



Chipping Sodbury School

Behaviour Procedure

Updated	Nov 2025
Review date	Nov 2027
Linked policies	Athelstan Trust Behaviour Policy Anti-Bullying Procedure Teaching and Learning Procedure

Rationale

Positive behaviour is a fundamental aspect of good learning and has a significant impact on good standards and progress. Good behaviour is promoted and supported by high quality teaching and learning. The teaching and management of positive behaviour is, therefore, a vital part of our work at Chipping Sodbury School and underpins all aspects of school life. It reflects the school's core values of respect, responsibility, integrity and aspiration. Every student will understand clearly what the school expects and be encouraged to succeed in fair and inclusive surroundings.

All our work on behaviour will emphasise:

- A respect for the rights of the individual
- A recognition of individual responsibility on the part of all to protect those rights
- A consistent approach by all members of staff
- Positive behaviour as a key to effective teaching and learning

Purposes

- To build a culture of achievement and an ethos of success
- To develop self-esteem and appreciation of worth
- To create a safe environment by discouraging bullying and promoting equality for all
- To establish clear expectations of appropriate behaviour among students, parents, staff and governors
- To achieve consistency in the management of student behaviour by members of staff
- To create a shared, common language that promotes positive behaviour
- To foster a sense of community based on shared values
- To encourage students to make appropriate choices and understand the consequences of these choices

Guidelines

- All members of staff have the responsibility to teach and encourage high standards of behaviour in keeping with the school's values and ethos.

- All teaching and learning programmes will support the development of students' social, emotional and behaviour skills
- A behaviour overview that details the way we will work together, demonstrating our school values, is shared with students, staff and parents
- All students will be rewarded and/or praised for effort adding to school values
- There is a clear structure of rewards and sanctions communicated to all members of the school community
- Parents will be made aware of school expectations through the Home-School Agreement which includes their role in helping students to achieve
- Aspects of this Behaviour Procedure will be reinforced through restorative conversations, assemblies, tutor group activities, in-house training, meetings etc.
- To ensure quick and effective handling of all behaviours, the recording of all incidents will be through Class Charts. This data will be used to inform support for vulnerable students and to inform discussions with parents, staff, multi-agency partners and governors about patterns of behaviour
- To ensure the fair and appropriate implementation of sanctions and rewards, the school will monitor the impact of these on different vulnerable groups, for example, fixed term exclusions for students with special educational needs
- Summary behaviour data will be shared with parents through the Class Charts app
- Behaviour support plan meetings led by PPLs will agree, plan and implement effective interventions to help manage the behaviour of more vulnerable students and students with additional needs. A log of student interventions will be recorded to enable the monitoring and evaluation of these support plans

Students at Chipping Sodbury should:

- Develop resilience
- Show respect and integrity
- Take responsibility
- Be healthy
- Maximise their efforts
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Work hard to achieve economic well-being
- Be aspirational in their learning

Chipping Sodbury School Values

We respect ourselves, others and our environment

We have aspiration for our futures

We show integrity in all that we do

We take responsibility for our actions.

At Chipping Sodbury School, our values are an integral part of school life and all students are expected to demonstrate these daily both inside and outside the classroom. These values underpin our behaviour system and aim to shape student behaviours and characters to become well rounded members of society.

Implementation of this behaviour procedure contributes to these outcomes and also promotes the well-being of members of staff as well as students. In this way, our four core values will be demonstrated across the school.

Conclusion

The implementation of this procedure will enable the school to maintain high standards of student behaviour. Positive behaviour management will ensure the high quality of teaching and learning through enhanced relationships between staff, students and other members of the school and its community.












APPENDIX 1: Chipping Sodbury School values



APPENDIX 2: Chipping Sodbury School value behaviours

 Respect	 Integrity	 Aspiration	 Responsibility
<ul style="list-style-type: none"> • Being polite to all members of the school community • Showing that you want yourself and others to learn • Listening carefully and consistently following instructions • Showing consideration on the corridors/outside communal areas • Respecting other students' space and avoiding physical contact with other students • Showing due consideration to all forms of diversity 	<ul style="list-style-type: none"> • Valuing other people's ideas, values, work and contributions • Being able to assess other students' work fairly • Being honest enough to learn from mistakes • Make positive choices during the school day, such as volunteering to help a member of staff without being asked • Keeping the school site safe and clean • Sticking to the rules of specialist rooms 	<ul style="list-style-type: none"> • Striving to make outstanding progress e.g. on subject score boards • Completing work to the best of your ability • Undertaking a leadership role • Taking part in a co-curricular activity • Understanding that sometimes failure is needed in order to achieve • Volunteering to help in the community 	<ul style="list-style-type: none"> • Taking pride in your personal conduct and effort • Making sure you are in the right place at the right time, including lunchtimes • Having the correct uniform and equipment • Completing homework to a deadline and to the highest possible standard • Asking for help if you need it • Consistently following the school's mobile phone policy

APPENDIX 3: Chipping Sodbury School shared 'Language for Relationships'

<p>Re-engage....</p> <p>to make the most of opportunities</p> 	<p>Restoring Relationships</p> 	<p>Relocate....</p> <p>someone to a safe space</p> 
<p>Reconnect....</p> <p>with yourself and others</p> 		<p>Reflect....</p> <p>on what has happened</p> 
<p>Refocus....</p> <p>on what you should be doing</p> 		<p>Resolve....</p> <p>the problem by working together</p> 
<p>Respond....</p> <p>calmly, with a positive choice</p> 		<p>Regulate....</p> <p>emotions using support & strategies</p> 
<p>Remind....</p> <p>someone of what is expected</p> 		<p>Reset....</p> <p>to have a fresh start next time</p> 

APPENDIX 4: Chipping Sodbury School 'Restorative Conversation' framework

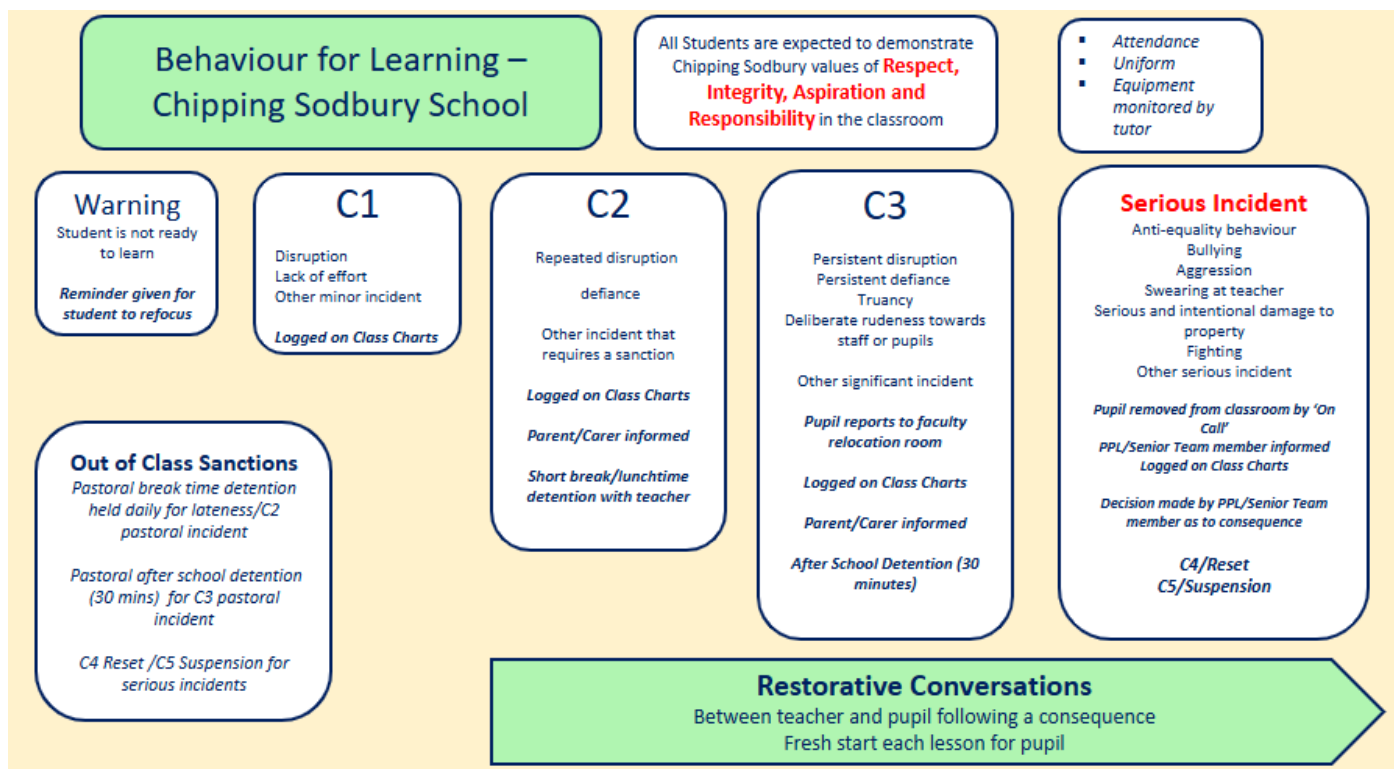


Restorative Conversations – 6 Steps to Success

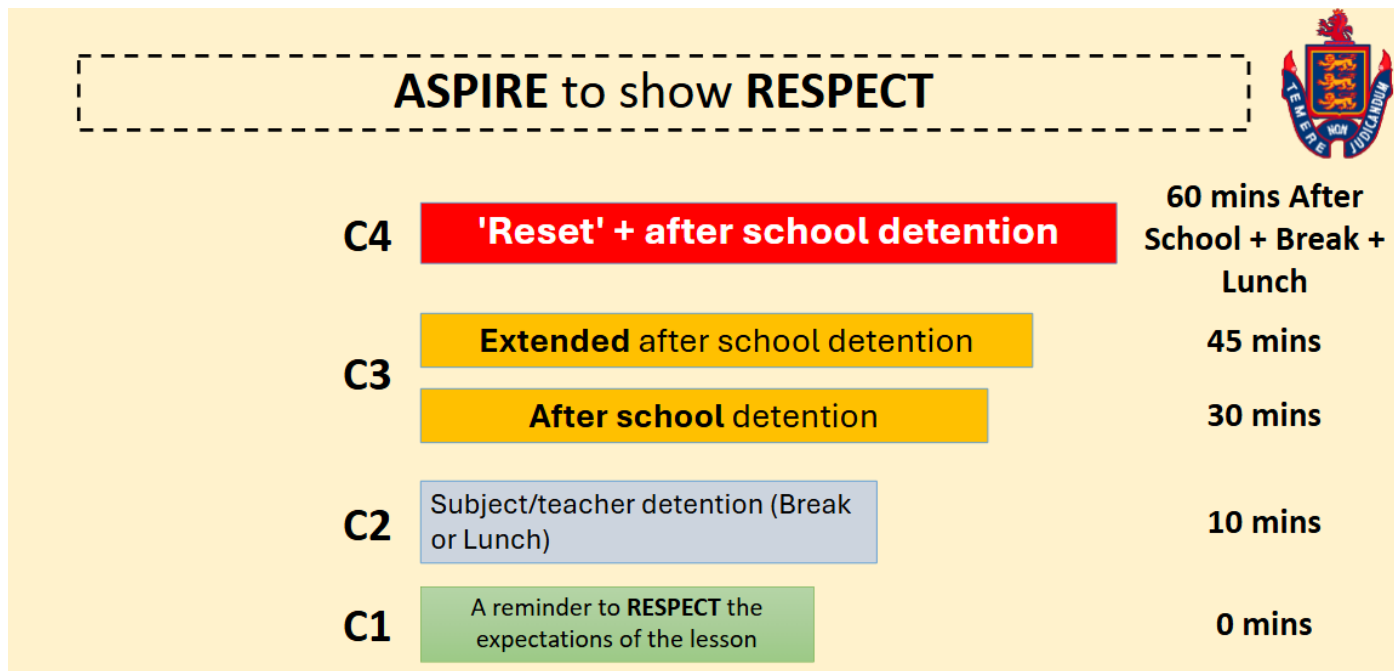


<p>STEP 1: Open lines of communication</p> <p>At the right time and in the right place, open the lines of communication. Let the person know that you will listen to them and their perspectives, then do just that. This is not the time for advice, lectures or judgement.</p> <ul style="list-style-type: none"> • “How’s it going? I wanted to talk with you about _____.” • “It would be good to reconnect” <p>Use another neutral adult to support/lead the restorative conversation if needed.</p> <p>Sometimes a pre-meeting conversation is needed with both participants, so they know what to expect and can plan what they might say.</p>	<p>STEP 2: Allow them to explain the situation</p> <p>Allow them to explain the situation from their perspective. Try to see the situation from their point of view. Remember that people may often feel very differently about the same event.</p> <ul style="list-style-type: none"> • “What happened?” • “Can you tell me more about _____.” • “What were you thinking at the time?” • Can you reflect on how you were feeling at the time? <p>Actively listen and then summarise what you have heard. ‘So, what you are telling me is.....’</p>	<p>STEP 3: Identify what led up to the incident</p> <p>Identify what led up to the incident and any root causes. Help the person gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour.</p> <ul style="list-style-type: none"> • “It sounds like you felt _____. What made you feel that way?” • “What happened before it started?” • “How did you respond to_____?” • “What else do you think was going on with _____?” • “Has this happened before?”
<p>STEP 4: Identify the impact</p> <p>Help the person see how their behaviour affected those around them. They may need help understanding consequences they can’t see, such as hurt feelings.</p> <ul style="list-style-type: none"> • “What role do you think you played in this situation?” • “Who else do you think has been affected/upset/harmed by your actions? How?” • “When I heard/saw _____, I felt _____ because I _____.” • “How do you feel now?” 	<p>STEP 5: Address needs and repair harm</p> <p>Help the person decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence.</p> <ul style="list-style-type: none"> • “What can you do to make things better?” • “If you were _____, what do you think you would need?” • “What do you need to help you do that?” • “How can we help you regulate your emotions?” • “What would you like to see happen?” 	<p>STEP 6: Create an agreement</p> <p>This may just be a verbal agreement but could be a visual checklist or even a written letter or contract. Remember to follow through on your own promises.</p> <ul style="list-style-type: none"> • “Based on our talk, I heard that you will _____. I will also _____.” • “Can we agree on this ‘reset’ plan?” • “I’m going to check on you in a while to see how things are going.” • It’s great that we can help re-engage you with school/learning.”

APPENDIX 5: Chipping Sodbury School Behaviour for Learning overview



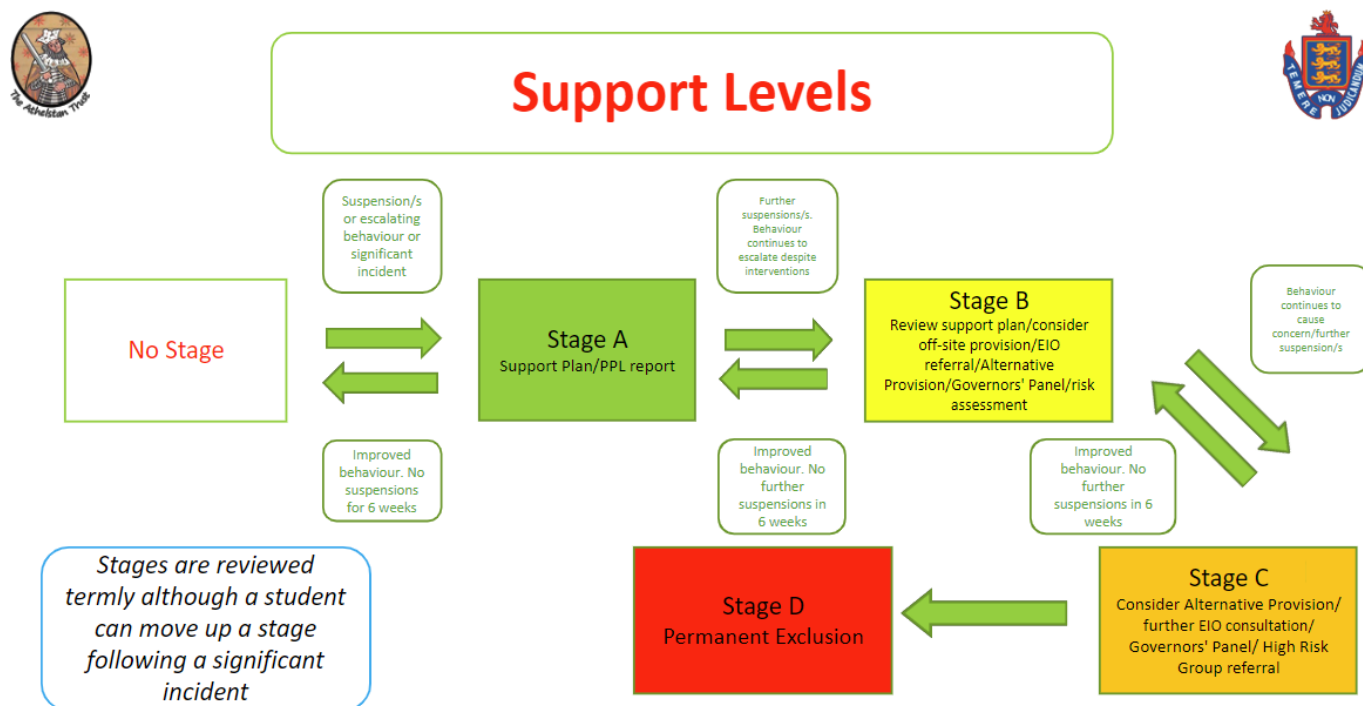
APPENDIX 6: Chipping Sodbury School detention overview



APPENDIX 7: Chipping Sodbury School rewards overview



APPENDIX 8: Chipping Sodbury School Behaviour Stage overview



APPENDIX 9: Chipping Sodbury School behaviour support overview



No Stage

Student may be supported by a Tutor Report where appropriate, contact with home, attendance monitoring, punctuality report, PPL report, SEND support where relevant, support from pastoral or safeguarding team

Stage A

In addition to actions already started, The student will be on report to PPL. Parents will attend a support meeting, support plan/EHAP started, further pastoral support and SEND support as appropriate, barriers to learning discussed.

Stage B

In addition to actions from Stage A, support plan/EHAP reviewed, consider EIO referral, Assistant HT monitoring, consider 6-week off-site provision, consider Alternative Provision/mentoring, external support agencies, Governors' Panel, consider Risk Assessment

Stage C

In addition to actions from Stage B, provision and support should be reviewed, EIO consultation, Deputy HT monitoring, discuss student with behavioural support team/lead SENCO from Cluster, Alternative Provision, Governors' Panel, High Risk Group referral

APPENDIX 10: Chipping Sodbury School trip behaviour procedure

Trips



- Students on a behaviour stage (A/B/C) are not allowed to participate in external enrichment trips. They may attend curricular-based trips if the risk assessed by the Education Visits Coordinator is deemed sufficiently low to ensure the trip can run smoothly and safely.
- Trip leaders reserve the right to ask a parent/carer to collect their child from a trip and remove them from future trips if their behaviour is deemed unsafe and/or is causing disruption to the rest of the trip party.



Mobile Phones

- Phones can be brought to school but **MUST** stay in bags and should not be seen or heard during the school day at all. Make sure phones are **switched off**
- If a phone is seen by a member of staff, or it is causing a distraction because it has not been switched off, it will be confiscated and a **C3 sanction** awarded. The phone will be kept securely in the safe (First Aid office) until the end of the day when it can be picked up by the student
- Students refusing to hand in their phone to a member of staff will receive a C4/C5 depending on the circumstances
- Phones can be used in class **if permission is given by the teacher** for educational reasons
- If a phone is confiscated on 3 occasions or more, a parent/carer will be contacted and arrangements made for them to pick the phone up and there will be a mobile ban in school
- The school reserves the right to issue a phone ban for a fixed time of time if a student refuses to comply with the mobile phone school expectations



Students who have an urgent need to contact home during the day are asked to speak to a member of staff on reception or their PPL.

