Infringement given.
Mess in form room at lunchtime	Recall form to clear up if this is possible. Inform tutor who will speak to students. If persistent, ban from form room for 1 to 5 days.

If behaviour persists,

1. Inform tutor and write note in logbook.
2. Year Leader informed. Discussion with student and action agreed. Student given appropriate community work to do. Assistant Head (Pastoral) informed.
3. After-School detention given by Year Leader and parents contacted. Action agreed and review date set.
4. Referral to Assistant Head (Pastoral) and eventually to Headteacher.

2 Serious incidents

These may include smoking, vandalism, misuse of social media, IT or electronic devices, leaving site without permission, truancy from lessons (time to be made up at lunchtime), 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, etc.

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1. Student sent to Year Leader who investigates the offence by speaking to the student and where appropriate, other students and staff. Parents contacted and notified of action which may include after-School detention, community service, verbal or written apology. Assistant Head (Pastoral) informed.
2. Student seen by Year Leader with parents, action agreed and review date set. After-School detention and loss of free time for community work.
3. Referral to Assistant Head (Pastoral) who will speak to student and contact parents, explaining next steps.
4. Referral to Headteacher. Sanctions may include a fixed term ~~exclusion~~suspension.

3 Very serious issues

These may include 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), truancy (dealt with in the next section).

- 1 Teacher who witnesses the incident sends for or takes student(s) to Year Leader or member of Senior Team. Student(s) must not be left unsupervised.
- 2 Year Leader and Senior Team member take appropriate action eg:
 - Separate students and give mobile phone to Front Office whilst investigation underway. Collect at the end of the day.
 - Students write statements of what has happened, and sign and date them.
 - Student(s) may be asked to turn out pockets, bags, or locker. Two members of staff should be present for this.
 - If appropriate seek medical help and inform parents.
- 3 When investigation is complete, decide further action. E.g:
 - Inform Headteacher.
 - Contact parents.
 - Ask parents to take student(s) home for the rest of the day or internally segregate
 - suspend and provide work.
 - Call Police.
 - Initiate ~~exclusion~~suspension procedure (Headteacher).

Note:

- When a student is sent home or ~~excluded~~suspended, reintegration plans should be finalised by Headteacher, Assistant Head (Pastoral), Year Leader.
- For incidents involving drugs, refer to the School Drugs Policy.

Truancy

When a student is absent from morning registration the Attendance Officer will phone to check whereabouts. If the parent believed the student to be in School, then steps 2 onward should be followed.

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When a student goes missing during the School day:

- 1 Teacher who discovers absence sends message to Attendance Officer who will check registers and signing out records and then contact, in order of priority, Year Leader for that year group, any other Year Leader, Assistant Head (Pastoral), other member of the Senior Team, Headteacher.
- 2 Year Leader or Senior Leader will establish whether the student is in School (initiate search of School including toilets and grounds), speak to tutor, speak to friends. Unless there is particular concern regarding the welfare of the student, wait until lesson changeover and check whether student attends next lesson.
- 3 If student is found, Year Leader deals with incident as truancy from lesson (see 'inappropriate behaviour outside lesson, section 2: Serious incidents'). If student is not found Year Leader will inform parents and continue to monitor the situation until the whereabouts of the student are established.
- 4 When student returns to School Year Leader will discuss reasons for the truancy with student and will act to address any underlying School issues if appropriate. Student will be placed on attendance report for minimum of two weeks. Work will be made up at lunchtimes and in after-School detention.
- 5 If truancy is repeated Year Leader will arrange meeting with parents and student to agree action. This will include continuation of attendance report, requiring teachers to report absence from lessons immediately, requiring student to report to Year Leader at break, lunchtime and end of School day for agreed period of time.
- 6 Persistent problems may be referred to the Assistant Head (Pastoral) and eventually to the Headteacher.

Punctuality and Attendance

(a) Punctuality

- 1 Tutor monitors punctuality on continuous basis, questions student and discusses reasons for lateness. Persistent lateness to be reported to Year Leader. Year Leader asks Attendance Officer to inform parents / check transport difficulties.
- 2 Year Leader identifies any students with high levels of unjustified lateness and talks to tutor and student. Student required to make up time at lunchtime.
- 3 If serious problems continue Year Leader informs Assistant Head (Pastoral) and arranges meeting with student and parents to agree action (to include requirement for student to report to Year Leader or member of Senior Team at 8.40am for an agreed period, and 1 hour after-School detention if agreed number of lates is exceeded in a fixed period).
- 4 Referral to Assistant Head (Pastoral) and eventually to the Headteacher.

(b) Attendance

- 1 Tutor monitors attendance on continuous basis, chases up absence notes and informs Year Leader of any concerns (e.g. extended absence, patterns of absence, frequent absence).

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- 2 Attendance Officer generates attendance report to Year Leader twice per half term. Year Leader identifies any student causing concern.
- 3 Year Leader speaks to tutor to ascertain reasons for absence and to student if appropriate. Year Leader or Attendance Officer may phone home to enquire after welfare of absent student.
- 4 For extended / frequent absence due to ill health, Year Leader contacts parents to discuss support needed. For frequent absence due to minor illness / other causes, Year Leader contacts parents to raise concerns.
- 5 Year Leader monitors academic progress of student via TA data, School report, interim progress report. If causing concern, Year Leader and tutor meet parents and student to agree strategies.
- 6 Referral to MECES (if appropriate), and Assistant Head (Pastoral), and eventually to the Headteacher.

Mobile Phones

- Mobile phone should be locked in student's locker during the School day and may only be used in the form room at lunchtime for a valid reason (for example to inform parents that an after-School club has been cancelled). It should not be used while in the Dining Hall or waiting in the lunch queue. It must never be left in an unattended bag or pocket.
- If student is found to have her phone during a lesson or other School activity, it will be confiscated and deposited at the School office for the remainder of the day (or in COVID times they will be asked to take it to the office). Student may collect the phone at the end of the School day, but must then return it to the School office the following morning for collection at the end of that day. The confiscation should be noted in the student's logbook and on SIMS to inform parents and tutor. An infringement will also be given. (There may be some occasions when, for valid educational reasons, the teacher requires the student to use their mobile phone, but this will be clearly communicated, for example listening to a specific piece of music in a music lesson)
- Under no circumstances may mobile phones be taken into an examination. If student is found to have a phone in a public examination, this will be reported to the Examination Board and will lead to disqualification from at least that examination (see examination regulations).
- Under no circumstances may mobile phones be used to photograph or record School activities or members of staff or students without their express permission. Student will be required to delete images and phone will be confiscated as above. Taking photographs or film which are insulting to staff or which bring the School into disrepute, especially if such images or films are subsequently posted on the internet will result in more severe sanctions (e.g., depending on the seriousness of the offence: confiscation of phone for a longer period, written or verbal apology, after-School detention, letter to and / or meeting with parents and student). On some occasions a fixed term ~~exclusion~~ suspension will be an appropriate sanction for such a breach of School policy.
- Persistent misuse of phone will lead to further sanctions such as longer period of confiscation, detention, contact with parents or ~~a suspension~~ a FTE.

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- A student not in correct uniform will be given a uniform infringement by any member of staff. A 30 minute after-School detention will be given if student accumulates three infringements or argues about uniform regulations.
- Persistent failure to wear correct uniform may result in further sanctions (e.g. 1 hour after-School detention, reporting to member of Senior Team during the School day for an agreed period, loss of free time at lunchtime, etc).

Misuse of IT facilities

- 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 suspension FTE may be an appropriate sanction.
- Misuse of facilities likely to result in damage to hardware will be dealt with by the Head of IT and will result in a ban on use of facilities for agreed period. Further misuse will be referred to the SLT line manager and will result in a lengthier ban and contact with parents.
- Inappropriate use of the internet will be referred to the SLT line manager who will inform the Headteacher. Sanctions will include discussion on internet use with student, ban on use of facilities for agreed period, closer monitoring of student's internet use in lessons, contact with parents.
- Communications which are scurrilous or hurtful to others will be dealt with by the Year Leader, in accordance with the Anti-Bullying Policy if appropriate.
- It should be noted that the sending of malicious, abusive, insulting or threatening communications may constitute a criminal offence and the perpetrator may be liable for prosecution under the provisions of the following criminal laws:
 - Protection from Harassment Act 1997
 - Malicious Communications Act 1988
 - Telecommunications Act 1984
 - Section 4 Public Order Act 1986

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SIXTH FORM EXPECTATIONS

Principles

Sixth Form students are expected to follow the principles of behaviour outlined in this policy.

They are expected to act at all times

- as ambassadors for the School.
- as role models for the younger students.

Our aim is to embed behaviour in dealing with people and tasks that is appropriate for the young, independent adults they are about to become.

Expectations

As is appropriate in the Sixth Form, we work with the individual student to improve behaviour and outcomes.

Students are expected to take responsibility for their actions and to work to resolve situations which occur. Strategies will be discussed with the student but may include:

- writing a letter of apology or explanation
- arranging a meeting to resolve a situation

Attendance and punctuality

These are monitored systematically by the Sixth Form Attendance Officer and followed up by the Year Leader and Tutor, through discussions with the students, advisory letters home and meetings with parents as appropriate.

Dress

All students in Years 12 and 13 are expected to adhere to the published Sixth Form Uniform Code and to dress in an appropriate manner for the working environment.

Academic

Our aim is for students to be self-motivated, to monitor their own progress and to seek support as appropriate. Their behaviour as learners should reflect this.

Teaching staff monitor, support and advise the students in this throughout their time in the Sixth Form.

The Year Leader uses information from the start of year monitoring, TA data and more informal feedback from teaching staff to build up a picture of the students' progress and to organise support as necessary.

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If necessary, students may be required to:

- attend Access lessons or subject Clinics for additional support.
- repeat a test in the lunch hour or a study period.
- attend the Monday after School detention/coursework catch up time to complete timed work they have missed through absence in a controlled environment
- attend the Monday after School detention/coursework catch up time if they have failed to meet a deadline without good reason
- meet with her tutor, mentor or a member of the Sixth Form on a regular basis to discuss her progress
- attend a meeting with her Year Leader and parent(s) to discuss her progress
- forego the Sixth Form privilege of leaving the site during their study periods to help them re-establish better study habits.

Recognition

Sixth Form students are on their individual pathways and praise and feedback is tailored to their own particular circumstances.

Teaching staff encourage students and challenge them to achieve their full potential.

The Sixth Form team seek out students to give individual praise on an informal basis.

Students' academic and extra-curricular achievements are celebrated in Sixth Form assembly.

Students are encouraged to share their achievements and experiences with their peers as appropriate by delivering an assembly.

Students are encouraged to monitor and reflect on their own achievements in their Leadership folder.

Students' achievements are recognised and shared in a wider environment in their reports, references and UCAS applications.

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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 may be given by any member of the teaching staff without notifying parents. However, it is expected that tutor and parents will be informed via the logbook that this has occurred and why.
- The duration of the detention must be such as to allow both students and staff sufficient time to eat, drink and use toilets.
- If preferred, the student can be taken by the teacher to the library at the start of the lunchtime detention and required to report to the teacher at the end of the detention period with the completed work. It is advisable, but not obligatory, for the teacher to check on the student part way through the detention.
- The Education & Inspections Act 2006 allows students under 18 to be detained without parental consent at a variety of other times outside School hours provided parents are given 24 hours notice in writing. A copy of the letter is to be placed in the student's file.
- The sanction of detention can only be applied to students aged under 18.
- After-School detentions may be given only by: SLs (work / behaviour issues in lessons) in consultation with the Year Leader; Year Leaders (general behaviour issues); members of the Senior Team (various behaviour issues). Any member of staff may give an infringement in accordance with the Behaviour Policy.
- After-School detentions must be supervised by a senior member of staff (SL or above). Detentions will be supervised by a member of the Senior Team or Year Leader. Lunchtime detentions will usually be supervised by the person giving the detention unless agreed otherwise.
- The length of an after- School detention will be determined in the light of the seriousness of the offence and the time needed to achieve the desired outcome, but should be no longer than 1 hour's duration.
- In exceptional circumstances a student may be required to attend School on a non-pupil day, for example to complete outstanding coursework. This must be decided by the SL and agreed by the SLT line manager and Headteacher. The days in question should be those during term time or immediately at the end of term, provided they are in the same week as the term ends. Schools should inform parents and student before the day:
 - what the day is to be used for;
 - exact times of arrival and departure;
 - which member of staff student should report to;
 - whether uniform should be worn;
 - items to bring on the day (e.g. coursework materials, packed lunch and drink as necessary).

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Appropriate supervision must be maintained at all times and the student's welfare safeguarded.

- The School must take careful account of the circumstances of a 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.

2 Confiscation

- The School may lawfully confiscate items of property, and in some cases retain or destroy them, provided that it is proportionate and in pursuance of a legitimate aim.
- An item may be confiscated if one or more of the following criteria are met:
 - The item poses a threat to others.
 - The item poses a threat to good order for learning.
 - The item poses a threat to health and safety.
 - The item is counter to the ethos of the School.

Items that contravene School uniform rules should not be confiscated, but dealt with in accordance with uniform policy. For example, an infringement should be given on SIMS.

- The School is responsible for the security of the confiscated item. Usually confiscated items will be placed in the finance office for safekeeping, especially those of monetary or emotional value, to be collected by the student at the end of the School day.
- A record of items deposited should be kept in the finance office, signed by the student to confirm collection.
- There are some circumstances in which it is permissible for the item to be retained or destroyed, namely:
 - Items of no value (e.g. messages on scraps of paper). Items of little value which are detrimental to the student's welfare may also be destroyed (e.g. cigarettes, matches).
 - Items of value which the student should not have brought to School or which maybe misused in some way or pose a threat to health and safety (e.g. a cigarette lighter). Such items will be stored safely until collected by a parent.
 - Items which a student should not have in her possession especially those of an unlawful or hazardous nature may be given to an external agency for disposal or further action as necessary. This should be followed by a letter to parents confirming that this has taken place and the reasons for the action.
- The legal power for designated staff to search a student extends only to weapons. A student may be asked to turn out her pockets or hand over an item and may be disciplined if she unreasonably refuses to cooperate. Physical contact with the student in the course of confiscating an item must be avoided. If it is felt necessary to search a student for illegal drugs or stolen property, this should be done by the police rather than School staff.

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3 Disciplining students for misbehaviour outside the School premises

- The School may, to such an extent that is reasonable, lawfully determine disciplinary measures for regulating the conduct of students when not on School premises and not under the lawful control or charge of a member of staff.
- The School's objectives in determining such disciplinary measures are as follows:
 - To maintain good order on transport, educational visits or other placements such as work experience.
 - To secure behaviour which does not threaten the health and safety of students, staff or members of the public.
 - To reassure members of the public about School care and control over students and thus protect the reputation of the School.
 - To provide protection to students and individual members of staff from harmful conduct by students when not on the School site
- Any disciplinary action will have regard to: the severity of the misbehaviour; whether the student was in School uniform or otherwise identifiable as a member of the School; the extent to which the reputation of the School has been compromised; whether future opportunities for other students might be adversely affected; whether the behaviour posed a threat to another student or member of staff or to the orderly running of the School.
- The use of defamatory or intimidating messages or images relating to other students or members of staff inside or outside of School will not be tolerated and appropriate disciplinary sanctions will be applied to perpetrators. Students should note that such actions may constitute a criminal offence and render perpetrators liable to prosecution (see also 'Misuse of ICT Facilities', page 10).
- Disciplinary sanctions can only be actioned when the student is under the lawful supervision of School staff (e.g. while on School premises or a supervised off-site activity). A member of staff witnessing misbehaviour off-site should indicate to the student that she has been recognised; appropriate disciplinary sanctions will be applied when the student is next in School.

4 Taking account of individual student needs

- The School is required to take steps to avoid students with particular individual needs being treated unfairly or unreasonably as a result of applying disciplinary measures. This means that there may be circumstances in which some students are treated differently from others because of their particular needs or circumstances.
- This includes students who:
 - have disabilities or are suffering from illness;
 - are in difficult family circumstances;
 - are in difficult personal circumstances;

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- are experiencing bereavement;
- have emotional or social difficulties;
- are experiencing learning difficulties.
- The School is also required to ensure that students are not discriminated against because of their race, religion or culture and to monitor the operation of School policy and the impact on different racial groups.
- The School will as far as possible identify students who have particular needs (information provided by parents is very helpful in this) and determine (usually in discussion with parents and / or students) what strategies or adjustments will help to support them and avoid disciplinary sanctions being incurred unfairly. These may include:
 - dispensation for the wearing of certain items of clothing or jewellery provided these conform to the standards expected of School uniform and meet School Health and Safety requirements.
 - additional support for students with learning problems;
 - training for staff in meeting the learning needs of students with disabilities;
 - training for staff in dealing with behavioural differences resulting from certain disabilities;
 - guidance for staff in dealing with a student who is emotionally fragile;
 - discussion with student on action she might take to avoid conflict arising;
 - making provision for emotionally volatile student to take 'time out'.
 - ensuring that student has someone she can talk to.
- The School will also ensure that any sanction given is reasonable in the light of the student's individual needs.
- If a student has incurred a punishment which the School subsequently feels is unfair or unreasonable in view of her individual needs or circumstances, the Year Leader or Assistant Head (Pastoral) will intervene to ensure that any action taken will be fair, reasonable and effective in achieving the desired outcome.

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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 (please bring water in transparent bottles with a re-sealable top).
- ❖ 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.

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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.
- Please keep to single file on stairwells and whilst waiting outside rooms.
- Please keep noise levels low (individual voices should not be audible from a distance).
- Please do not run.
- Bags should not be left on the floor where they constrict movement along the corridor and provide a trip hazard (especially in an emergency situation).
- Food may not be eaten in the corridor, but only in designated areas.
- Please remember that corridors are for movement around the School and avoid impeding this by congregating in groups.

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DINING HALL EXPECTATIONS

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

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

Please leave the dining room as you would wish to find it and please behave in the dining room in such a way as not to cause offence to others.

Specifically:

- Go to the dining room in your allotted time and wait your turn in the queue.
- Talk quietly in the dining room so as not to disturb others.
- Do not use your mobile phone in the dining room or while waiting in the lunch queue.
- Tidy your place when you have finished your meal.
- Return cutlery and plates to the correct place and dispose of litter carefully.
- Leave your table when you have completed your meal so others may use it.
- No hot food or drink is to be removed from the dining room.
- Please don't leave bags in the corridors approaching the dining hall. This is a health hazard for students and staff who could trip over the bags, and could be an even more serious problem if an emergency arose.
- Be polite and respectful to the mid-day staff who are there to supervise the area (but it isn't their job to clear up after you).

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