



**CHEPSTOW  
SCHOOL**  
INSPIRING LEARNING

# **CHEPSTOW SCHOOL**

# **BEHAVIOUR FOR LEARNING**

# **POLICY**

**Approved by:** Full Governing Body

**Last Reviewed on:** 04/06/2026 by Wellbeing Committee

**Next Review Date:** June 2027

# CHEPSTOW SCHOOL | YSGOL CAS-GWENT

## Rationale

At Chepstow School, we strive to provide an emotionally secure environment, which meets the academic and wellbeing needs of all of our pupils. All pupils and staff have the right to expect a pleasant, safe, orderly environment whilst at school.

## Aims

- To define clear and reasonable standards of behaviour which are equally understood and accepted by all.
- To ensure that all staff (teaching and non-teaching) accept responsibility for maintaining good behaviour and to ensure early intervention when problems arise.
- To ensure that the needs of the pupils with educational and behavioural difficulties are identified early and met.
- To ensure regular and effective communication between the school and support services who will receive early notification of developing problems.
- To strike a healthy balance between rewards and sanctions both of which are clearly specified.
- To ensure that praise and rewards are accessible and deservedly given to pupils of all abilities.
- To ensure that sanctions, when necessary, are applied in a manner which avoids humiliation and charges of injustice.
- To build a sense of community in the school and to encourage staff, governors, parents, carers and pupils to play an active part in Chepstow's community.
- To provide personal, social and moral programmes as part of a pastoral education programme.
- To give pupils every opportunity to take responsibility and make a full contribution to school life.
- To recognise the importance of ascertaining pupil views on matters that concern them and to organise systems (such as the Student Leadership team) to take these into account.
- To discourage anti-social behaviour in all its manifestations (e.g. graffiti, litter, smoking, vaping, vandalism).
- To be alert to signs of bullying and other forms of harassment and to have procedures to deal with them firmly.
- To have systems to protect and support victims, more vulnerable members of the school community and those that, for whatever reason, require guidance, counselling and advice.

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## Expectations

The learner values that underpin the Behaviour and Discipline Policy at Chepstow School are:

*Ambition, Curiosity, Equity, Perseverance and Positivity*

- We expect all members of the school to behave courteously and respectfully towards one another.
- We expect the highest standards of behaviour in all aspects of school life, in order to enable effective learning and teaching to take place.
- It is important that rules, procedures and strategies to which we aspire are clearly understood and modelled by all members of the school community.
- We expect that the reputation of the school is upheld at **all** times.

## Classroom Expectations

Pupils should:

- behave in a way that enables others to learn.
- speak politely and respectfully to one another and to their subject/support teachers.
- respect the belongings of other people.
- ensure they follow all staff instructions, otherwise they may be placing themselves, their peers and staff at risk.
- remain in their seat, unless given permission or instructed to move by your teacher.
- do not engage in any activity which could cause harm to others or yourself.

At break and lunchtimes, pupils must:

- ensure they wash their hands before eating lunch.
- queue in an orderly manner.
- clear tables of food, cartons, etc, before leaving the dining area.
- not swap or share food.

## School Expectations

- Pupils must be properly and neatly presented in the full, correct school uniform.
- Pupils must line up outside a classroom in a disciplined way until told to enter by a member of staff.
- Bullying or cheating will not be tolerated.
- Pupils should leave valuables at home. Small sums of money are allowed, but pupils should not leave money or expensive items in coat pockets or bags.
- Mobile phones may be brought to school, but can only be used through instruction by a member of staff. Otherwise they must be turned off and placed in your school bag.
- Pupils should not carry medicines or tablets around the school. Medication (including inhalers) is to be handed into reception. If medication is to be taken during the day it is by arrangement with the School Nurse and the class teacher.
- Smoking and vaping is forbidden in school, and on the journey to and from school, and whilst wearing Chepstow School Uniform.
- Pupils should not bring the following items to school: glass bottles or containers, or chewing gum.
- Energy drinks are not allowed on school premises.
- Pupils are not allowed to bring any items onto school site which could potentially cause harm to other pupils or staff e.g. any controlled substance, tobacco, vapes, lighters, alcohol, knives or any other offensive weapon, laser pens and any item the Headteacher deems dangerous.
- Pupils should not leave the school premises without permission. All pupils must remain within the school grounds during the lunch hour.
- For inappropriate behaviour that is outside of school hours or that is not on the school site, the Headteacher may exclude a learner, for example:
  - To maintain good order on public transport, educational visits or travel to and from school
  - To provide reassurance to learners who may feel threatened or intimidated by the behaviour of other pupils
  - Provide reassurance to members of the public about the behaviour of our pupils, thus protecting the reputation of the school and community
  - Online activity or behaviour, if there is a clear link between that behaviour and maintaining excellent behaviour and discipline, safety and wellbeing among the school body as a whole.

## Positive Recognition

Pupils who choose to behave responsibly and show they are able to follow the rules find their efforts are recognised and rewarded. This positive recognition can take a number of forms:

- Praise – both public and private, written and spoken: a quiet word from the teacher, a thank you, a nod, a smile or a few well-chosen words.
- Class Charts points, will be our measure to allow pupils to participate in reward activities
- Positive letters, postcards and phone calls to parents and carers.
- Special Achievement Events such as Reward Assemblies that pupils earn through good attendance, behaviour and academic progress.
- Half-termly 'Golden Hour', where pupils who have consistently modelled our school values participate in a wellbeing activity of their choice.
- Reward visits, usually scheduled in December and July.
- Any pupil who receives a Fixed Term Exclusion (FTE) within a given term will not be eligible to participate in Golden Hour, in-house rewards, or external reward activities/trips during that same term, as rewards are explicitly linked to the consistent demonstration of positive behaviour.

## Trust and Respect

Teachers will develop an ethos where they have the trust and respect of the pupils. Pupils and their parents/carers have complete confidence in the staff of the school which allows them to praise and challenge, creating a healthy learning environment.

## De-escalation

Pupils are comfortable in voicing their opinions and challenging unfairness. Conflicts and disagreements are managed and resolved through appropriate interventions. Restorative approaches provide an ethos for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

## Consequences

Pupils need to be clear about what is right and wrong and the consequences that result from their decisions.

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Examples of Disciplinary Measures:

Example	Possibilities
Uniform Lapse	Internal Exclusion
Anti-Social Behaviour	Report to Form Tutor, detention.
Swearing	Report to Form Tutor, letter to parents, possible fixed term exclusion.
Dropping Litter	Loss of free time to pick up litter around school, verbal warning.
Misbehaviour	Depending on severity/frequency, report to Form Tutor, Head of Year, detention, letter to parents.
Smoking/Vaping	Report to Form Tutor, Year Leader, letter home, detention, letter to LA, fixed term exclusion.
Truancy	Phone call/letter home. Detention. On monitoring report for an agreed period. Pupil to copy up missed work.
Fighting	Report to Form Tutor, Year Leader, letter home, detention, internal exclusion or fixed term exclusion.
Vandalism/Graffiti	Internal report, letter home, detention, payment of repair/cleaning costs, meeting with parents/carers.
Theft	Letter home/meeting with parents/carers. Repayment, detention, withdrawal of privileges, placed on report. Report to police where necessary, possible fixed term exclusion.
Bullying: verbal, physical, cyber	Internal report. Letter home, interview with parents, detention and possible exclusion. Placed on report and behaviour monitored. Risk assessment if required.
Insolence to Staff	Detention/written apology, fixed term exclusion in certain cases.

**The Consequences Guide** (see Flow Diagram – Appendix 1) outlines typical behaviours and the level of consequence that may be appropriately applied by the school. This list of behaviours is not exhaustive and should act as a guide for school staff. Inappropriate behaviours are not linked to any one consequence. It should be noted that situations differ and individual circumstances will influence the sanction recommended. The sanction must be in line with our core values.

## Recording Behaviour

The school operates a computer-based behaviour management system through SIMS and ClassCharts. All staff have access to both systems via their laptops. All incidents, positive and negative points, actions taken and any follow-ups must be recorded into this system.

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## The Subject Teacher

Many pastoral issues arise in the teaching situation and subject teachers play an important role in identifying problems. The class teacher will deal with most problems at the outset. A variety of sanctions may be imposed.

For example:

- remove pupil from the room for a short period to reflect on their behaviour.
- set extra work (preferably not purposeless lines).
- keep pupils in at break or lunchtime – ensuring a reasonable time for the pupils to have lunch e.g. 20 minutes.
- isolate the pupil with a colleague.
- refer to Curriculum Leader with a recommendation for after school detention (if there has been a persistent breach of unacceptable behaviour).
- if the incident is serious enough send for the Curriculum Leader, Head of Year or member of the Senior Leadership Team so that the pupil can be removed from the classroom. They will be returned later for the subject teacher sanctions to be enforced.

## Curriculum Leaders

Curriculum Leaders are normally involved at the second stage of the discipline process. They normally intervene after initial action has failed or when a serious misdemeanour has occurred. The Curriculum Leaders will help deal with behaviour problems that occur inside the subject classroom and help remove barriers to avoid academic under-achievement.

Curriculum Leaders will initiate actions that could include:

- clearly express subject and curriculum learning expectations.
- act as the first line of referral when a pupil's classroom problems become persistent.
- satisfy him/herself that appropriate measures have already been taken.
- increase sanction to include detention if appropriate after consultation with Head of Year.
- withdraw pupil from their subject next lesson.
- suggest further measures (e.g. internal exclusion) in extreme cases.
- ensure subject teacher has contacted parents/carers.
- arrange a meeting with subject teacher and parents/carers.

## **Heads of Year**

Heads of Year are normally involved at the third stage of the discipline process. They normally intervene after several actions have failed or when a serious misdemeanour has occurred. The Head of Year will help deal with behaviour problems that occur outside of the classroom and deal with pupils whose difficulties span departments and contribute to academic under-achievement.

Heads of Year will initiate actions that could include:

- placing a pupil in internal exclusion or afterschool detention
- a mentoring programme
- parental/carers contact with expectation meeting
- a restorative meeting with all relevant pupils/teachers
- withhold privileges such as participation in school rewards, trips or sports events where they do not form an essential part of the curriculum
- formulation of a Personal Support Plan
- referral for Assessment and Specialist Support

**NB: Record all actions**

**This list is not exhaustive and 1 or more responses may be applied depending on the situation.**

## **Senior Leadership Team**

- respond to urgent calls where immediate help and the removal of a pupil is considered necessary – these would include:
  - serious disruption to the teaching/learning process
  - behaviours which would impact negatively on the health and safety of staff and pupils
- take appropriate action against the pupil, returning them to the classroom at a suitable time so that the teacher's sanctions can be enforced by the teacher.
- provide necessary support and advice to the member of staff involved.
- ensure the relevant sanction has been put in place with parental/carers involvement.

## After School Detention

- After school detentions will take place daily between 15.15 and 16:15.
- Pupils should be recommended for after school detention using Class Charts. The final decision rests with the Curriculum Lead, Head of Year or SLT.
- When a pupil is placed in detention, parents must be informed, by letter, giving at least 24 hours' notice and give them the opportunity to raise any objections that they may have.
- If a pupil is placed in detention frequently then the parents will be invited to discuss the matter with the Curriculum Leader or Head of Year. The pupil is likely to be placed on monitoring report.
- Any pupil failing to attend detention without a valid reason will automatically be placed in a second detention. Persistent absence will be treated as a serious breach of school rules and may result in an exclusion.
- Any misbehaviour in the detention will be treated as a serious breach of school rules and may result in an exclusion.

## Exclusions

Only the Headteacher is able to exclude a pupil. All exclusions are serious and the school aims to avoid them by making use of suitable alternatives that promote sustainable improvement in behaviour.

## Internal Exclusion Room

The purpose of 'Internal Exclusion' is to provide appropriately supervised education to secure improvements in the pupil's behaviour and to avoid a fixed term exclusion. As part of a whole school approach to behaviour and attendance, internal exclusion offers immediate, short-term provision in order that learning and teaching for the most pupils can continue uninterrupted.

Pupils will be required to complete set work whilst excluded from class and this work should be provided by the subject teacher. Pupils should also be encouraged to reflect on the reasons for their internal exclusion.

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All referrals for internal exclusion need to be discussed with the Deputy Headteacher (Health, Wellbeing and Inclusion). The exclusion will need to be recorded and communicated to parents/carers.

Behaviours which would warrant an internal exclusion:

- Refusal to follow a reasonable request
- Fighting
- Swearing
- Vandalism
- Bringing the school into disrepute

### **Mechanism for dealing with a potential Permanent Exclusion**

- If a pupil has gone through the hierarchy of sanctions and support that constitute Chepstow's pastoral support and behaviour modification processes then they may ultimately have to be permanently excluded from the school community.
- All problems relating to the pupil must be recorded at the time they occur. This will normally be recorded on SIMS but also any written accounts and on-report record books will form part of the pupil portfolio held by the Deputy Headteacher. Retrospective records are not acceptable.
- Any pupil who is likely to be leading up to a permanent exclusion **must** have a Pastoral Support Plan (PSP) and supported by appropriate external agency/agencies.
- Permanent exclusion must be viewed as the *ULTIMATE SANCTION* and will only ever be used as a final resort.

There will be exceptional circumstances where in the Headteacher's judgement is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- Serious actual or threatened violence against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Use or threatened use of an offensive weapon.

## **Pastoral Support Plans (PSPs)**

- Pastoral Support Plans are automatically triggered if a pupil has been subject to a pattern of fixed period exclusions – potentially leading up to permanent exclusion. It could be subject to an automatic time limit and extended if deemed necessary.
- The school will call a meeting of those involved, and may include an appropriate member of the LA (such as Educational Psychologist).
- Pastoral Support Plans must identify the cause of concern and what is reasonably required to remedy the situation; precise and realistic behavioural outcomes.
- Pastoral Support Plans should be discussed/shared with all staff who teach/support the pupil. They will include targets and suggested strategies to facilitate appropriate support and a staff member should be appointed to oversee it (usually Head of Year or ALNCO).
- Targets should be broken down into tasks with clear rewards and sanctions. It should be reviewed at least half way through the agreed duration.

In drawing up a Pastoral Support Plan, wellbeing staff should:

- Review any learning issues.
- Change teaching set if appropriate – identify a 'bully' in peer group.
- Provide any specialist support (such as Face 2 Face Counselling).
- Ensure the pupil and parent/carer voice is heard in the process.

## **Parents, Guardians and Carers**

Parents, Guardians and Carers have responsibilities as role models for our young learners and have an essential part to play in relation to the Behaviour and Discipline Policy. Chepstow School staff and Governors will support families and carers to help their child develop to their full potential. In order to support the school in meeting its aims, parents are requested to ensure that their child/children:

- attend school regularly and support the school in achieving a minimum 98% attendance rate for their child
- be punctual and inform the school of any absence
- wear the correct school uniform and have the necessary equipment for lessons
- complete and submit homework and coursework

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We believe that all parents/carers have a right to be heard, understood and respected, but school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands or unreasonable persistence or vexatious complaining.

## **The Role of the Governors**

Governors are involved with and agree the statements of principles and values made in this policy and will support the Headteacher in promoting positive behaviour across the school.

The Governing Body will not tolerate aggression towards members of the school community and will act to protect its staff and pupils from any form of abuse or intimidation. Any conduct of this nature could result in the school imposing conditions restricting your access to the school or banning you from contacting or attending the school altogether.

Governors are informed about behaviour and exclusions through:

- The Headteacher's report to the Full Governing Body
- Regular reports to the appropriate Sub-Committee

Governors are involved in exclusion procedures as detailed in the governors Guide to The Law. In summary:

### **A Pupil Disciplinary and Exclusion Committee.**

Governors are informed of all permanent exclusions and must meet to consider any decision to permanently exclude a child, or if a child has had more than 15 school days of fixed term exclusions, within 6 and 15 school days of being notified of the decision. The purpose of this meeting is for a panel of 3 governors, with no previous knowledge or connection to the incident(s) or pupil, to hear representations from the school and the parents/carers, in order to review the Headteacher's decision and to decide whether to uphold the decision or to order the reinstatement of the pupil either immediately or at a later date. A representative from the Local Authority may also be present.

For fixed term exclusions (usually of 5 days or more) a Governor Intervention Meeting may be organised. This is the same as a reintegration meeting but a governor with experience in behaviour and our pastoral system is present. The purpose of this meeting is to offer support to the school as

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well as to the pupil and parents/carers and to check that various strategies have been tried or could be tried. This is a more informal meeting to the GEP outlined above. In addition to the above a pupil, parent or carer may request for a governor review of any exclusion. Requests should be made in writing to the Clerk of Governors via the school's main office.

## Relationship to other policies

Uniform Policy

Anti-bullying Policy

Substance Misuse Policy

Use of Reasonable Force Policy

## APPENDIX 1

Chepstow School Access to Learning Flow Chart – September 2023

Stage	Examples of Behaviours	Responsibility & Action	Support
1	After one warning: <ul style="list-style-type: none"><li>• Lateness</li><li>• Repeated low-level disruption</li><li>• Lack of equipment</li><li>• Failure to complete work</li><li>• Failure to follow instructions</li><li>• Failure to submit Homework</li><li>• Inappropriate language amongst peers</li><li>• Lateness</li><li>• Repeated low-level disruption</li><li>• Lack of equipment</li></ul>	Class Teacher/Tutor: <ul style="list-style-type: none"><li>*Issue a 5-20 minute detention</li><li>*Record behaviour using class charts including relevant sanction</li></ul>	Curriculum Lead, Form Tutor & Head of Year

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	<ul style="list-style-type: none"> <li>• Failure to complete work</li> <li>• Failure to follow instructions</li> <li>• Failure to submit Homework</li> <li>• Inappropriate language amongst peers</li> </ul>		
2	<p>If any of the above has been sanctioned twice and is still continuing to occur, the subject teacher needs to escalate to the Curriculum Lead.</p>	<p>Curriculum Lead:</p> <ul style="list-style-type: none"> <li>*Issue a 30+ minute detention either at lunch or afterschool</li> <li>*Withdraw the pupil for the next subject lesson with work provided by subject teacher</li> <li>*Internal isolation if needed arranged through Head of Year and Deputy Headteacher</li> <li>*Arrange meeting with parent/carer and invite subject teacher and Head of Year to attend</li> </ul>	<p>SLT link Head of Year</p>
3	<p>Escalated behaviours:</p> <ul style="list-style-type: none"> <li>• Repeated/continuous offences of the above with CL involvement</li> <li>• Serious disruptive behaviour preventing the progress of learning of others</li> </ul>	<p>Head of Year:</p> <ul style="list-style-type: none"> <li>*Arrange meeting with parents/carers and devise Pupil Support Plan (PSP)</li> <li>*After school detention issued</li> <li>*Change of learning group</li> </ul>	<p>Deputy Headteacher</p>

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	<ul style="list-style-type: none"> <li>• Rudeness and abusive behaviour towards a member of staff</li> <li>• Walking away from a member of staff</li> <li>• Truancy</li> <li>• Threatening behaviour</li> <li>• Abusive behaviour towards another pupil</li> <li>• Physical aggression</li> <li>• Repeated refusal to meet expectations</li> <li>• Vaping/Smoking</li> <li>• In-appropriate use of ICT/mobile phones e.g. cyber bullying, taking images of another peer/staff</li> <li>• Bringing the school into disrepute</li> </ul>	<p>*Withdrawal from lessons for a fixed period of time</p> <p>*Internal isolation</p> <p>*Fixed term/Permanent exclusion</p>	
4	Escalation of any of the above or a more serious one-off incident.	<p>Senior Leadership Team</p> <p>*Friday after school detention</p> <p>*Fixed term/Permanent exclusion</p>	Deputy Headteacher Headteacher