

BEHAVIOUR POLICY

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BEHAVIOUR FOR LEARNING STATEMENT

General Principles for All Phases

Our aims and values make clear the Chichester Free School places on positive behaviour which allows every individual the right to learn in a safe and secure environment. We achieve this by:

- Promoting positive behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention and restorative approaches;
- Teaching through the school curriculum and Spiritual, Moral, Social Education (SMSC)= lessons, promoting British values and attitudes as well as knowledge and skills;
- Providing a safe environment free from, violence, bullying and any form of harassment;
- Promoting outstanding behaviour within the classroom using positive recognition.

Everyone in the school is responsible for the behaviour and discipline of its pupils and must ensure that continuity exists between all staff within the establishment.

Positive behaviour is most likely to result when the school and parents and carers present a consistent response to young people. We always seek to involve parents in promoting good discipline and behaviour.

Chichester Free School cannot take responsibility for the behaviour of pupils on the way to and from the site. However, it has been established that pupils must follow the Schools' Home / School agreement (see Appendix 10) and live up to its expectations for a reasonable time at the beginning and end of the day. We therefore expect positive behaviour and do not accept negative behaviour choices at such times, including the journey between home and school.

The expectations of this Policy will be implemented on all school trips and visits.

A. RESPONSIBILITIES AND REFERRAL ROUTES

Classroom Teacher

i. Primary

The Classroom Teacher has responsibility for his/her own classroom management. There are a range of in-class rewards and consequences that are used. If there is continued negative behaviour choices the classroom teacher contacts the parents or carers to discuss the issues. If there is no satisfactory improvement in behaviour, the phase leader contacts parents and organises a meeting with them. This might lead to the child being placed on Primary Report card/Home School communication Book. If the phase leader does not see a satisfactory improvement in behaviour during the course of the home school book or report card, then the matter is referred to a member of Primary SLT who will decide if a Support Plan is needed for the child or if another avenue should be explored (Early Help etc..)

ii. Secondary

The Classroom Teacher has responsibility for his/her own classroom management. There are a range of rewards and consequences that are used. The classroom teacher uses professional judgement to decide when to refer a pupil to Head of House / Department for:

- Poor quality work or home learning
- Negative attitude
- Negative behaviour

However, if the pupil fails to respond to the action of the classroom teacher, there is an immediate referral to the Head of House / Department.

The class teacher speaks to the pupil about the problem. If the problem continues the Head of House / Department interviews the pupil again and places him/her on subject report sending a standard letter home. A copy is circulated to Tutor and pastoral team. If there is still no improvement the Head of House / Department will contact the pupil's parent/carer to discuss the situation.

Tutor Role

The Tutor has responsibility for the overall monitoring of the tutor group, including:

- Overview of academic progress
- Celebrating success
- Uniform
- Attendance
- Punctuality
- General conduct around the school
- PixL Edge

Pastoral Team will have an overview of incidents in their tutor groups and take responsibility for the recording on SIMs.

Key roles to include in information sharing

Teacher, Tutor, Head of House and other relevant staff, including at least one SLT member

B. REWARDS

Principles

We recognise pupils' work, behaviour and contribution to the life of the school and community as a way of showing our approval and reinforcing our expectations. This plays an important part in creating an atmosphere in which pupils feel valued as a result of positive feedback and recognition of their success.

Procedures

In many cases, our recognition is informal. For example, words of praise and nonverbal communication such as smiles provide a reinforcement, as does the interest we show in pupils' work and ideas. Similarly, the comments we make when marking written work, home learning or reading records to provide encouragement and reward.

Early Years and Foundation Rewards

In EYFS visual rewards are given to the children. For example; stickers, marbles in the jar and names on the 'Star Learner' sheet. If a class demonstrates positive behaviour, the class teacher will reward the class.

Key Stage One and Two Rewards

Each class should have displayed a laminated chart (rainbow/castle/traffic lights etc) which records behaviour. Children must be returned to the middle point of this chart each day. This is a visual way of reinforcing positive behaviour.

In Key Stage One and Key Stage Two, pupils are awarded House points, which are rewards for positive Behaviour for Learning, effort, achievement and all aspects of high quality work.

Individual certificates, are presented during the Celebration Assembly, which is held weekly. The certificates celebrate pupils' achievements from the previous week. A number of other awards are awarded such as a behaviour award.

Incentive stickers are available to use for younger pupils as a reward for all scenarios. In addition, all adults give verbal and written praise as often as possible. Head / Deputy Head primary stickers are awarded to children for exceptional work or behaviour. Principal stickers / awards are awarded to children who have impressed.

Key Stage Three and Four Rewards

Praise should be used to reinforce good work or behaviour. Particularly good pieces of academic work for that student or a marked improvement in a student's academic standard may be rewarded with a commendation of some description, being recorded on SIMS under their name. Communication with home through email, phone calls, 'Lesson Legend' awards and through weekly celebration certificates should also be made to acknowledge particularly outstanding work, progress or behaviour. In due course, a Praise Table will be developed with the Student Behaviour Panel which mirrors the consequence table.

All staff must follow the School policies for the issuing of WISDOM points to praise a student's academic and pastoral performance. Individual students will be praised for achieving a set number of WISDOM points through the issuing of blazer badges each term. Students will regularly be made aware of their personal WISDOM point score through tutor time and school reports. Parents can request this information be shared with them at any time.

Celebration Assembly on a Friday issues certificates for 'Secret Spy' and 'Subject Star' awards. 'Secret Spy' certificates are awarded by staff that have seen something special from one person to another; 'Subject Star' is awarded by staff to a student that has made excellent advances in their learning. Nominations are made before the end of each week to the Head of House i/c developing praise across the school.

C. CONSEQUENCES

Principles

Consequences are used to discourage unacceptable quality of work or negative behaviour. They ensure high level of expectations in the classroom and reinforce the right of all pupils to learn in a safe and supportive community.

Procedures

In many cases our consequences are informal. For example, the use of disapproving looks or of a reprimand (which focuses on the problem or act rather than the individual pupil) often corrects the behaviour. In most cases, teachers are expected to try informal consequences before giving a sanction.

Early Years

If a child is displaying negative behaviour, the teacher may ask the child to sit out from the group to calm down and think about how they are behaving. In Reception, teacher may use the word 'warning' to remind children of their expectation, this will be used usually in continuous provision. For example if children are not choosing appropriately. The age and development of each child is taken into consideration when dealing with behaviour and sanctions. Teachers liaise with parents at the end of the day to communicate if there has been a problem. There is constant discussion with children about their behaviour to ensure children understand the expectations and consequences.

Primary (Key Stage One and Two) Procedures.

Pupils may be sent to the Phase Leader or Year Group Partner for 10 minutes for 'reflection' to enable learning to continue within the classroom. A Reflection Sheet will be filled in and this will be sent home for the parent to read.

Yellow cards

Yellow card should be awarded for consistently bad behaviour, a serious incident, or when the lowest point of the class behaviour chart has been reached.

Yellow cards must be recorded on SIMs and parents informed. The child will also need to be sent to the relevant middle leader who will decide on the next course of action at their discretion.

Children are entitled to start the following day with a 'fresh start', therefore yellow cards are to be turned back to green at the end of the day.

However, the yellow card must be left visible on the chart, behind the name of the child so the amount of yellow cards received can be easily calculated.

Three yellow cards within a week (5 consecutive days) will result in a red card.

Red cards

A straight red card can be issued for physical bullying or use of foul language. Any child committing a violent, wilfully disobedient or bullying, including homophobic or racist bullying, incident will move to red.

Red cards equate to a formal detention with a member of Primary SLT and parent meeting.

Any child whose behaviour does not improve, will be placed on a behaviour monitoring record and may also be given an IBP (Individual Behaviour Plan).

Secondary (Key Stage Three and Four) Procedures

Whenever a sanction is to be applied the teacher will calmly tell the student what they have done wrong and what the sanction is, encouraging them to take responsibility for their words or actions and to behave in a more appropriate way in the future. The tone of voice may indicate disapproval but shouting at someone should never happen. Each classroom has clearly displayed the CFS WISDOM Code of Conduct and a Consequence Table which are outlined further in this policy. The type of WISDOM code broken should be recorded onto SIMS. There are further behaviour categories on SIMS and these should be used to record such incidents.

No member of staff may use any form of physical punishment. Thus students may not be struck with either the hand or an implement; they may not be shaken or subjected to any form of violent contact. Any member of staff acting in this way would be in breach of contract and could find themselves the subject of a criminal prosecution. All staff do, however, have the power to use reasonable force to control students or restrain them as indicated in DfE guidance (2012). Details of circumstances in which reasonable force may be used are outlined in the School's policy on Using Force to Restrain or Control Students, all members of staff should be familiar with this document.

For failure to complete a piece of homework, on the first instance a member of staff should record 'Deadline Missed' in SIMS. If the homework is not returned completed by the student then a detention will be recommended.

A Consequence Table is in each classroom and should be adhered to when a student's behaviour is wrong. It is important that the table is followed carefully by each member of staff so that consistency takes place across all subjects. Every student should be issued a clear warning first (C1), with a Yellow Card issued (C2) prior to a phone call home (C3). If a Yellow Card is issued then it must be recorded in to SIMS as soon after the incident has taken place as possible. C3 calls made by pastoral staff and SLT are recorded in a tracker to help identify trends.

In considering sanctions, the needs of students with special educational needs or any disability will be specifically considered and information and advice will be sought from the SENCO. No such student will automatically receive any of the above punishments without considering the impact their disability has upon what he/she has done.

Consequence Table

Step	Consequence	Student language
C1	A verbal warning given by teacher	You have failed to follow something you have been asked to stop.
C2	A yellow card issued and recorded on SIMS Lunchtime detention may be issued	You have continued to not listen to being asked to stop. Several yellow cards being issued to you will mean your teacher calls home and/or seeks Head of Department advice.
C3	Parked in another classroom as per rota Head of House contact made Whole School lunchtime detention	Your behaviour has failed to improve so that the teacher/teaching is being compromised; others are being prevented from making progress in your class.
C4	Removed from class and parent call made HoD/HoH involvement Afterschool detention	You have failed to respond after being removed from class and given a further opportunity to re-engage with your learning. You will be discussing this with your Head of House and parents.
C5	Serious incident Statements taken. Parents informed. HoH/SLT meeting inevitable	You have been involved in a serious incident which will be dealt with by Senior Leadership.

No bullying or intimidation between students must ever be tolerated or dismissed. Incidents will be investigated and action taken in accordance with the School's Anti-Bullying Policy. These incidents will be recorded onto a Bullying Log held in SIMS. Restorative Justice approaches will be used to resolve conflict between individuals and groups of students.

Examples of likely sanctions for misdemeanours are given in the Appendix. This is not an exhaustive list and every misdemeanour should be considered separately:

Detentions

For a misdemeanour that contravenes school regulations or the guidelines for behaviour, and when other methods of correction have failed or been intentionally ignored, a detention should be recommended. There are several different formal detentions that require recording in SIMS but all staff have the authority to request a student to see them at a convenient time outside of lesson and before the end of each school day. Staff are not allowed to withhold students after school other than through the formal detention system outlined below.

Lunchtime and After-school Detentions (Secondary)

Staff can request a student to be issued with a 'Whole School Detention' for a C3 or above, but it is the responsibility of their Head of Department, Head of House or pastoral staff to process them onto SIMS. The details of the incident will be logged but parent/carer may not always be informed of a lunchtime detention. Any member of staff may request one of these formal detentions to the Head of Department. Where a subject does not have a Head of Department, it is the responsibility of the line manager or a pastoral staff member to process the detention.

- Whole school lunchtime detentions last for 25 minutes and are set on a Monday, Wednesday and a Friday.
- Whole school detentions can also be issued when a student reaches several WISDOM behaviour points over time. For example, the Pastoral Assistant will inform a Head of House when a student accrues 3 or more points over a week. It is the decision of the Head of House to withdraw a student from this detention or if it should be upgraded. As a guideline, upgrade to the next level of detention should take place after three previous detentions within the same term.
- Where several lunchtime detentions have been issued without a change in behaviour, an 'After-School Detention' may be issued by the Head of House or Head of Department. Parents would be made aware of an after-school detention by phone and a letter will be emailed to parent/carer confirming reason and time by a pastoral staff member or Head of Department. A report will be run fortnightly to cross reference those students who are being awarded detentions against those that should according to SIMS data..
- After School Detentions last for 45 minutes and are set for a Friday after school.
- Unauthorised absence from a lunchtime detention will mean that the relevant Head of House/Department will be informed and it is their responsibility to investigate why. The detention will either be re-issued or upgraded to an after-school detention. A phone call and subsequent letter will be emailed to parent/carer confirming reason and time by a pastoral staff member. Those with the authority to issue Friday detentions will also decide whether a single Friday detention is sufficient or whether all detentions for a given student will become after school ones until further notice.

Principal's Detention (Whole School)

- A student who has either received several after-school detentions without a change in behaviour or has missed an after-school detention will be issued a 'Principal's Detention' (or exclusion) issued by the Principal or Head of Secondary only. It is likely that a parent/carer meeting be held with senior leaders present to explore the reasons to why a Principal's Detention is required. A letter will be emailed confirming reason and timing by a pastoral member of staff.
- A Principal's Detention lasts for one hour and 15 minutes and is set for a Friday after-school.
- For even more serious offences, unauthorised absence from an after-school detention or for three after school detentions, a Principal's Detention will usually be served. The Principal or another member of SLT will see the student along with the Head of House. Teaching staff may request such a detention through their line manager. In all cases, the recommendation would have been discussed with the appropriate pastoral leader beforehand and would be made with their knowledge and support.

Report Cards (Secondary)

- Some students will work their way through the disciplinary procedures but fail to respond positively. Such students may be associated with poor classroom behaviour, a lack of respect towards others or with a poor work record. Behaviour points and detention records will tend to identify those individuals whose behaviour is unacceptable over a period. Tutors and/or Heads of Department will work with such children by placing them on a GREEN report card. Parent/carer must be informed of the School's concerns at this stage and are expected to sign the previous day record.
- Should remedial action fail, the Head of House will request that the student be placed on an AMBER report card. The Head of House will take on the responsibility of tracking progress. A meeting will then be arranged where parent/carer are invited into school to meet to discuss the current difficulties and proposed action. The student must agree to the arrangements to be proposed and understand that failure to comply will result in a referral to the Head of Secondary with a strong recommendation for exclusion. A date for a review will also be fixed at this meeting.
- The student will report back daily to the Head of House. Parents are expected to sign the previous day record. Poor reports will result in the student being on it for longer or other school sanctions such as a lunchtime detention or additional work being set.
- Should the work or behaviour of the student fail to improve by the review date, the Head of Secondary will meet the parents and the student be placed on a RED report card. The Head of Secondary will take on the responsibility of tracking progress.
- The report system is to be a serious sanction intermediate between a Principal's detention and the requirement for the student to be withdrawn. It is not to be imposed for an acute episode of misbehaviour but as a possible method of dealing with those with chronic problems of poor work or behaviour.
- From time to time Heads of House will request 24hr reports to be completed by staff on individual students. These are intended to create a snapshot of how the student is getting on across all areas of school. The responses are shared with parent/carer through a meeting and help to identify trends. Head of House or SLT report cards could be used to monitor improvement.

Exclusions (Whole School)

- In certain circumstances such as if unacceptable behaviour continues, or there is behaviour that brings the School into disrepute, or repeated failure to attend the School's curricular provision, including the school's extended day programme, or contravention of the School's Drugs Policy or verbal or non-verbal violence, then the Principal will consider internal exclusion, external exclusion, suspension or requiring the withdrawal of the student from school. Parents will always be invited to discuss the matter if these punishments are to be imposed. For further details please refer to the policy on the management of possible exclusions and withdrawals.
- A student's behaviour on school business, including movement between home and school, whilst operating on the internet in a recognisable capacity as a member of the School, or under a pseudonym which is traceable to a member of the School, is subject to the School's Behaviour Policy. Any internet postings on a social networking site, email or internet forum, including uploading of images or video to an online hosting site such as YouTube or Flickr, or any online method not included by the above, which mentions the School or its members in a manner which brings the School into disrepute, will be grounds for disciplinary action, including exclusion and the requirement to withdraw the student. This is also the case for any graffiti mentioning the School or its members, or other behaviour bringing the School into disrepute. It should be noted that actions which bring the school into disrepute can include those which occur outside of the school day and also outside of school hours and terms.

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- The Government requires us to state that students who are found to have made malicious allegations against staff are likely to have breached the school's behaviour policy. We would therefore consider whether to apply an appropriate sanction, which could include a fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The following are likely to lead to the requirement to withdraw the student or exclusion:

- Possession of/dealing with a prescribed drug
- Possession of/use of an offensive weapon, replica weapon (e.g. gun or knife) or article deemed to be offensive and dangerous
- Possession of/use of dangerous substances to include matches, lighters, chemicals etc.
- Acts of violence, threats of or incitement to violence
- Persistent and malicious refusal to follow staff instructions or accept the authority of staff and the school
- Persistent and malicious refusal to follow the school rules, discipline code and dress code
- Possession and use of alcohol, tobacco, cigarettes (Including E cigarettes and paraphernalia)
- Acts of abuse of any nature including incitement to abuse on sexual, religious, racial, age and gender related issues
- Acts or incitement of bullying, intimidation and harassment
- Act involving bullying or abuse in cyberspace
- Acts or threatened acts of behaviour that are dangerous and deemed to endanger the health, safety and well-being of any person at or associated with the school
- Behaviour likely to bring the School into disrepute*
- Acts of vandalism or damage (including incitement)
- Persistent and malicious disruption of teaching and learning
- Persistent failure to attend the school's curriculum provision, including the co-curricular extended day programme and other provision as agreed between the student and parents (e.g. Saturday morning school)
- Rudeness to a member of staff
- Premeditated stealing

*A student's behaviour on school business, including movement between home and school, and actions in cyberspace which could reasonably be seen to relate to the school and/or its members, is subject to the School's Behaviour Policy.

It should be noted that actions which bring the school into disrepute can include those which occur outside of the school day and outside of school hours and terms.

Internal Exclusion (Whole School)

- This punishment is at the discretion of the Principal or SLT. It will be used when Principal's detention or Exclusion are possible alternatives and the person involved is required to be in school (eg. Year 11 study). Internal exclusion will be used as a response to extreme inappropriate behaviour. Inappropriate behaviour that has manifested itself over time will be dealt through report cards, detentions and parent/carer consultations in the first circumstance.
- During an internal exclusion, the parent/carer will be informed as soon as they have been removed from lesson and a meeting set with them. Incident reports will be collected from staff and students' who may have been party to the original reason for the exclusion. These statements will be explored within the parent/carer meeting.

- Internal Exclusion will vary in length depending on the decision made by the Principal or SLT. It is expected that Internal Exclusion will last no longer than 24 hours. It is important that a re-integration meeting with parent/carer and staff happens prior to the student returning to class. Where appropriate, the student may need to go through a process of Restorative Justice with those who have been affected. If on review of the evidence collected that Internal Exclusion is not appropriate for the incident, a fixed-term External Exclusion may still be considered.
- Internal Exclusion will be recorded on SIMS as part of their behaviour record but are not considered in the same light as a Fixed Term Exclusion.

Fixed Term Exclusion (Whole School)

- If a student is externally excluded by the Principal or Head of Secondary / Primary then he/she will collect their books and may not enter the school premises during the exclusion without reporting to the School Reception first. A member of staff will collect what they may need on their behalf.
- A meeting will be arranged at the earliest of opportunities with parent/carer to discuss the reasons to why exclusion is being considered. Staff and student statements will be shared to help ascertain what happened. The Principal or Head of Secondary / Primary will consider the evidence prior to deciding if issuing a Fixed Term Exclusion be right and for the length of time.
- Exclusion lengths will vary due to the misdemeanour and the previous exclusion record of the student involved. Once the exclusion has been issued, it will be made explicit by the Principal or Head of Secondary / Primary that the student must not be seen in a public place although they may attend the parent/carer place of work during the length of the exclusion. A letter will be emailed to parent/carer outlining the reason, length and legal guidelines with regards to the specific exclusion. A re-integration time and meeting will be stated in the letter.
- A request will be made by the Head of House to teaching staff that work will need to be set either via the school's homework system or through direct email to student or parent/carer.
- During an exclusion, a student may not be selected to represent the school (e.g. sports team, orchestra) or take part in the school co-curricular activity programme. This will be made clear to them during the exclusion meeting.
- A re-integration meeting must take place with the Principal or Head of Secondary / Primary, along with Head of House to review the exclusion. A contract will be signed by student and parent/carer which will be kept in their school file. Fixed term exclusions will be recorded on SIMS and for part of their school record. These exclusions are reported to West Sussex County Council and are part of the data required during census dates.
- Following the completion of the exclusion, pastoral staff will work to address the issues which led to the exclusion. This may include Restorative Justice sessions and/or working with internal/external support networks.

Permanent Exclusion

- This punishment is at the sole discretion of the Principal. It will be used as part of the Drugs Policy and for serious disciplinary matters when the Principal deems that good order and discipline cannot be maintained with the student in School.
- The school will follow the guidelines set out by West Sussex County Council on the reporting of Permanent Exclusions.

Safe handling/physical contact, passive intervention and prevention strategies.

As a general rule nobody has the right to touch, hold or contain another person. However staff working in our school have a duty of care and sometimes have to operate in exceptional circumstances, where it is sometimes necessary to act outside the norm to keep a child safe. For more information go to the school's policy on safe handling. We use:

- Risks assessments
- Behaviour care plans
- Work with outside agencies
- Alternative provision
- Reduced timetables
- Specialist training

Uniform

Principles

We have a uniform which:

- ensures that pupils are appropriately and sensibly dressed for school;
- encourages pride in self and in membership of Chichester Free School and its wider community;
- eases parents' lives by reducing debates on what to wear for school;
- prepares pupils for adult life where there are codes of dress.

Procedures

It is the responsibility of all staff to ensure that pupils are wearing the correct school uniform. It will be checked by class teachers/tutors during morning registration and by staff throughout the day.

A failure to wear uniform in accordance with the Uniform Policy is treated in the same way as any other breach of school discipline. Pupils with incorrect uniform will be loaned a correct item from pupil support to wear for that day.

Tutor or Teacher to contact parent/carer if pupil persists in wearing incorrect uniform. Repeated failure to wear the correct uniform will result in the pupil being kept in isolation at break and lunchtimes.

See Appendix 8 on Uniform.

Mobile Phones and Mobile Devices

- Mobile devices may not be used in lessons unless directed by a member of staff.
- In Primary mobile phones should be switched off and handed into the school office to be kept safe during the day.
- The School takes no responsibility for electronic devices when they are brought onto the school site, these include mobile phones, laptops or tablets.
- Lunchtime Detentions will be issued to pupils using mobile devices in lessons without permission from a member of staff.

Items of value and money can be left for safe-keeping at the Pupils Services or given to the class teacher in Primary during the day but should be discouraged from being brought into school.



Transport to and from Chichester Free School.

The safety of our pupils is paramount and we expect all pupils to behave positively when travelling to and from school.

The School has a clear Code of Conduct on CFS Transport, see Appendix 9.

Supporting documents re Behaviour at CFS

Appendix 1	Wisdom – Code of Conduct (Secondary)
Appendix 2	Behaviour Flowchart (Primary)
Appendix 3	Stop and Think Sheet (Primary)
Appendix 4	Behaviour examples (all – Secondary Focus)
Appendix 5	Behaviour Management Tips
Appendix 6	Secondary Consequence Table
Appendix 7	Mobile Phone Use
Appendix 8	Uniform
Appendix 9	Code of Conduct on CFS Transport.
Appendix 10	CFS Home-School Agreement

Review of Policy

This policy is reviewed by the Governing Body every two years.

Appendix 1 – Wisdom – Code of Conduct (Secondary)

WISDOM CODE OF CONDUCT

The CFS WISDOM Code of Conduct was written by staff and students and is the backbone of the School’s expectations. The Code of Conduct is visible in every secondary room above each interactive board.

At Chichester Free School we believe that we should

RESPECT one another through everything we do

W	Why am I here?	It is my own future success that I am working towards whilst I am learning and at school.
I	Instructions	We trust teachers to help us be successful so we listen first and refrain from answering back.
S	Smart start	All my equipment needs be out and ready, along with planners, DEAR books and iPads. By doing this quickly (20 seconds), my lesson will start promptly.
D	Deadlines	To be successful we meet all deadlines regardless of what they might be for.
O	On task	Successful students are on task in every lesson showing high learning profiles , as well as being excited about opportunities outside of the classroom.
M	Manners	We are polite to one another, respecting all fellow students and adults. We do not tolerate abusive language. We take pride in presenting ourselves perfectly along with having excellent punctuality and attendance of 96% and above.

The WISDOM Code of Conduct has been adapted into categories to help record positive and negative student behaviour onto SIMS. Where possible, the acronym of WISDOM (as outlined in the Code of Conduct) has been repeated, creating these WISDOM categories. The WISDOM behaviour categories below are the first 6 options on the positive and negative behaviour drop down bars in SIMS.

		
<u>W</u> ow factor	W	W ayward uniform & equipment
<u>I</u> nstructions followed exceptionally	I	I nstructions not followed
<u>S</u> mart start seen	S	Poor S tart to lesson
<u>D</u> emonstrating good leadership & organisation	D	D eadline or H/W missed
<u>O</u> n & above target with consistent effort	O	O ff task
<u>M</u> agnificent manners	M	Poor M anners , abusive language & disrespectful to students

Appendix 2 – Behaviour Flowchart (Primary).

Behaviour Level	Examples of poor behaviour	Who	What might happen
Level 1	<ul style="list-style-type: none"> • Calling out • Talking when teacher / adult is talking • Not listening • Ignoring instructions • Moving around room without permission • Talking in assembly, running around school 	<p>Class teacher LSA Duty teacher</p> <p>Class teacher to be informed</p>	<ul style="list-style-type: none"> • Warning system • Repeat warning: send to phase lead / year partner classroom for reflection time/5 minutes on thinking bench • Teacher to inform parents at the end of the day
Level 2	<ul style="list-style-type: none"> • repeated Level 1 behaviour • disrespectful behaviour • conversational swearing • aggression 	<p>Class teacher LSA Duty teacher</p> <p>Primary SLT to be informed</p>	<ul style="list-style-type: none"> • Parent/Carer contact and Reflection Sheet • Lunchtime detention with duty teacher in classroom • Record on incident log and report to teacher • Teacher record on SIMs
Level 3	<ul style="list-style-type: none"> • violent and aggressive behaviour • theft • bullying • discriminative language • swearing at member of staff 	<p>SLT to be called to deal with incident</p>	<ul style="list-style-type: none"> • Lunchtime Detention with duty teacher in classroom • Internal Exclusion / Exclusion • Report card and meeting with parents • Record in incident log and report to teacher/\SLT • Teacher/SLT record on SIMs

Appendix 3– Stop and Think Sheet (Primary).



Stop and Think Reflection Sheet

Every day we are learning
how to make good choices.

Today



Name: _____

Had some trouble making the best choice for his/her learning. They talked with me, and we filled out this form together.

Please discuss it with your child. Thank you

Here's what happened:

Next time, this would be a better choice:

Parent/Carer Comments and Signature:

Appendix 4– Behaviour examples (all – Secondary Focus)

MISDEMEANOUR	PUNISHMENT
Dropping litter	Tidying duty or lunch time detention
“Keener comments”	Verbal warning then lunch time detention
Chatting in class/assembly	Verbal warning then lunch time detention
Failure to comply with Assigned Work	Lunch time detention
Mobile phone being switched on at inappropriate time	Lunch time detention
Entering a room before the teacher	Verbal warning then lunch time detention
Blocking transport when entering/leaving school	Verbal warning then lunch time detention
Slovenly dressed	Verbal warning then lunch time detention
Chewing gum	Lunch time detention
Playing with inappropriate ball outside	Lunch time detention
Three times late in half term	Lunch time detention
Throwing gravel outside	After school detention
Three lunch time detentions	After school detention
Lying	After school detention (depending on the circumstances)
Malicious damage to property	After school detention/Principal’s detention
Absence from lunch time detention	After school detention
Repeated bullying or intimidation	Inclusion/Principal’s detention/exclusion/require to withdraw (see Anti-Bullying Policy)
The first occurrence of being out of school without permission	After school detention
A second or subsequent occurrence of being caught out of school without permission	Inclusion/Principal’s detention



Three after school detentions	Principal's detention
Absence from after school detention	Principal's detention
Swearing in the presence of a teacher (depending on what is said)	After school detention/Inclusion
Swearing at someone	Inclusion/ exclusion
Cutting a school commitment	Principal's detention
Possession of knife/offensive weapon	Exclusion/withdrawal
Possession of a laser pointer etc.	Inclusion /exclusion/withdrawal
Opportunist theft	Inclusion / exclusion
Fighting	Inclusion/Exclusion/withdrawal
Premeditated theft	Exclusion/withdrawal
Graffiti on desks, walls etc.	Principal's detention
Drug related incidents	See Drugs Policy – exclusion/withdrawal

Appendix 5 – Behaviour Management Tips

Strategy	Summary	CFS implementation
Be yourself	You are in charge. You make the rules and behavioural decisions so make them fair. Smile, be enthusiastic about teaching them. Be yourself and be human. Refrain from being their ‘best mate’	Nurture, Challenge and Inspire. You are the vehicle to deliver this core aim.
Know your students	Take an interest in them; talk to them outside of class. Ask other colleagues about them. Deal with issues in a restorative way	Tutor/Class ‘Check In’ Restorative Justice chats Internal communication
Clear expectations	You are in charge. You make the rules and behavioural decisions so make them fair. Use school procedures when you need the support. Have a thoughtful seating plan and teach good lessons	Seating plans Follow ‘Consequence Table’ Use WISDOM posters Minimum teaching expectations
Reward	Give praise and reward the right behaviours more than you sanction the wrong ones	WSIDOM points +ve/-ve Phone calls home Lesson Legend award
Full attention	Get this before you start giving instructions to the class. Initially could take some time. Don’t start teaching until students are ready. Don’t give them the impression it is your job to force them and theirs to resist & delay	Track the speaker 3-2-1 Countdown
Tactical Ignorance	Can work well but be aware that some low-level misbehaviour can escalate if not dealt with quickly and consistently. A student’s behaviour is reinforced often when they get attention for it. Find a calm and quiet way to let them know you see exactly what they are doing and there is a consequence	Restorative Justice chat Corridor placement Parking Rota Call back after class
Avoid confrontation	If confrontation is brewing then your strategy is wrong. Talk about choices and them having consequences, giving sufficient take-up time	Reasonable Request rule Consequence Table Yellow Cards
No last-minute rush	Plan for your students’ needs. Deliver with them in mind rather than course content. Don’t teach to the last minute and rush; allow time to review, answer questions, share next lesson, tidy up etc. Leave on a positive note	Minimum teaching expectations WISDOMS points Lesson Legend announcement
Use positive verbal language	Build people up through how you speak. Not: ‘will you stop talking’ BUT: ‘I’d like everyone to listen’. Not: ‘ Stop turning around’ BUT: ‘I’d like everyone to face this way’	Growth Mindset Restorative language
Use positive body language	Be animated, Use the whole of the classroom space, use eye contact, give take up time after sharing instructions, find more private times and/or spaces to talk rather than in front of whole classes	Restorative Justice Chat Track the speaker Tutor/Class ‘Check Ins’

Appendix 6 – Secondary Consequence Table

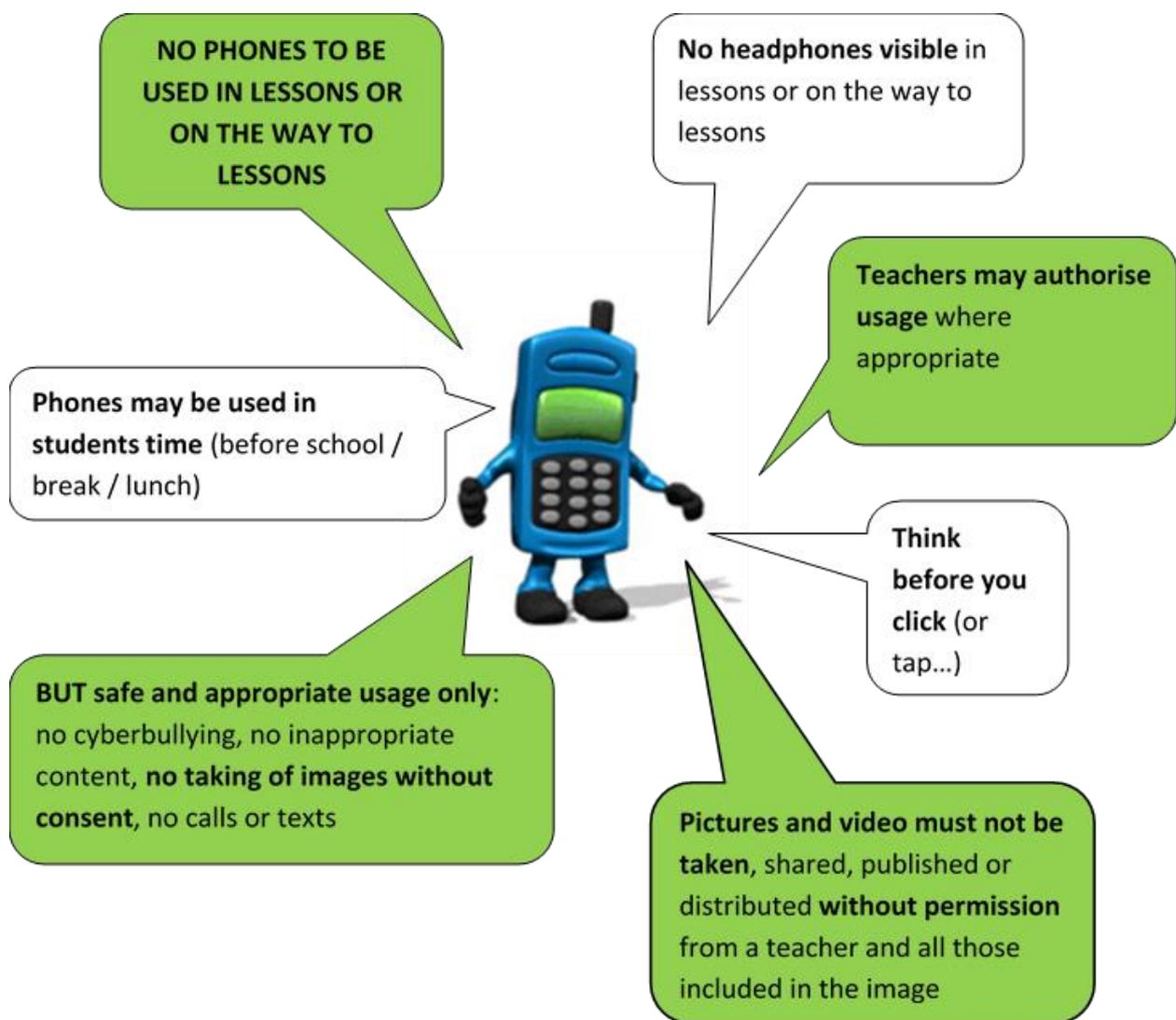
Level:		
<p>C1 Warning Given</p>	<p>An official warning given by teacher <i>Student:</i> You have failed to follow instructions. You have been asked to stop.</p>	
<p>C2 Yellow Card</p>	<p>A yellow card issued and recorded on SIMS Lunchtime teacher detention may be issued <i>Student:</i> You have continued to not listen to being asked to stop. Several yellow cards being issued to you will mean your teacher calls home and/or seeks Head of Department advice.</p>	
<p>C3 Parking Rota and HOD intervention.</p>	<p>Parked in another classroom as per rota lunchtime detention issued, HoD/HoH involvement <i>Student:</i> Your behaviour has failed to improve so that the teacher/teaching is being compromised; others are being prevented from making progress in your class.</p>	
<p>C4 Phone call home</p>	<p>Removed from class and parent call made Head of House contact made. Afterschool detention recommended <i>Student:</i> You have failed to respond after being removed from class and given a further opportunity to re-engage with your learning. You will be discussing this with your Head of House, teacher and parents.</p>	
<p>C5 Serious incident</p>	<p>Serious incident Statements taken. Parents informed. HoH/SLT meeting inevitable <i>Student:</i> You have been involved in a serious incident which will be dealt with by Senior Leadership.</p>	

Appendix 7 – Mobile Phone Use

We recognise how valuable smartphones and other electronic devices can be for learning, which is why everyone has an iPad to use.

However, we also believe that inappropriate use of such devices in lesson means that you are likely to be distracted or be distracting others.

These are the rules for phones and iPods in school. The use of iPads in school are covered by the e-learning Home School Agreement that you signed before you got your device. These rules will be discussed in e-safety committee meetings.



Appendix 8- Uniform

All uniform must be clearly labelled.

INFANTS

To be bought only from our Uniform Supplier School Colours via the school office:

- Red jumper with grey trim
- White polo shirt
- Red sports polo shirt
- Black sports short
- Red hoodie

To be bought from National Retailers:

- Charcoal grey school trousers (boys)
- Charcoal grey school skirt or Chichester Free School uniform skirt (girls may wear trousers instead if required)
- Plain black jogging trousers or tracksuit bottoms (no designer logo or name)
- Plain black formal leather flat school shoes (no trainers, no boots, no suede shoes and no patent leather shoes)
- Black, dark-grey or red socks (boys)
- Plain black, grey or red opaque tights, or white, black, grey or red knee length socks (girls)
- White sports socks and white sports trainers

JUNIORS

To be bought only from our Uniform Supplier School Colours via the school office:

- Grey School blazer
- Red Jumper with grey trim
- House tie, worn to cover the buttons of the shirt (boys only)
- Chichester Free School skirt. Skirts may not be worn higher than the middle of the knee (NB. If girls wish to wear trousers they may wear suit style charcoal grey trousers as indicated for boys, but with exactly the same restrictions)
- Red sports polo shirt
- Black sports short (boys)
- Black sports skirt (girls)
- Outdoor sports top
- Red hoodie

To be bought from National Retailers:

- White long-sleeve shirts (boys)
- White reverse collar blouse with $\frac{3}{4}$ length sleeve, although other lengths are acceptable (girls)
- Charcoal grey school trousers (boys, and girls if they wish instead of the school skirt. No denim material, "skinnies", cargo-style trousers or other extremes are permitted)
- Plain black jogging trousers or tracksuit bottoms (no designer logo or name)
- Plain black formal leather flat school shoes (no trainers, no boots, no suede shoes and no patent leather shoes. Girls must have shoes which provide protection to the instep of the foot. Therefore 'ballet- style' shoes or pumps are not acceptable.)
- Black, dark-grey or red socks (boys)
- Plain black, grey or red opaque tights, or white, black, grey or red knee length socks (girls)
- White sports socks
- White sports trainers

SENIOR GIRLS

To be bought only from our Uniform Supplier School Colours via the school office:

- Charcoal grey girls School suit jacket
- Grey Jumper with red trim
- Chichester Free School skirt. Skirts may not be worn higher than the middle of the knee. (NB. If girls wish to wear trousers they may wear suit style black trousers as indicated for boys, but with exactly the same restrictions)
- Red sports polo shirt
- Black sports skirt
- Outdoor sports top

To be bought from National Retailers:

- White reverse collar blouse with $\frac{3}{4}$ length sleeve, although other lengths are acceptable (girls)
- Plain black formal leather flat school shoes (no trainers, no boots, no suede shoes and no patent leather shoes. Girls must have shoes which provide protection to the instep of the foot. Therefore 'ballet-style' shoes or pumps are not acceptable.)
- Plain black, grey or red opaque tights, or black, grey or red knee length socks
- Black or red knee length sports socks
- White sports trainers
- Black studded boots
- Shin pads are required for Football and Rugby
- It is compulsory for pupils to wear a custom-fit mouth guard for sports such as Football and Rugby

NB. All Junior and Senior girls will wear a button badge on the lapel of their jacket to indicate their House representation. These will be provided at cost from the School.

SENIOR BOYS

To be bought only from our Uniform Supplier School Colours via the school office:

- Charcoal grey boys School suit jacket
- Grey Jumper with red trim
- House tie, worn to cover the buttons of the shirt
- Red sports polo shirt
- Black sports short
- Outdoor sports top

To be bought from National Retailers:

- White long-sleeve shirts
- Black suit-style trousers (no denim material, “skinnies”, cargo-style trousers or other extremes are permitted)
- Plain black formal leather flat school shoes (no trainers, no boots, no suede shoes and no patent leather shoes)
- Black, dark-grey or red socks
- Black or red knee length sports socks
- White sports trainers
- Black studded boots
- Shin pads are required for Football and Rugby
- It is compulsory for pupils to wear a custom-fit mouth guard for sports such as Football and Rugby

Summer Uniform:

When summer uniform is declared by the Principal, pupils and students may choose between the following uniforms:

- White shirt, tucked in, with sleeves rolled up above the elbow, or short-sleeved shirts. Ties shall still be worn with the top button done up, unless the Principal states otherwise.
- Full school uniform with blazer/jacket and tie.
- Girls may wear short white socks, but not trainer socks
- **Infant and Junior** girls may wear a red gingham checked dress, to be worn with their House badge and short white socks, but not trainer socks and **Infant and Junior** boys can wear charcoal grey shorts.

Jackets and Blazers may only be taken off in lessons with the permission of the teacher. Please note that Summer Uniform may be declared at different times for Primary and Secondary pupils

Hats, Scarfs, Gloves, Coats, Bags and Jackets:

A smart red, navy, black or grey plain coat or jacket may be worn to and from school. Hats and scarfs may also be worn but extreme styles will not be permitted, this includes football motifs. Coats and jackets made of leather or denim are not acceptable. Outdoor clothes are not to be worn during lessons, in the dining hall or at movement times between lessons. Infant and Junior pupils will use CFS book bags which will be provided, all other pupils will be expected to bring books, equipment and kit to school in a plain red, navy, black or grey bag. Extreme styles and designs will not be permitted, this includes football motifs.

Make-up and Jewellery:

No personal make-up will be allowed on pupils. Pupils will be asked to remove any make-up identified. This includes nail varnish, eye make-up, foundation, lip-gloss, lip-stick, glitter etc. No jewellery other than a wristwatch may be worn. A single stud earring may be worn in each ear.

Hair:

Hair must be kept tidy. Extremes of length or style are not permitted.

Minimum length: No 2 cut

Other styling: Parents must ensure that their child avoids unconventional styles. The school reserves the right to insist on re-styling if it considers the style inappropriate.

Shaved patterns in hair or eyebrows are not permitted.

Only plain red or black hair ties are acceptable.

All articles of clothing and footwear should be indelibly marked with the pupil's name

The Principal may grant exceptions to any of the above, but only where this is required as a matter of sincere religious observance and where this can be substantiated by a letter from the leader of the relevant religious community.

Uniform must be in keeping with the school's ethos. Extremes of fashion will not be permitted. Pupils that come to school in clothing that the Principal considers to be unacceptable will be sent home.

Appendix 9 – Code of Conduct on CFS Transport.

At CFS, we want all passengers to enjoy a pleasant and safe journey to and from the school. All pupils must abide by the Transport Code of Conduct which encourages appropriate behaviour at all times on school transport. By accepting the provision of school transport, parents and pupils are automatically agreeing to abide by the Code of Conduct.

If you don't keep to the Code of Conduct your parent/carer(s) will be told and you may not be able to use school transport any more.

To travel safely you will need to follow these points:

- Treat the bus driver and your fellow passengers with respect.
- Follow all instructions given by the driver.
- Don't distract the driver (except in an emergency), as this is dangerous and unacceptable.
- Stay in your seat and keep your seat belt on, until the bus has stopped at your stop.
- Keep noise to a reasonable level.
- Look after your possessions and the bus.
- Take any litter home with you.
- If you see someone behaving badly or bullying others always report it to the driver and the CFS staff.
- Don't throw things.
- Damaging the vehicle or its contents is not acceptable. If you do, your parents or carers will have to pay for the damage and further use/access to CFS transport might be refused.



You and your Parent/Carer are responsible for making sure that you get to and from the pick-up point safely, and are present at least 10 minutes before departure time.

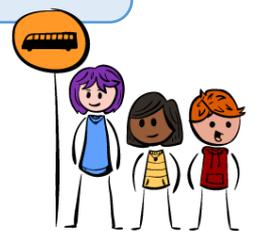
If you are late, the bus won't wait

If the bus is late, only wait at the pick-up point for 20 minutes.

Agree a plan with your parents or carers about what to do if transport doesn't arrive.

If there is a storm or snow is forecast, listen to the local BBC radio station, and/or phone the school before setting out. You can also visit www.chichesrefreeschool.org.uk for information. Remember if your parents or carers take you in to school in the morning they must also be prepared to collect you in the afternoon if the weather is still bad.

Please remember that by accepting school transport assistance, you are agreeing to abide by this Code of Conduct.





Home School Agreement

Chichester Free School will be a community where our teachers and pupils work and learn together: we will nurture, challenge and inspire ourselves and others. If we are to enjoy and learn in the time we share together then we need to agree how we will act and behave.

We want everyone to feel safe, secure and engaged when they're at school: for this to happen we all need to promise to meet certain minimum requirements.

Please read the home school agreement below carefully, and think about what we are promising each other. We expect all parents and pupils to sign this agreement below.

As Teachers and Staff of Chichester Free School we agree to...

Provide a learning environment where pupils will be nurtured, challenged and inspired.

NURTURE through:

Being polite, respectful and kind to everyone.

Ensuring that every pupil is valued for who they are, and that no pupil is labelled.

Recording and rewarding good work, effort and character.

Keeping parents informed about school matters, be welcoming to enquiries and responsive to concerns.

Reporting to parents regularly on pupil progress and behaviour.

Informing parents immediately if we have any concerns.

CHALLENGE through:

Ensuring that every pupil has the opportunities, support and guidance to achieve their full potential.

Having high expectations of pupils, in terms of behaviour, attitude and work.

Offering co-curricular activities that will engage pupils with school and develop them as well rounded individuals.

Challenging pupils to strive for the highest standards of personal, social and intellectual development, and to aim for excellence in all that they do.

INSPIRE through:

Teaching lessons that excite and engage pupils.

Taking pupils on inspirational, exciting trips.

Informing parents immediately if we have any concerns.

Embodying the four cardinal virtues of Wisdom, Temperance, Justice and Courage in everything we do.

Constantly striving to become better teachers.

As Chichester Free School Parents/Carers we agree to...

NURTURE through:

Being polite, respectful and kind to everyone.

Keeping up to date with school matters by checking school communications every week.

Attending parents' evenings and any other meetings necessary to discuss my child's progress.

Agreeing to the school's behaviour policy.

Making sure my child does not take time out of school unless it is urgent, and make sure that the school is informed if they will not be in school.

Recognising that the school will want to work with us to keep attendance at school high, but that the school will use fixed penalty notices for significant absence if necessary.

CHALLENGE through:

Making sure my child attends school in smart, correct uniform, arrives on time, and is properly equipped for school.

Making sure my child attends all extended day clubs and activities. We understand that these have the same status as lessons and are compulsory. Non-attendance is not an option without prior agreement from the Principal.

Making sure my child participates in team sports, and represents the school if chosen to do so.

Allowing my child to attend school trips and visits.

Consenting to my child taking part in school trips which do not involve an overnight stay or travel abroad.

Consenting to my child being carried by public transport or school transport driven in a responsible manner by an adult who is suitably qualified and insured.

INSPIRE through:

Supporting the values and ethos of Chichester Free School, and encouraging my child to work hard.

Upholding the value of the four cardinal virtues of Wisdom, Temperance, Justice and Courage.

As a Pupil of Chichester Free School I agree to...

NURTURE through:

Being polite, respectful and kind to everyone.

Being considerate of the needs of others.

Caring for the environment – in and out of school.

Caring for books, resources and equipment.

CHALLENGE through:

Working hard in class and at home so that I achieve my full potential.

Attending school on time, in smart, correct school uniform and properly equipped for a day of learning.

Attending all extended day clubs and activities. I understand that these have the same status as lessons and are compulsory. Non-attendance is not an option without prior agreement from the Principal.

Participating in team sports, and representing the school if chosen to do so.

Sharing my feelings honestly and sensitively.

Understanding and agreeing to the school's behaviour policy.

Understanding that any poor behaviour whilst wearing the Chichester Free School uniform, or whilst identifiable as a member of the school (eg. on the internet), will be dealt with as if the incident occurred at school.

Not having banned items, in school (including the grounds and the school building). I understand that if these items are seen they will be confiscated, and I will not be able to get them back until the end of the day, week or term, depending on the severity of the offence.

INSPIRE through:

Being an ambassador for Chichester Free School, and being proud to be a pupil here.

Thinking for myself and taking responsibility for my actions.

Acting as a young leader.

Embodying the four cardinal virtues of Wisdom, Temperance, Justice and Courage in everything I do.

I also understand that if I bring any valuable items into school (such as mobile phones or jewellery) that I am responsible for them and that the school does not accept any liability for them, should they go missing.

I understand that any time or place that I am wearing my uniform, or identifiable as a member of the school, the Chichester Free School rules apply, and I can be sanctioned for breaking any of the school rules.

..... Pupil's name (please print) House name Year group
..... Principal Parent/Carer Pupil
	 Date

CFS_Home_School_Agreement_Version3_April 2018



Chichester Free School
Nurture • Challenge • Inspire