

Chosen Hill School

Behaviour Management Policy

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1. Linked policies

This policy is underpinned by a number of other linked policies/protocols and should be read in conjunction with these, where further detail/information can be found;

- Attendance policy
- Acceptable use policy
- Anti-bullying policy
- Drugs and drugs management policy
- Equality policy
- School control and restraint protocol
- Searching and screening protocol
- Uniform policy

Other references related to in this policy can be found in the appendices

2. Philosophy, aims, and general principles

The purpose of this policy is to outline the expectations for conduct at Chosen Hill School that will enable all students to work in a safe environment, model positive behaviours and to make excellent progress.

High standards of behaviour underpin a positive learning environment, built on respect and a shared understanding of the conduct required for all students to learn in a safe and disruption free environment. At Chosen Hill we want students to be proud of their school and to model the conduct and behaviour that will help them be successful in their future. This policy has been designed to ensure that all students are given the utmost opportunity to achieve their potential.

Students who have an Educational Health Care Plan or identified additional need(s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals.

Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate, will be taken and communicated to all staff.

Behaviour is supported around a structure that focuses on:

Celebration	Conduct	Consequence
Recognising and rewarding positive learning behaviours that add value to self and others	which sets the expectation of appropriate and desirable behaviours and actions	the response to address what happens when students do not meet the conduct required (in school and the wider community whilst representing the school)

Consequences are levelled 1 to 5 ([see section 6](#)) to reflect the severity and/or the frequency of unacceptable behaviour. Students that record extreme and/or persistent behaviours that fall below the expected standard will be put on a tiered Individual Support Plan (ISP1-3, PSP) to help them meet the required standard of behaviour and good conduct ([see Appendix 4](#)).

An important aspect of the management of behaviour is to provide opportunity for students to de-escalate the tier of support they are on. As such there are regular ISP review meetings in which the celebration, conduct and behaviour record over the previous period will be reviewed for any student on an ISP/PSP. The purpose of these



meetings is to ascertain whether the behaviour of individual students has improved sufficiently to come down a tier, stay on their existing level, or go up a tier. Parents will be informed when a decision is made.

At Chosen Hill School we place great importance on:

- Integrity;
- Commitment;
- Courtesy;
- Reliability;
- Respect for:
 - Self and others;
 - race, culture, religion, gender and sexual orientation;
 - learning and achievement;
 - equipment, property and the environment.

Life in the Sixth Form is unique. It forms a bridge between compulsory schooling and university, apprenticeship, training or employment. Students are expected to work with a greater degree of maturity and to take fuller responsibility for their learning and as positive role models within and beyond the school.

3. Rewards and Celebrations

Rewards are not an end in themselves and not the main means of promoting positive behaviour and regular attendance or addressing inappropriate behaviour and irregular attendance.

Rewards set clear standards and expectations that have a role in the overall school strategy for promoting what the school values as positive learning dispositions and behaviours.

In promoting a rewards culture that underpins this positive learning climate, the school will:

- offer a wide range of formal rewards to reflect the school's values and objectives for student personal development linked to Growth Mindset;
- give all students access to opportunities for praise.

Intrinsic motivation, the goal in a Growth Mindset school, develops over time and as such the Sixth Form rewards and praise reflects the distinctive qualities of the maturity and independence of these students, encourages their aspiration, and moves beyond the systems of recognition in the main school by increasing the emphasis on holistic and wider-ranging contributions that Sixth form students make over the course of two years. It also seeks to encourage and reward aspiration that has a tangible impact on students' future progression.

Modelled on the International Baccalaureate, our Sixth Form 'Community, Action and Scholarship at Chosen Hill Baccalaureate' (CAS@CH Bac) aims to recognise and reward students, while giving them a tangible and motivational goal.

4. Disruption Free learning (DFL)

We believe that every child deserves to learn in a completely disruption free environment. We will support all students in reaching our standards, and we are unapologetic about our approach of no excuses in the school community. On a lesson-by-lesson basis, students will have one choice, to either be in class working hard and progressing with their learning, or to be isolated from their peers so that the learning of others is not disrupted.



4.1 DFL guidelines for behaviour in lessons

Every lesson, students have the choice: be in class working hard and progressing with their learning; or be relocated to the Reintegration Room (RR) provision away from their peers until five periods' worth of work has been completed.

We expect our students to:

- Sit silently whilst the register is taken, completing any starter task;
- STAR (sit up, track the speaker, actively listen, show respect) whilst the member of staff leading the lesson speaks;
- Raise their hand to ask a question without calling out;
- Work exceptionally hard without disrupting the learning of any other student.

4.2 More generally: what is good behaviour?

All behaviour has a purpose and as a community we aim to create an environment where students consciously want to demonstrate good behaviour.

Good behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish. Good behaviour positively impacts on oneself and others by building self-esteem and allowing everyone to take responsibility for actions.

These are some examples of good behaviours:

- Respectful communication and active listening
- Respect for the environment
- Willingly following instructions, first time, when asked
- Positive contribution in lessons
- Punctuality to and organisation for all periods of school
- Working within the DFL guidelines
- Tolerance and positive attitude towards all protected characteristics

We expect Sixth Form students to recognise and respect their responsibility as senior students and role models in the school and to exemplify the highest standards of conduct within the school. Sixth Form students have made a choice to be a part of Chosen Hill Sixth Form, and we expect them to work alongside staff and peers to create an environment in which they can pursue academic excellence, both as active citizens and independent academic scholars.

4.3 What is disruption (DFL)?

Common features of disruptive student behaviour include:

- Any off-task chatter;
- Calling out without permission;
- Being slow to start work or follow instructions;
- Showing a lack of respect for each other and staff;
- Not having everything you need out ready to learn;
- Leaving seat without permission;
- Throwing objects;
- Anything that stops the flow of the lesson.



4.4 Disruption warnings

If a student fails to meet any of the expectations, the staff member will communicate this clearly to the student. In the same lesson, if the student fails to meet any of the expectations a second time, the staff member will communicate this clearly to the student and set a Level 2 Detention.

In the same lesson, if the student fails to meet any of the expectations a third time, the staff member will ask the student to proceed to the Reintegration Room (RR) and log a 'Level 3: Removed to RR for disruption' on SIMS at the time the student leaves the lesson.

Any instances of arguing back will result in teachers moving to the next stage of the behaviour policy. Each lesson will start with a 'clean slate' and expectations of good behaviour from every student.

DFL is also an expectation in Sixth Form lessons and students who are disrupting the learning of others will be challenged. Disruption warnings for Sixth form students are specific to individual lessons; a clear verbal warning reminding the student of expectations, a second warning resulting in a short meeting at the teachers' convenience to discuss appropriate conduct, or on a third failure to meet expectations, the student will be sent to the Upper Study Room, complete a DFL reflection sheet and work independently for the remainder of that lesson.

4.5 Reintegration Room (RR)

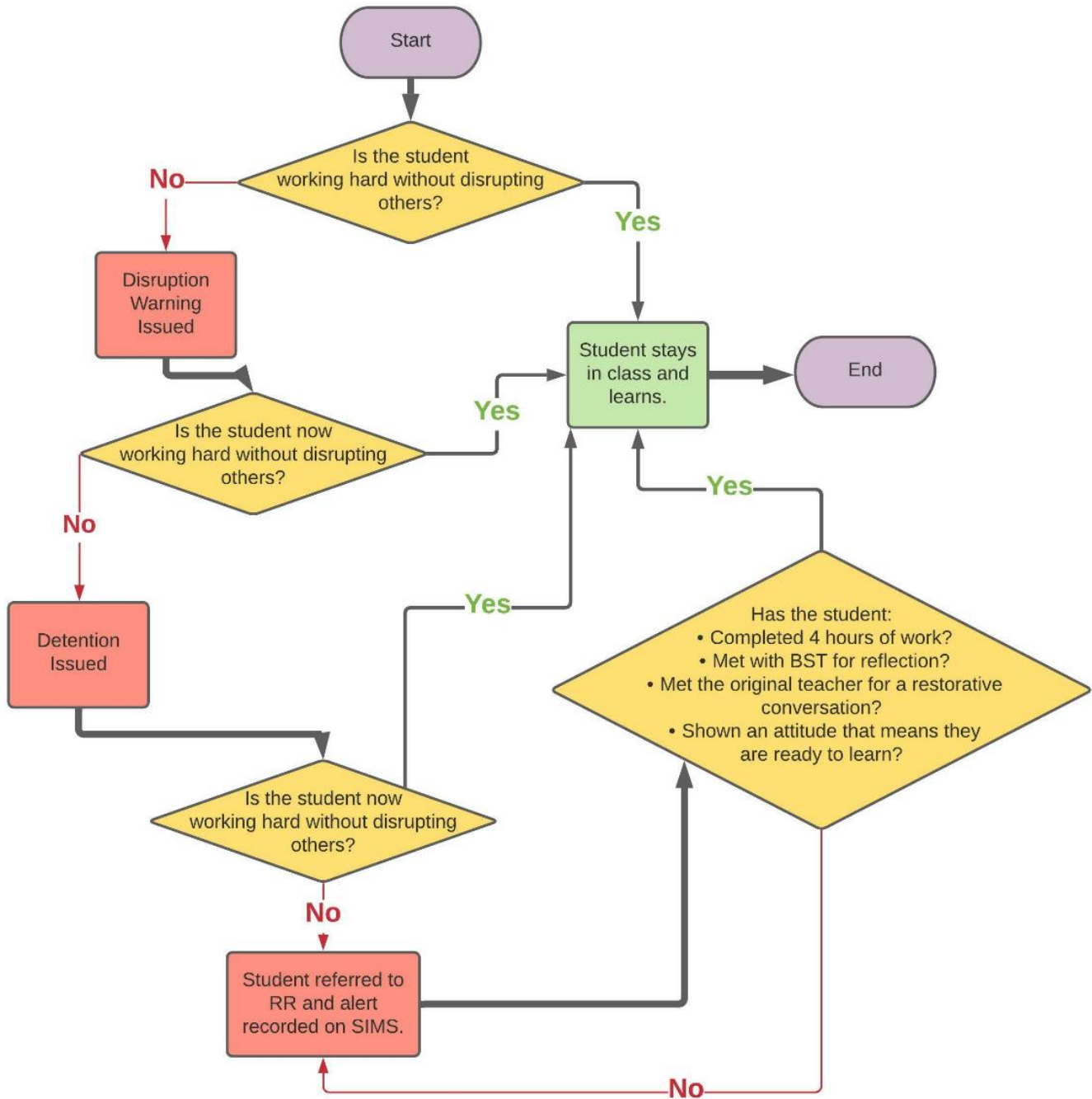
The third time during a lesson that a student fails to meet expectations, they will be sent to the RR until an amount of work, equivalent to a full school day, is completed. Failure or refusal to go to the RR may result in a one-day external suspension with the day in RR completed upon their re-admittance to the school. Students will have 5 minutes to arrive at the RR when sent.

In the RR, students will:

- Be met by a trained member of staff who will talk through their behaviour with them, giving them the opportunity to reflect on their mistakes in order to prevent repeated poor behaviour;
- Have appropriate work so they do not fall behind in their lessons;
- Have their mobile phone secured with the teacher to prevent any temptation;
- Work silently with their work checked regularly by a member of staff and be taken out intermittently for interventions and discussions relating to their behaviour.
- Remain in the RR through break and lunchtimes and complete an afterschool detention until 4pm
- Meet with the referring teacher for a restorative conversation



4.6 DFL Flow chart



4.7 Link to wider levels of behaviour

DFL is a strategy to support effective learning habits and behaviours in lessons. Incidents where behaviour is more extreme than low-level disruption, or that sits outside of learning related conduct, will be addressed through the wider school behaviour policy ([see Section 6](#)).

4.8 Uniform

All students are required to meet the uniform expectations of the school (see Uniform policy). Failure to comply will result in the issuing of a levelled sanction ([See section 6.1](#))



5. From home to school

5.1 Home-School Agreement and Code of Conduct

Our Home-School Agreement is shared with parents/carers during the induction process and through the prospectus. The Home-School Agreement covers the main rules of behaviour expected both in and out of lessons at Chosen Hill School. ([see Appendix 2](#) for the Main School agreement and [Appendix 3](#) for the Sixth Form agreement).

5.2 The journey to and from home

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school in the community. Students are expected to:

- Arrive at school and leave school in full uniform (for KS3/4 this including not wearing hoodies)
- Use the road crossing where possible to cross the road safely
- Use the cycle lanes and pedestrian zones safely, following the highway code of conduct at all times
- Take any litter home and dispose of it properly
- Respect our neighbours and all local residents.

6. Support and sanctions

Although our emphasis is on rewarding positive behaviour, we recognise that inevitably there will be occasions when support and sanctions are needed to support good order and behaviour throughout the school. High expectations of behaviour for learning inside the classroom are to be matched by equally high expectations of student behaviour throughout the school site and community.

Effective sanctions are:

- Fairly applied within a short time frame;
- Reasonable and proportionate to the incident;
- Organised in a hierarchy and do not escalate too quickly;
- Focus on the behaviour, not the person;
- Enable students to make better future choices for long-term improvement.

We have classified inappropriate or unacceptable behaviour into 5 levels, with 5 being the most serious.

We have matched examples of behaviours with an appropriate range of responses. This provides us with some flexibility in dealing with misbehaviour. This is not a definitive list.

Items marked with an asterisk may constitute bullying. Any comments around a protected characteristic are not tolerated at Chosen Hill.



6.1 Table of Levels

Level	Level 1	Level 2	Level 3	Level 4	Level 5
Example	<p>Strikes for Top 10 or Uniform Inadequate Homework.</p> <p>Incorrect or missing books, equipment or kit.</p> <p>DFL (1st warning)</p> <p>Breach of rule or failing to co-operate with school expectations</p> <p>Inappropriate language*</p>	<p>Repeated or a more serious form of Level 1 behaviour</p> <p>Truancy/Lateness to registration or lessons.</p> <p>DFL (2nd warning)</p> <p>Lack of compliance with reasonable request. (incl missed detention)</p> <p>Potential Bullying*</p> <p>Arguing</p> <p>Minor damage to property including graffiti.</p> <p>Play fighting</p>	<p>Repeated or a more serious form of Level 1-2 behaviour</p> <p>Continued truancy and/or leaving school site without permission</p> <p>DFL (3rd warning)</p> <p>Defiance (incl missed AS detention or deliberate uniform infraction)</p> <p>Offensive behaviour or Bullying*</p> <p>Rudeness</p> <p>Damage to property</p> <p>Threatening or intimidating behaviour</p> <p>Smoking</p> <p>Theft</p>	<p>Repeated or a more serious form of Level 1-3 behaviour</p> <p>Student taking themselves out of care and control (including walking away from staff)</p> <p>Extreme and/or repeat bullying or prejudicial motivation*</p> <p>Rudeness (including at or in response to staff)</p> <p>Severe damage to property</p> <p>Physical violence or other assault</p> <p>Drink, Drugs or linked Paraphernalia</p> <p>Extortion</p>	<p>Repeated or a more serious form of Level 1-4 behaviour</p> <p>Extreme and/or repeat bullying or prejudicial motivation*</p> <p>Rudeness to senior staff</p> <p>Planned severe damage to property</p> <p>Premeditated or repeat assault</p> <p>An extreme event</p>
Severity guide	Conduct reminder; verbal warning	Detention	Internal removal (RR)	Suspension	External involvement
Possible sanctions	<p>Choices & Consequences</p> <p>Change of Seating Plan</p> <p>Item Confiscated until end of day</p> <p>Education of student around intolerance comments</p>	<p>Teacher Detention (Up to 20 Minutes)</p> <p>Item Confiscated until end of day</p> <p>Community Service</p> <p>Report Card</p> <p>Item Confiscated until end of day</p> <p>Educational Chat</p> <p>Shadow TT</p> <p>Payment from parent for damages</p>	<p>Detention</p> <p>Item Confiscated for parents to collect</p> <p>Community Service</p> <p>Report Card</p> <p>Shadow TT</p> <p>Payment from parent for damages</p>	<p>Payment from parent for damages</p> <p>Internal, External, Alternative</p>	<p>APS</p> <p>Managed Moves</p> <p>PSP</p> <p>PEX</p>



6.2 Faculty support - shadow timetable

The shadow timetable is used as a planned intervention and provides alternative accommodation for the placement of students whose behaviour is not meeting basic expectations of the classroom teacher. This allows a re-set for the class and the student, giving some space before a fresh start back in the lesson.

6.3 Reintegration Room (RR) (sometimes called internal isolation)

Any students removed to RR will be expected to work in silence. The rules in RR are:

- 1) No interaction with other students;
- 2) Hand in mobile phone to RR staff to be returned at the end of the isolation;
- 3) No listening to music if using a computer;
- 4) Complete the work you are given to the best of your ability.

Failure to follow instructions in Internal Isolation will result in further sanctions which will likely include suspension.

6.4 Individual Support Plans (ISPs)

When a student continues to fail to meet school expectations, the student will be placed on an Individual Support Plan. The plan comprises of agreed targets for the student and the support that will be provided to the student to achieve those targets by parents and the school to achieve the targets in an agreed time frame. Where a student achieves the targets and behaviour improves, they will have the plan removed or move back to an earlier ISP stage. If the student does not achieve their targets, they will move up through the three stages of the ISP programme: ISP 1, ISP 2 and ISP 3. Where a student fails their ISP 3, they will have a Pastoral Support Plan (PSP) put in place.

6.5 Pastoral Support Plans (PSPs)

A tailored Pastoral Support Plan is put in place and reviewed on a termly basis for any student who is in danger of permanent exclusion. The plan comprises of agreed targets for the student and the support that will be provided to the student to achieve those targets by parents and the school. If a student fails to meet their PSP targets in the time frame of the PSP or undertakes an act that warrants a fixed term exclusion during the period of the PSP, they may be permanently excluded.

6.6 Alternative Provision Service Placements (APS)

There are occasions where students may benefit from an alternative approach to learning and behaviour than offered within school. The school will use Alternative Provision as and how this is identified as appropriate by the school.

6.7 Managed Moves

A Managed Move is the result of an agreement between Chosen Hill School and a second school whereby the student remains on the school roll but has the opportunity of a fresh start at another secondary school. A managed move is often attempted if a student has not responded to other behaviour management strategies in school and is in danger of permanent exclusion. A series of review points for the move will be agreed with the managed move school at the start of the managed move and the move can be ended at any of these review points if the move is proving unsuccessful. If the move is successful, the student will transfer across on to the roll of the second school. If the move is unsuccessful, the student may be permanently excluded before returning to Chosen Hill.



6.8 Suspension

Suspension can be imposed by the Headteacher, the Deputy Headteacher in the Headteacher's absence, or a named member of staff where neither are available. All suspensions must be agreed with the Headteacher, who will write to parents explaining the length and reason for the exclusion. A suspension will be recorded on the student's internal behaviour log and reported as part of a student's attendance record on leaving compulsory schooling.

The behaviour of students outside school can also be considered as grounds for suspension. The Headteacher may suspend a student for any misbehaviour while the student:

- Is taking part in any school-organised or school-related activity;
- Is travelling to/from school;
- Is wearing the school uniform or in some other way identifiable as a student at the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

Suspension could also be used for misbehaviour at any time that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

When a student returns to school after an external suspension, parents/carers are required to attend a readmission meeting with a member of the pastoral team to discuss the incident that caused the suspension and the behaviour support required to avoid this moving forward.

6.9 CIC transfer protocol

The school supports the CIC transfer protocol. The purpose of this protocol is to prevent permanent exclusions of Children In Care (CIC) in Gloucestershire mainstream and special schools. It provides an alternative to permanent exclusions. Children In Care are a group of children most vulnerable to exclusion; this protocol seeks to ensure a multi-agency approach to guaranteeing that the social, emotional and behavioural needs of these students are met.

6.10 Permanent exclusion

Prior to permanent exclusion the Headteacher will carry out a thorough investigation to determine whether permanent exclusion is the only remaining course of action for the school and to determine that the decision to exclude is rational, reasonable, fair, and proportionate.

When establishing the facts in relation to an exclusion decision the Headteacher will apply the civil standard of proof; i.e. "on the balance of probabilities", it is more likely than not, that a fact is true. Where practical, the Headteacher will give a student an opportunity to present their case before taking the decision to exclude. This will usually take the form of a written statement.



Evidence could consist of witness statements, photographs, screen shots from social network sites, physical evidence or behaviour incident records. In the case of exclusions for persistent disruptive behaviour, the Headteacher should also provide evidence that preventative measures have been used.

6.10.1 The decision to permanently exclude

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our school. An indicative but non-exhaustive list would include:

- swearing at the Headteacher or other senior staff;
- bringing into school or possession at school any recreational drugs;
- a weapon of any sort, including pen knives and BB guns;
- persistent bullying;
- persistent breach of the behaviour policy (including disruption of lessons and defiance);
- serious actual or threatened violence against another student or member of staff;
- a failed managed move;
- a serious breach of the school's behaviour policy;
- sexual abuse;
- any situation where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

6.10.2 Procedures following an exclusion

The Headteacher will notify parents of the period of an exclusion and the reasons for it, their legal responsibilities during the first five days of their child's exclusion and follow up in writing with: the reasons for the exclusion; the period of a fixed period exclusion or, the fact that it is permanent; parents' right to make representations about the exclusion to the governing body and how the student may be involved in this; how any representations should be made to governors, depending on the length of the exclusion.

The Headteacher will notify the governing body and the Local Authority Education, Performance & Inclusion team (EP&I) of any permanent exclusion or any suspension which would result in the student:

- being suspended for more than five days (or more than ten lunchtimes) in a term
- missing a public examination or national curriculum test.

6.10.3 Governor Disciplinary Meeting

Governors will request written evidence from the school in order to circulate it in advance of a disciplinary meeting, such as policies and school documents that the governing body would reasonably have been expected to take account of in reaching their decision on the exclusion. The Headteacher will use the Strategic Lead (EP&I) checklist to help with this process.

Meetings to consider reinstatement of an excluded student: in reaching a decision on whether or not to reinstate a student, the governing body should consider whether the decision to exclude the student was lawful, reasonable and procedurally fair, taking account of the Headteacher's legal duties. When establishing the facts in relation to an exclusion, the governing body must decide whether the facts are true on the 'balance of probabilities' rather than 'beyond reasonable doubt'.



7. School routines

The school has a number of procedures to maintain smooth running and high standards.

7.1 Minutes late

Students are expected to be punctual, dressed correctly, and arrive at lessons with their 'top 10'. Minutes late to any period, missing equipment or incorrect uniform will be recorded and monitored. Students will be supported to meet the school's standards but will also have a consequence where standards are not met.

7.2 Arrangements for confiscation of student property

Inappropriate items of uniform should be confiscated and handed in to reception and at the earliest opportunity for collection from reception at the end of the school day.

Where an item is confiscated on repeat occasions the school will contact parents and use the table of levels to inform its response ([see Section 6.1](#)).

When a student is not wearing the correct uniform, spare uniform will be provided from the Hub. If a student continues not to follow the school uniform policy internal isolation can be used as an appropriate sanction.

7.3 Leaving lessons

Students will not be given permission to access toilet facilities during any lesson (dispensations on medical grounds will be made on an individual needs basis).

7.4 Tobacco, cigarettes and smoking paraphernalia:

Smoking is defined to include any tobacco-based products as well as any e-cigarettes and any vaping products.

Where smoking paraphernalia are confiscated, these will be passed to reception for logging and collection by a parent with 3 working days. They will be disposed of if they are uncollected.

No student will smoke on the Chosen Hill School grounds or when dressed in the uniform of our school. If a student smokes, or chooses to associate with smokers, the consequences will be:

- Smoking/associating with smokers will lead to one day in RR;
- Repeat smoking/associating with smokers will lead to a suspension;
- Refusal to hand over smoking paraphernalia when asked will lead to a longer suspension.

If it is suspected that a student has smoking paraphernalia in their possession the school will search the student under its Searching and Screening powers ([see Section 8](#)).

7.5 Drugs or drug paraphernalia

Drugs, including alcohol, or drug paraphernalia confiscated from a student will be held as evidence in line with the school's 'Drugs and Drugs Management Policy'. Any evidence that is not collected by the police will be disposed of in line with the policy.

7.6 Mobile communication devices (phones/tablets/headphones/smart watches etc.)

Mobile phone usage is banned from the school premises between 08:00 and 15:05 with very limited exceptions. Students are permitted to keep them in their possession, but they must be switched off and kept out of sight at all times. Any mobile phone seen and/or heard at any time on the school site will be confiscated. The same rule applies for headphones.



- Responsibility for the safekeeping of the phone belongs to the student;
- At all times, student mobile phones must be switched off during the school day;
- If a student refuses to hand their mobile phone or other device over when asked:
 - they will be sent to the RR for a period of one working day. Continued refusal to submit their phone whilst in RR will result in the student being suspended for a fixed period of time until parents/carers are met by the relevant member of staff. A condition of their readmission to the school will be handing the phone over as originally requested.
 - Refusal to go to RR will result in a one-day external suspension with the day in RR completed upon their re-admittance to the school. A condition of their readmission to the school will be handing the phone over as originally requested.
- Where an item is confiscated on a second occasion the school will use the wider behaviour policy and treat this as a repeated breach;
- The school reserves the right to keep a student phone until it is collected from a parent or guardian.

The limited exception to phone usage are:

- When a member of staff gives permission to use a phone in a lesson for a special education purpose (this does not include private study or general revision);
- If a student asks and is given permissions by a member of staff to perform a specific act, for example check their food order number;
- Sixth Form during self-directed study at the discretion of the Directed Study supervisor;
- Sixth Form using their phones as a quick reference device, calendar or to check emails or show my homework at the discretion of the classroom teacher.

Listening to music through headphones whilst working is not appropriate in a classroom or in any form of exam preparation. Sixth form students in breach of the rule must respond to a staff reminder by putting devices away. If there is any concern that a student is not respecting this aspect of the Sixth Form Code of Conduct, the phone will be confiscated for the remainder of the session or day. This will be placed with the KS5 Administrator for collection by the student.

8. Arrangements for screening and searching

To be read in conjunction with The Searching, Screen & Confiscation Protocol.

Chosen Hill School acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006, Health and Safety at Work 1974 and Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies 2018 in respect of screening and searching students.

1. School staff can search a student for any banned item if the student agrees;
2. Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. School has made it a condition of having a locker or desk that the student consents to have these searched for any item whether the student is present or not.
3. The Headteacher and members of the Senior Leadership Team have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:



-
- knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

The Headteacher and members of the Senior Leadership Team can also search for any item banned by the school expectations. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

As a result, teaching staff may search students' clothing, bags or lockers without consent for any banned item or item the school believes could cause harm. This process will only be undertaken by designated staff in pairs according to school procedure.

As above, the school may give due regard to Police involvement or initiating safeguarding processes.

9. Use of reasonable force and other physical contact

To be read in conjunction with the School Control and Restraint Protocol.

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

10. School trips and visits

When on a school day trip, evening visit, fieldwork or residential opportunity, the behaviour the school expects from students will be explained to them and to their parents. The students' health and safety must be of priority and the reputation of the school must also be considered.

Depending on the severity of the offence as per the hierarchy of sanctions in the Behaviour Management Policy students will be:

- reprimanded;
- spoken to on their return with their parents, present;
- may not be allowed to participate in further opportunities outside of school.

In cases of serious breaches on residential visits, for example:

- sexual misbehaviour;
- use of alcohol/drugs/illegal substances;
- misbehaviour, refusal to obey a teacher which endangers their well-being;
- possession of weapons or instruments which could be used to hurt.



The student will, if it is the opinion of the lead teacher after discussion by telephone with the Headteacher or the member of the senior leadership team, be sent home. Parents will be informed immediately and advised to meet their child at the station.

11. Sixth Form specific conduct

11.1 Motorised Vehicles

Students must apply for a permit to bring a motorised vehicle onto the school site and sign the written declaration accepting the responsibilities entailed. The issued permit must be clearly displayed on the vehicle.

Motorised vehicles must:

- a. be parked safely in the Sixth Form allocated car park, not causing any obstruction on surrounding residential streets;
- b. not be driven/ ridden in a way which puts the student's safety, or that of other person at risk;
- c. they must not be driven around the school site;
- d. obey speed limits of a maximum of 5 MPH and parking restrictions including not entering or leaving the site between 3.05-3.15 at the direction of duty staff.

11.2 The following are classed as 'serious misconduct'*

Smoking, or preparing of smoking paraphernalia, on, or in very close proximity to the school site, including car parks and surrounding alleyways and public areas.

Although it is not illegal for Sixth Form students to smoke, it is damaging to the reputation of the school and undermines the Sixth Form as positive role models. Therefore, warnings and relevant stages of the Sixth Form contract will be used for all instances of reported smoking in areas surrounding the school, in public with the potential to affect reputation and/or influence younger students.

Where any tobacco, cigarettes or smoking paraphernalia are confiscated, these should be retained by the member of staff and passed to reception for logging and collection by the student (if a first offence) or a parent/carer if repeated.

- Possessing, distributing or consuming alcohol on the school site;
- Putting the health and safety of yourself and others at risk, including driving dangerously on, or in close proximity, to the school site;
- Inappropriate physical contact;
- Abusive language; swearing which directly or indirectly is intended to offend or diminish another's dignity;
- Bullying behaviour to any member of the school community (this encompasses cyber bullying), including homophobic or racist behaviour or sexual harassment;
- Dangerous driving (either on the school premises or in the vicinity of the school) / damage to other vehicles;
- Theft;
- Serious and persistent refusal to follow a reasonable instruction from a member of staff;
- Vandalism; deliberate damage to the school, school property or personal property.

As in professional life, there are some types of behaviour that are so serious that they can lead to permanent exclusion. Aggressive or abusive behaviour and deliberate or careless behaviour that risks or leads to damage or harm is clearly unacceptable and will be treated as gross misconduct.



We reserve the right to immediately exclude or withdraw a student's place in the Sixth Form for criminal activity, including (but not limited to) the following. This list is not exhaustive, and the Director of Sixth Form reserves the right to decide whether misdemeanours are classed as 'serious' on an individual basis.

- Possessing, distributing, or consuming recreational drugs on the school site;
- Aggressive behaviour and physical intimidation and/or any form of physical violence;
- Grievous bodily harm;
- The possession in school of knives, weapons and dangerous materials;
- Sexual assault;
- Sexual abuse.

Drugs, including alcohol, or drugs paraphernalia confiscated from a student will be held as evidence in line with the school's 'Drugs and Drugs Management Policy'. Any evidence that is not collected by the police will be disposed of in line with the policy.

12. Appendices

[Appendix 1: Chosen Hill Expectations](#)

[Appendix 2: Home School Agreement](#)

[Appendix 3: Sixth Form Code of Conduct and achievement agreement](#)

[Appendix 4: ISPs and PSPs](#)

[Appendix 5: Support and interventions for Sixth Form](#)

[Appendix 6: Rewards and celebration arrangements](#)

[Appendix 7: sixth Form CAS@CH BACC Awards](#)



Appendix 1: Chosen Hill Expectations

Beginning of school:

- Line up in your LM group every morning at 8:25 for roll-call

Belongings:

- Bags should be stored in lockers or year group social spaces – all bags are left at student’s own risk and students should ensure no valuables or money are left in bags
- No coats may be worn or brought into assemblies
- Coats should be removed upon reaching your seat

Lunchtime Etiquette:

- Students should line up in an orderly fashion with no more than two students’ side by side by the Sport-Hall entrance to Lower School.
- Students should leave via the canopy entrance
- There is no early lunch for students in detention or undertaking a lunchtime subject activity.
- Students must leave the canteen once they have finished eating to make room for other students.
- Students should remove all their litter from the table and place it in the bins provided as they leave the canteen.

Litter:

- The school has multiple bins at all designated eating areas and across the site. Students are expected to put all litter in the bins and students should expect to be challenged about any litter they fail to put into bins.

Eating Food:

- **PRE-SCHOOL** - All food purchased during the breakfast service must be consumed in the Lower School Hall;
- **BREAK TIME** - All food purchased during break time must be eaten at the point of purchase or in your social space:
 - The Canteen – Year 7
 - Jubilee Gardens – Years 8/9
 - L-block Canopy – Years 10/11
 - Gould Lower Study Room – Years 12/13
- Canteen and ‘Snack Shack’ queues should be orderly – students abusing the queuing system may lose the right to purchase food from this provision.
- Food should not be eaten in classrooms or other areas or ‘on the move’. Food being eaten outside of the designated areas may be confiscated.
- Sixth Form may purchase food from the canteen to take to the LSR – food must be consumed in the LSR and not en-route.
- Sixth Formers and Prefects may go into the canteen without queuing UNLESS the canteen is already very busy.

Drinks:

- Students may bring a drinks bottle to school containing water.
- Students may drink water from a drinks bottle during lessons. Drinking is not permitted, however, in Science Labs, IT rooms and DT workshops at any time.
- Energy drinks are not allowed at school.



Wet Weather Arrangements:

- Wet weather arrangements will be called by SLT and notified by email.
- Senior staff will supervise designated areas for wet weather arrangements;
- Students should treat wet weather rooms and spaces with respect; litter should be placed in bins and only the available seating arrangement should be used.

Out of Bounds:

- Students should not enter any of the school buildings or classrooms before 8.10am or without a member of staff present. Students should not arrive at the school site before 7.45 am. From 7.45am – 8.10 am students arriving early should gather under their designated year group canopy areas:
 - Year 7 – LSH canopy
 - Year 8 & 9 – Jubilee canopy
 - KS4 - Laycock canopy
 - Sixth Form may use LSR / USR before the start of school
- Any student found in the building before 8.10am will be asked to go to their appropriate canopy area.
- Students, other than Sixth Form, should not be inside buildings during breaks and lunchtimes, unless in inside designated social areas e.g., USH for Year 11.
- Students may enter the middle school main corridor at reception end for girls’ toilet access and Science foyer end for boys’ toilet access – students should not use the middle school main corridor as a thoroughfare at break and lunchtimes.
- The rear of school buildings and car parks are out of bounds. These routes should only be used for access during the start or finish of breaks or lunchtime.
- Students are not permitted to gather to the side and rear of LM3, 4 and 5 during break and lunchtimes.

Hoodies:

- Hoodies must not be worn at any time by students in the main school. Hoodies worn in school will be confiscated and sent to reception for collection at the end of the school day.
- Hoodies worn by Sixth Form students in social and study areas must be removed in lessons and formal assemblies.
-

School Field:

- HT/SLT Duty Lead will determine if the fields are open or closed, depending on weather.
- PE clubs and activities have priority in using PE areas.
- The field will be closed to students if there is unacceptable damage or litter from break or lunchtime use – the duration of the closure will be determined by the HT.

Ball Games - Hard Standing and Courts:

- Full size footballs are only permitted on the school field and top tennis courts;
- Small ball games are permitted on the hard standing in front of Putnam and DART – duty staff can apply discretion regarding managing safe and sensible behaviour with larger groups of students.
- Any student not following staff or prefect instructions will be sent back to their own social areas.



- Unless taking part in a supervised after school activity, no students should remain in the school buildings after 3.45pm. Staff should question students in the building at this time and request they leave the school building if not supervised by a member of staff. Staff and site team should lock Science labs, IT rooms and DT workshops when unoccupied.

Other items:

- Chewing gum is not allowed in school
- Any deodorants or hairspray use is strictly limited to changing areas.

Mobile Phones (see full school protocol and home school agreement for detail):

- Mobile phones should not be used in any part of the school site from 08:00am – 15:05.
- Mobile phones must not be used for filming or taking pictures in school.
- Students must not use their phone in lesson time unless explicit permission is given by the teacher to use the device for learning purposes.
- Students must not charge their mobile phones on the school site; no mobile phone should be plugged in and charged via any school electricity socket.
- Headphones must not be used or be visible at any time in school. If headphones are visible, they should be confiscated and sent to reception for collection at the end of the school day.



Appendix 2: Home School Agreement

Parents / Carers	Chosen Hill School	Student	
<p>I / We will:</p> <ul style="list-style-type: none"> • Ensure that my/our child attends school and maintains excellent attendance. • Ensure that my/our child arrives on time and correctly equipped. • Ensure that my/our child wears only the appropriate school uniform and is neatly presented. • Fully support the school’s behaviour & safety policy. • Take an active role in supporting my/our child through school by helping them with homework and attending meetings and Parents’ Evenings regularly. • Support my/our child’s learning by providing a suitable working environment at home, promoting healthy eating as part of a healthy lifestyle, and enforcing a sensible bedtime on a school night. • Keep the school informed of any issues that may affect my/our child in school. 	<p>The School will:</p> <ul style="list-style-type: none"> • Care for your child’s safety and wellbeing. • Insist on the highest standards of conduct and effort from your child. • Communicate regularly with you regarding school matters and your child’s development. • Provide challenging programmes of learning, guidance, support and a range of other opportunities to enable each individual student to achieve their potential. • Make available regular information about progress and performance. • Offer parents and students opportunities to express views on school issues and to respond quickly to enquiries. 	<p>I will:</p> <ul style="list-style-type: none"> • Always work to the very best of my ability. • Arrive on time, correctly equipped and ready to learn. • Wear only the appropriate school uniform and be neatly presented at all times. • Follow instructions from staff, first time, and without question. • Respect people’s feelings, belongings, equipment, safety and right to learn. • Be polite and helpful to everyone. • Respect the school’s behaviour & safety policy 	
<p>Name:</p>	<p>Year Lead:</p>	<p>Student name:</p>	<p>LM Group:</p>
<p>Signature:</p>	<p>Learning Mentor:</p>	<p>Signature:</p>	
<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	



Appendix 3: Sixth Form Code of Conduct and Achievement agreement

Acceptance into the Sixth Form is conditional not only on the fulfilment of academic admissions requirements, but also agreement to the terms of the Sixth Form Code of Conduct and Achievement set out in the document below. Please read this carefully and ask a member of the Sixth Form Team any questions you may have as a result. Before a student commences their timetable in the Sixth Form we require that a signed and completed reply slip has been received.

<p>As a member of Chosen Hill Sixth Form I will:</p> <ul style="list-style-type: none"> • Aim for 100% attendance including all lessons, tutorials and Directed Study and follow school procedures for unavoidable absences and registration • Maintain consistently good punctuality • Use portable and fixed ICT equipment in accordance with the school’s ICT Acceptable User Policy • Follow the Sixth Form guidelines on the acceptable use of mobile phones • Care for the school and local environment • In my use of Language and manner, at all times to show respect and consideration for others • Follow all reasonable instructions by members of staff • Conduct myself at all times with honesty and integrity • Show pride in my appearance, wearing the Sixth Form uniform correctly • Show a pride in the school and the achievements of all students • Support the school community in day-to day and larger events • Have a commitment to peer support and/or leadership role in the school 	<p>To achieve my potential in my academic studies I will try my best to demonstrate:</p> <ul style="list-style-type: none"> • Preparation for lessons showing organisation, motivation and commitment • A positive and consistent response to feedback • Willingness to embrace challenges in and beyond the syllabus • Ability to prioritise effectively and meet deadlines • An honest awareness of own academic strengths and weaknesses • Inquisitiveness and the ability to question critically • High standards and aspiration in personal target setting • Understanding of the importance of effort, practise and resilience in order to make progress with learning • Willingness to take risks and seek support appropriately • Collaborative working and contributing in discussions • A Growth Mindset • Appreciation of long-term goals over short term results • Effective use of independent study time
Please sign this agreement to confirm that you have read and agree to the terms of the Sixth Form Code of Conduct and Achievement.	
Print Name:	
Student Signature:	
Parent/carer signature:	
Date:	



Appendix 4: ISPs and PSPs

Raised by	Intervention	Timeframe	Reason	Intervention	Communication / Admin	Outcome
LM-level support	LM-level support	As needed	When LM picks up a pattern on concern via behaviour alerts from SIMS	LM meet with student and agrees targets (possible use of LM report)	Parents informed of meeting by LM	Student achieves targets OR Intervention is escalated to ISP1 (or higher)
Year Lead	ISP1	1 x 2-4 weeks as a guidance	When a student reaches 30 behaviour points within two terms OR Accumulation of information leads to Intervention for student	Year Lead meets with student and agree targets	Meeting with student arranged by Year Lead Parents informed of meeting by Learning Mentor Staff informed by Pastoral Administrator	Student achieves targets and process ends OR Intervention is escalated to ISP2 (or higher)
Year Lead	ISP2	2x 6 – 12 weeks as a guidance	When student fails to meet targets agreed during ISP1 OR Accumulation of information leads to Intervention for student OR When a student reaches 50 behaviour points within two terms	Year Lead meets with student and parents to agree targets plus a Mentoring Report instigated AND/OR Subject Report is instigated	Meeting with student and parents arranged by Year Lead Subject Review / Report documentation Arranged by pastoral Administrator Minutes circulated to parents / staff by Pastoral Administrator	Student achieves targets and plan deescalates to SS OR A second round of ISP2 is completed OR Intervention is escalated to ISP3 (or higher)
Senior Progress Coordinator	ISP3/ My Plan+	6 – 12 weeks as a guidance	When student fails to meet targets agreed during ISP2 OR Accumulation of information leads to Intervention for student	SPC has a formal meeting with parents and student to discuss and agree targets	Meeting with student and Parents arranged by SPC Subject Review / Report documentation raised and monitored by SPC Minutes circulated to parents / staff by Pastoral Admin	Student achieves targets and plan deescalates OR Alternate arrangements made OR PSP due to student being a risk of permanent exclusion
SPC recommends to DHT – joint monitoring & involvement	PSP	16-week time limit with pre-set review dates for: Initial, Interim, Final meetings	When student fails to meet targets agreed during ISP3 OR Information indicates that student is at risk of permanent exclusion	Initial meeting arranged with: SPC / DHT Student’s parents/ carers	Meeting arranged by SPC Subject Review documentation raised and monitored by SPC Documentation collated ahead of meeting Plan completed by SPC Minutes circulated to parents / staff by Pastoral Admin	Student achieves targets and plan deescalates OR Student is permanently excluded



Appendix 5: Support & Interventions for Sixth Form

Stage and key staff	Examples of Conduct / achievement concerns	Examples of possible interventions
<p>Examples of early informal intervention dealt with by the subject teacher / Learning Mentor</p>	<p>The first or second instance of:</p> <ul style="list-style-type: none"> • Failure to complete homework / Directed Study task • Poor diligence • Low level disruption such as late arrival to the lesson / tutorial or talking inappropriately • Poor concentration or a lack of participation • Not being fully prepared for the lesson / tutorial 	<ul style="list-style-type: none"> • Reminder of expectations • Checking understanding / barriers to completion of task / conduct • Opportunity for further support • Opportunity to catch up in reasonable timescale • Alert LM / Subject staff as appropriate and/or for feedback
<p>Examples of matters beginning to cause concern, dealt with by the subject teacher / Learning Mentor</p> <p>Level 1</p>	<p>Additional instances of:</p> <ul style="list-style-type: none"> • Failure to complete homework / Directed Study task • Poor diligence • Low level disruption such as late arrival to the lesson / tutorial or talking inappropriately • Poor concentration or a lack of participation • Not being fully prepared for the lesson / tutorial 	<ul style="list-style-type: none"> • Verbal warning • Opportunity to submit / re-submit work with an appropriate deadline • Level 1 Recorded on SIMS with action such as timescale agreed for resubmission / additional support arranged / Directed Study supervisor alerted etc. • LM informed if subject based
<p>Examples that might result in referral to the Head of Subject by the subject teacher</p> <p>Level 2</p>	<ul style="list-style-type: none"> • Repeated occurrences of the above during a lesson or over a number of lessons • Defiance of the classroom teacher • Continued poor diligence in classwork or homework • Any matter that the teacher feels is serious enough to merit immediate intervention by the Head of Subject 	<ul style="list-style-type: none"> • Targets set for improvement • Parent/carer informed • Level 2 Recorded on SIMS with action such as constructive detention held / additional timetabling arranged with DS supervisors for subject catch-up etc. • LM hold supportive progress meeting with student & record outcome eg Level 2 subject report issued.
<p>Examples that might result in referral to the Sixth Form Team by the Head of Subject</p> <p>Level 3</p>	<ul style="list-style-type: none"> • Any matter that is clearly a contractual issue such as the failure to meet a coursework deadline or plagiarism • Defiance of the Head of Department • An instance where the Head of Department suspects that the issue experienced is not limited to their subject area 	<ul style="list-style-type: none"> • First formal written warning level 3 issued to student by ADoS copied to LM • Level 3 recorded on SIMS with action such as link to Level 3 improvement plan / poor conduct restorative detention – community service etc.



	<ul style="list-style-type: none"> An instance where input from the subject teacher and Head of Department have not brought about improvement Where an impending deadline, examination or other such necessitate a combined approach to avoid academic underachievement Any matter that the Head of Department feels is serious enough to merit immediate intervention by a member of the Sixth Form Team 	<ul style="list-style-type: none"> Level 3 meeting with ADoS / student defining improvement plan Targets and timescale agreed Support arranged for identified progress barriers Review meeting scheduled Parent / carer informed & meeting if appropriate
<p>Level 3 review Student fails to meet agreed targets</p> <p>Level 4</p>	<ul style="list-style-type: none"> Serious underachievement is indicated in one or more subject areas Deliberate and persistent failure to follow the Sixth Form Code of Conduct Misconduct falling short of Gross Misconduct 	<ul style="list-style-type: none"> Second Formal Written warning Level 4 issued to student by Director of Sixth Form copied to LM / ADoS Level 4 recorded on SIMS with action such as arrangements for placement meeting / outside agency involvement / internal or external exclusion arrangements etc. Level 4 placement meeting with Director of Sixth Form and ADoS as appropriate / student / parent/carer reviewing improvement plan and considering options <ul style="list-style-type: none"> Revised targets and timescale agreed Further appropriate support arranged for identified progress barriers Review meeting scheduled
<p>Level 4 Review Student fails to meet agreed targets</p> <p>Level 5</p>	<ul style="list-style-type: none"> Serious underachievement is evident in one or more subject areas Continued failure to follow Sixth Form Code of Conduct Gross Misconduct 	<ul style="list-style-type: none"> Withdrawal from subject and/or place in Sixth Form withdrawn Level 5 recorded on SIMS with action Student / parent / carer informed Referral to police / Governors Disciplinary Committee / Permanent exclusion as appropriate
<p>At any Level, students may be issued with extension to the improvement plan IF justified by substantive movement towards meeting agreed targets.</p>		
<p>A subject teacher or Head of Subject might refer a student directly to the Sixth Form team if they have previously been identified as a potential or actual cause for concern.</p>		
<p>All matters relating to child welfare and safety should be reported immediately to the DSL/DDSL team.</p>		



Appendix 6: Rewards and celebration arrangements

Reward:	Recognised Quality:	Reward Mechanism:
Attendance All high attenders shared with Year Group	Attendance Achievements Certificate/Easter Egg – 99%/100% attendance at end of Term 4/Gift Vouchers – 100% at end of Term 6	End of Term Celebration Assembly
'Go Green' Prize Draw	Curriculum Monitoring / Positive scores for Attendance, Conduct, Attitude to Learning and Attitude to Homework	End of term Celebration Assembly
Prize Draw	Good conduct / Students with zero behaviour points across the year	Celebration Assembly
Encouragement Badge – Based on CM data.	Most improved / Growth Mindset – Overcoming obstacles Identification of students who have made significant progress since previous reporting or start of year – informed by teacher recommendation to Year Lead.	End of Term Celebration Assembly
Encouragement Badge – Based on CM data.	Effort / Resilience, grit and hard work To all students with effort aggregated score above agreed threshold level.	End of Term Celebration Assembly Tea with the HT
Commendation Badge – Based on CM data	Highest Achievement / Greatest progress	End of Term Celebration Assembly
Badge & Certificate	Citizenship, including / Kindness and Selflessness Individual awards for unique and substantial acts of unconditional kindness or selflessness	End of Term Celebration Assembly Learning Mentor & Year Lead
SLT Commendation Badge & Certificate	Leadership / Formal and informal recognition of leadership e.g. School Council contribution, House contribution, Sports Captain, Learning Mentor group project, setting a significant example to others in conduct.	End of Term Celebration Assembly Nominations to HT/SLT by Year Lead
House Colours Ties House Sports Badge Celebration assembly recognition of captain and teams	Sporting Excellence To the highest achieving student (male and female) in each sport in each year. To all team members for teams who win District or County trophies To students who have consistently represented the school in a sports team or sporting event	End of Term Celebration Assembly Head of PE nomination
Certificate Music Silver and Gold Awards	Success in the Arts / Highest achievers and sustained high achievement	End of Term Celebration Assembly Head of DART & Drama, nominations Head of Music nomination
Reward:	Curriculum Subject Recognition – Achievement, Progress and Contribution	
SIMs Achievements	Day to day recognition in line with Behaviour Management policy	
Subject Honours Board	Subject teams recognition – Faculty specific	
Pastoral Recognition Postcard home	Progress across the curriculum, sustained positive scores for Attendance, Conduct, Attitude to Learning and Attitude to Homework	As earned



Recognition Postcard home	General good work, progress and growth mindset	As earned
Achievement Postcard home	Good assessment result or extended piece of work	As earned
Phone call /email home	Improvement / recognition	As earned
Pathways Major Achievement Certificate	For students who achieve a grade above their target grade	As earned



Appendix 7: Sixth Form CAS@CH Bacc Awards

CAS@CH Bacc Award level	Community	Action	Scholarship
<p>Bronze award</p> <p>Student receives:</p> <ul style="list-style-type: none"> • a formal certificate with recognition of achievements. • an appropriate contribution to the club / charity of their choice • a Bronze award badge. 	<p>Student will have:</p> <ul style="list-style-type: none"> • taken on a role as a peer mentor within or beyond Sixth Form. • Supported at least three school events such as Open Evenings / guiding / interview panellist • taken part in house event(s) 	<p>Student will have:</p> <ul style="list-style-type: none"> • taken part in music – drama productions / represented the school in a sports team or debating team or subject based competition. • coached or supported a club in school or out of school / Involved in a charity event in or outside school 	<p>Student will have:</p> <ul style="list-style-type: none"> • met all of their academic targets • good habits of attendance & punctuality
<p>Silver award</p> <p>Student receives:</p> <ul style="list-style-type: none"> • a formal certificate with recognition of achievements. • an appropriate contribution to the club / charity of their choice • an award towards equipment for study or training beyond Sixth Form • a Silver award badge. 	<p>Student will have:</p> <ul style="list-style-type: none"> • taken on a role as a peer mentor within or beyond Sixth Form. • a responsibility role for at least three school events, as a senior prefect / subject champion / coordinator / team leader • a leadership responsibility for house event(s) 	<p>Student will have:</p> <ul style="list-style-type: none"> • achieved Silver award for Music or Drama and/or Represented the school at regional/ county level in sport or subject specialism • coached or run a club in school or out of school / organised a charity event in or outside school etc. 	<p>Student will have:</p> <ul style="list-style-type: none"> • exceeded academic targets (and/or) achieved A/B grades in all subjects. • excellent habits of attendance & punctuality
<p>Gold award</p> <p>Student receives:</p> <ul style="list-style-type: none"> • a formal certificate with recognition of achievements. • an appropriate contribution to the club / charity of their choice • an award towards equipment for study or training beyond Sixth Form • a Gold award badge. • their name recorded as achieving the Gold award in school honours list 	<p>Student will have:</p> <ul style="list-style-type: none"> • taken on a role as a peer mentor within or beyond Sixth Form. • a student Leadership role in the school demonstrating commitment across a number of whole school events. 	<p>Student will have:</p> <ul style="list-style-type: none"> • achieved Gold award in Music / Drama or represented the school as Sports captain at County level / Individual National and/or International level sport or subject specialism involvement etc. • demonstrated long term commitment to leadership of and direction of a team / club / charity in or outside school etc. 	<p>Student will have:</p> <ul style="list-style-type: none"> • exceeded all academic targets by at least two grades or A/A* in all subjects. • exemplary habits of attendance & punctuality



Links, Policy Control, Review and Approval

Links with other policies

This policy is underpinned by a number of other linked policies/protocols and should be read in conjunction with these, where further detail/information can be found;

- Attendance policy
- Acceptable use policy
- Anti-bullying policy
- Drugs and drugs management policy
- Equality policy
- School control and restraint protocol
- Searching and screening protocol
- Uniform policy

Other references related to in this policy can be found in the appendices

Policy Control

First approval date: May 2011 (previous years not known)

Date	Version	Author	Change/Action
May 2011	-	-	-
June 2013	-	-	-
Nov 2013	-	-	-
Sept 2014	-	-	-
Sept 2015	-	-	-
July 2016	-	-	-
July 2017	-	-	-
May 2018	-	-	-
June 2020	-	-	-
Mar 2022	2.4	JB	Full Review

Monitoring and Review

- 1) The Senior Leadership Team shall review this protocol from time to time to ensure that it meets legal requirements and reflects best practice.
- 2) If Staff have any questions about this protocol or suggestions for additions that they would like to be considered on review, they may do so by emailing the Headteacher or Deputy Headteacher.
- 3) The School will continue to review the effectiveness of this policy to ensure it is achieving its stated objectives.
- 4) The policy will be reviewed annually in March 2023.



Approval

Approved: March 2022
by Governors – Learning & Outcomes/FGB

Signed: 

[Amanda Aston] Chair of Governors



[Matt Pauling] Headteacher