

# Positive Behaviour for Learning Policy

The Chantry School



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## 1. Aims of the Policy

We are committed to ensuring pastoral care is of the highest standard. We strive to ensure every pupil is known, valued, and supported. As individuals and members of the wider staff body, we understand our professional responsibilities and the role we each play in the development of young people. We expect the young people to be highly motivated and ambitious through the implementation of a framework which demonstrates 'high expectations, high challenge and high support'.

At The Chantry School, we believe that a consistent and clear approach to behaviour management is needed to foster a positive climate for learning. This policy is intended to provide clarity on the expectations, routines and systems that enable every member of staff to teach in a positive and supportive environment.

This policy sets out the framework of The Chantry School's Approach to promote good behaviour, self-discipline and respect known as 'Positive Behaviour for Learning'. The Chantry School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and providing the best possible learning experience for all pupils to achieve their full potential, regardless of their starting point. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same because we believe everyone has a right to learn. The policy places clear expectations on pupils and staff to show mutual respect, for the school community to understand and express the importance of education and for pupils to understand the impact of consequences on their future lives.

The Chantry School fully acknowledges our responsibility to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act 2010), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

### **Aims of the policy**

- To create a culture of exceptionally good behaviour to enable a thriving learning community for all by acting quickly and firmly using a full range of strategies if behaviour does not meet our expectations;
- To promote self-esteem, discipline and positive relationships;
- To provide a safe environment where learning is free from disruption, violence, bullying and any form of harassment;
- To educate pupils what is acceptable and unacceptable behaviour;
- To help pupils self-regulate their behaviour and be responsible for the consequences of it;
- To ensure a consistent approach to tackling positive and negative behaviour;
- To make reasonable adjustments for those pupils with special educational needs and/or disabilities. This will include those pupils with a medical diagnosis and/or who have an Education Health Care Plan (EHCP) in place, as well as pupils with identified additional needs who may require additional SEND and/or pastoral support;
- To promote early intervention where needed;

The policy will enable our staff to:

- Build and maintain excellent relationships with all pupils, parents, and carers;
- Ensure the rights and responsibilities of all members of the school community are upheld;
- Teach effectively in an environment where pupils are ready to learn, are respectful to all members of our community and behave in a manner which promotes personal and community safety;
- Promote and develop empathy in pupils;

- Develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions;
- Initiate appropriate behaviour through their own modelling and use of effective strategies;
- Feel supported in dealing with challenging behaviour through both collective application of standards and the behaviour management infrastructure;
- Recognise and actively encourage positive behaviour;
- Work with a positive, proactive approach to behaviour management;
- Apply the policy fairly with visible consistency and contribute to its monitoring and evaluation.

## 2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

## 3. Definitions

### Definition of Misbehaviour:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes;

- Non-completion of classwork or homework ;
- Poor attitude to learning and others;
- Incorrect uniform or organisation for learning;
- Failure to follow school rules or appropriate adult instructions;

### Definition of Serious Misbehaviour:

- Repeated breaches of the school rules;
- Abusive language or behaviour towards adults;
- Any form of bullying (see below);
- Sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation;
- Vandalism;
- Theft;
- Any form of violent behaviour;
- Smoking/Vaping;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
  - Knives or weapons (including imitation weapons or objects used as weapons or objects intended to be seen as weapons by others)
  - Alcohol
  - Illegal drugs

- Stolen Items
- Tobacco, cigarette papers or vaping equipment
- Fireworks
- Pornographic images
- Any article a staff member 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 pupil) or cause distress to any other member of the school community.

#### 4. Bullying

Our accepted definition of bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

#### 5. Child on Child Abuse

At the Chantry School, we have a zero-tolerance approach to child-on-child abuse, it is never acceptable and will not be tolerated. We are not complacent and recognise that it is possible that child on child abuse (including online) could be happening, even when there are no complaints. It should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that there are different forms of child-on-child abuse which can take place, including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (known as teenage relationship abuse).
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals.

Child on child abuse can be perpetrated face to face or indirectly. Single acts of any forms of abusive behaviour will not be tolerated.

We make every effort to prevent such incidents occurring, including the implementation of a comprehensive 'Relationship and Sex Education Programme'.

In cases where child on child sexual violence and/or sexual harassment types of behaviours are witnessed or reported, adults will take such incidents seriously, not dismiss, excuse, or tolerate the behaviours as children being children. In all cases

Adults will:

1. Stop the behaviour.
2. Follow the positive behaviour policy and apply the appropriate sanction
3. Record and report the behaviour to a designated safeguarding lead via CPOMs in keeping with the school's safeguarding and child protection policy.

The school will keep and maintain comprehensive records of incidents on CPOMs which will be carefully and regularly analysed to continually improve our practice. We will work with professionals as required to understand why a child may have abused a peer. The child's age, development stage and nature and frequency of the allegations will all be considered as well as whether the actions were deliberately invented or malicious.

Support and consequences will be considered on a case-by-case basis, including whether they pose a risk of harm to other children. Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the Police.

Where necessary the pupil that has harmed another child, may receive a consequence in line with the Positive Behaviour Policy which could be:

- A referral to the BSU
- A planned intervention
- A suspension
- A managed move
- A permanent exclusion

The Chantry School acknowledges that school can be significant protective factor for children who have displayed harmful sexualised behaviour, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made.

If the decision is to take disciplinary action, then the school will ensure they are still implementing appropriate support at the same time.

## 6. Prejudicial or Discriminatory Behaviours

The Chantry School responds to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. We have a zero-tolerance approach to any forms of prejudice or discrimination. These

incidents will be dealt with following the process in The Chantry School Anti-bullying Policy and Positive Behaviour Policy. The Headteacher will decide whether it is appropriate to notify the police of an anti-social/ hate crime.

## 7. Roles and Responsibilities

The Governing Body is responsible for:

Approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour;
- Ensuring that all staff understand the behaviour expectations and the importance of maintaining them;
- Ensuring that staff deal effectively with poor behaviour choices;
- Monitoring that the Positive Behaviour Policy is implemented by all staff consistently with all groups of pupils;
- Providing new staff with a clear induction into the school's Positive Behaviour culture to ensure they understand the rules and routines and how best support all pupils to participate fully;
- Offering appropriate training in positive behaviour, and the impact of special educational needs and disabilities (SEND) and mental health needs on positive behaviour, to any staff who require it, so they can fulfil their duties as set out in this policy.
- Ensuring that the Positive Behaviour policy works alongside the Safeguarding Policy to offer pupils both sanctions and support where necessary;
- Ensuring that the data from the behaviour log is regularly reviewed, to make sure that no groups of pupils are being disproportionately impacted by this policy;

Senior leaders will:

- Be a visible presence around the site and corridors and especially at changeover times;
- Regularly review procedures and practices to ensure we are building a culture of success;
- Support all staff in making it clear to pupils what standards of behaviour are expected
- Support all staff in applying the behaviour policy;
- Support middle leaders and all staff in managing pupils with more complex or entrenched negative behaviours;
- Use behavioural data to target and assess school wide trends, policy and practice;
- Regularly review provision for pupils who fall beyond the range of written policies;
- Take time to welcome pupils at the start of the day.

Head of Years:

- Actively promote positive behaviour through assemblies, regular communication with parents/carers, monitoring of data and targeted interactions with pupils;
- Where appropriate, seek early help for individual pupils by working with the SENCO, Pastoral Support Team, pastoral leads and external agencies;
- Offer advice and support for staff;
- The Head of Year will support subject teachers and support Form Tutors where efforts have been made to gain parental support but have not proved successful.
- Serious pastoral issues should be referred directly to the Head of Year who will deal with them personally or involve the Pastoral Lead depending on the severity of the issue. They will then inform Form Tutors of any Behaviour Policy decisions made.

- Implement and monitor support Strategies from the support menu (page and section).

All staff are responsible for:

- Knowing and valuing the pupils they teach;
- Preparing lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded;
- Ensure that the policy is consistently and fairly applied both in and outside the classroom.
- Exercise classroom management that encourages positive behaviour;
- Giving first attention to best conduct utilising rewards, recognition, praise, and motivation to secure engagement;
- Promoting and following highly consistent routines including follow-up conversations, consistent teacher habits, and non-verbal cues;
- As form tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern;
- Ensuring visible consistency based on calm adult behaviour, emotional control, and high teacher expectation;
- Using language and strategies when delivering sanctions to promote de-escalation and minimise disruption and confrontation;
- Engaging in restorative conversations and develop relationships;
- Recording all behaviour incidents on SIMs in a detailed format;
- All staff members (teaching or non-teaching) have a duty of care to the pupils and their colleagues and as such, are expected to challenge pupils when they observe unacceptable behaviours whether in the classroom, on the corridors or elsewhere on the school site. In order to promote consistency across the school it is important that all staff meet their obligation in challenging pupils whenever they are aware of unacceptable behaviours. Although not an exhaustive list, unacceptable behaviours include: eating and drinking on the corridors, incorrect uniform, unacceptable use of language, any form of bullying, play fighting/boisterous behaviour, rudeness to staff or pupils and lateness to lessons.
- Where there are serious pastoral concerns regarding a pupil, a referral should be made to the Head of Year via CPOMs or email as this provides important evidence should parents become involved. An email will suffice. **No verbal referrals will be accepted.**
- Serious pastoral issues should be referred directly to the Head of Year who will deal with them personally or involve the Pastoral Lead depending on the severity of the issue. They will then inform Form Tutors of any Behaviour Policy decisions made.

### Form Tutor responsibilities

- It is important that Form Tutors take the first line of responsibility for pastoral issues. This includes regular communication with parents when there are concerns regarding a pupil.
- As a Form Tutor, establish and revisit the school's expectations with individuals who are contravening standards through monitoring uniform, behaviour, equipment and punctuality. Use tutor time to have 1:1 conversations.
- If the Form Tutor considers that their efforts to gain support from parents is no longer working, then a referral should be made to the Head of Year who can then decide on what further action should be taken.

The senior leadership team and wider pastoral staff will support staff in responding to behaviour incidents

### Pupils

Pupils are expected to:

- Attend school on time every lesson, every day;
- Be a focused and attentive pupil prepared to learn;
- Recognise and respect the authority of staff and other adults in the school, listen to and act on directions -first time every time;
- Not disturb the learning of their peers in lessons;
- Wear full uniform (and PE Kit) including black shoes, school bag, planner, pen, pencil, ruler & rubber;
- Be honest, polite and respectful to all pupils and adults, including their possessions;
- Take responsibility for their own actions;
- Co-operate with and follow the school's code of conduct;
- Work to the best of their ability at all times and value their own learning and work, including that of others;
- Be kind and thoughtful treating other pupils, property, and the school site as you would wish to be treated yourself;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

***See the Pupil Code of Conduct (Appendix 2)***

### **Parents and Carers**

Parents and carers are responsible for:

- Taking responsibility for their child's behaviour and attendance;
- Support The Chantry School's Positive Behaviour Policy and reinforce it at home where appropriate;
- Support the school in carrying out sanctions and celebrating success;
- Communicate with the school promptly when concerns arise or there is a change in circumstances that may affect their child's behaviour;
- Participating in any pastoral work including attending meetings (for example: attending reviews of specific behaviour interventions, attending reintegration meetings) to discuss their child's behaviour and engage with behaviour plans to support improvements.
- Raise any concerns about the management of the Positive Behaviour Policy with the school directly, whilst continuing to work in Partnership with the school.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, the application of the school's policy and working in collaboration with them to address concerns surrounding their child's behaviour.

## **8. The School's Behaviour Curriculum**

The Positive Behaviour for Learning policy along with the 'Pupil Code of Conduct' sets out the school's expectation very clearly so that pupils can learn and make progress without being disturbed by low level disruption or poor behaviour.

To achieve our aims, pupils are encouraged to use the following three principles for all interactions and relationships within the school and wider community. This code will form the basis for all discussions involving pupil behaviour to enable a consistent approach:

1. **Ready** to learn
2. **Respectful** to all
3. **Responsible** Behaviour

## Positive Behaviour for Learning

The school's fundamental principles of Positive Behaviour for Learning are:

- Pupils are here to learn;
- Pupils should adhere to the Pupil Code of Conduct
- Adults are in charge and pupils should follow all instructions, "First time, every time";
- Adults never seek or maintain conflict; everything we do is for the benefit of pupils;
- Pupil voice is important to all adults (including in disagreement), but must be polite, respectful, and time-appropriate.

### Digital Technology and Mobile Phones

Pupils may bring mobile devices, including headphones, into school but are not permitted to use them during the school day or have them visible, unless they are being used as part of the lesson under the BYOD protocol. Pupils who bring their mobile phones or electronic devices to school must ensure that their mobile phone is turned off and placed safely in their school bag at the school gate or as they descend from the bus.

If a mobile phone is seen or heard within the school grounds, the pupil will be asked to hand their phone over immediately to the member of staff requesting it. The device will then be confiscated and kept in the school safe and returned at the end of the school day, if it is a first offence within a half term. Pupils will be issued with a C3. A second offence will result in the phone being returned and a C4 after-school detention being issued.

We recognise that, at times, parents may need to pass messages to their children during the school day and this can be done via our school office who will arrange for a message to be passed on. Also, should any pupil need to contact home, they will be permitted to use the school telephone at pupil Services.

If a pupil chooses to bring a mobile phone on site, they remain the responsibility of the child. The Chantry School will accept no responsibility for the loss of pupils' personal mobile devices.

## 9. Responding to Behaviour

It is hoped that the vast majority of pupils will simply choose to spend their time with us operating within the rewards framework outlined below. Our core routines in and out of the classroom create a purposeful and respectful environment where learning time is maximised and excellence can thrive.

<b>Core Routines of all Staff to promote excellent behaviour and relationships</b>
1. Be a visible presence in the corridors to ensure calm corridors. All staff can achieve this whether greeting at the door, walking through the corridor to get to a lesson, or if not teaching then spending a few minutes ushering pupils to lessons.
2. Meet and Greet at the door.
3. Plan lessons that engage, challenge and meet the needs of all pupils.
4. Targeted questioning, so all are expected to engage in the lesson and listen attentively (minimum hands up).
5. Appropriate use of SOLE Time (see the T&L charter).
6. Be calm and give 'take up time' when redirecting pupils' behaviours and you are going through the steps. Prevent before sanctions.
7. In the event of sanctioning a pupil, follow up every time, retain ownership and engage in reflective dialogue with the pupil.
8. Engage with parents/carers via phone or email both for positive and negative 'messages'.

9. Never ignore or walk past a pupil who behaves badly.
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### Responding to good behaviour: Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. We want our pupils to thrive in a learning environment which is aspirational and successful. As a school, we endeavour to foster this mindset through our day-to-day encounters with pupils and through establishing positive and supportive relationships where our pupils feel wanted, safe, and appreciated. Rewards have a motivational role in helping pupils to realise that good behaviour and effort is valued, and are clearly defined in the procedures.

Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

On a day-to-day basis, we use Achievement Points as a method for awarding pupils; over the academic year, these accrue and can be redeemed for prizes by pupils at the end of every term. We also have additional rewards across the school. The majority of these rewards also carry an 'Achievement Point' value which increases with the level of recognition.

These forms of rewards include:

- Verbal praise
- Achievement points (for work, participation, or another valued characteristic)
- Achievement points certificates
- Having work recognised/displayed
- Achievement Points
- Postcard/phone call/contact with home
- Letters of commendation
- Head Teacher's commendation
- HoY/HoD commendations (linked to excellence)
- Individual department rewards e.g. Linguist of the Month; Design Awards Evening
- End of Term Rewards Raffle for Amazon vouchers (based on number of Achievement Points)
- Attendance recognition
- Year 11 Prom
- End of Year Rewards Trips
- Pupils may also hold positions of responsibility as an acknowledgement of their conduct and character in school: School Council, Year Council, Senior Pupil Leader, Head Pupil Leader, Pupil Action Group member, Library Assistant.

Examples of rewards and their Achievement Point value:

<b>Verbal Praise</b>	<b>1 Achievement Point / 3 Achievement Points (recorded on Edu Link)</b>	<b>5 Achievement Points (Praise postcard/phone call home recorded on Edu Link)</b>	<b>10 Achievement Points (HOY/HoD informed &amp; letter home)</b>
<b>Recognition of contribution</b>	<b>Effort / work worthy of informing home</b>	<b>Commendable effort / achievement / work</b>	<b>Excellence Award: effort or achievement over a sustained period of time</b>
<b>In lessons:</b> <ul style="list-style-type: none"> <li>• Giving a good response to a question.</li> <li>• Helping in some way (collecting</li> </ul>	<b>In lessons:</b> <ul style="list-style-type: none"> <li>• Something that demonstrates effort or resilience; or something that stands out.</li> </ul>	<b>In lessons:</b> <ul style="list-style-type: none"> <li>• Something that demonstrates commendable effort or achievement over a period of time e.g. a summative</li> </ul>	<b>In lessons:</b> <ul style="list-style-type: none"> <li>• A rarer award – something that is not given out regularly, but might be used to highlight the significance of</li> </ul>

<p>things in, handing things out etc).</p> <ul style="list-style-type: none"> <li>Reading aloud.</li> </ul> <p>Other positive behaviours or conduct.</p>	<ul style="list-style-type: none"> <li>Commendable work or effort in series of lessons e.g. performance/ effort on a piece of work; being consistent over a period of time:</li> <li>Excellent work presentation or regular reading aloud.</li> </ul>	<p>assessment result, or something that the children will have struggled to do; something that shows their resilience and perseverance; consistency in effort/presentation.</p> <ul style="list-style-type: none"> <li>Perhaps a competition prize (if appropriate).</li> </ul>	<p>something in particular; something that goes beyond the ordinary.</p> <ul style="list-style-type: none"> <li>Some thing that is worthy of higher recognition that shows grit and determination.</li> <li>Opportunity to recognise those children who are consistent over time, but aren't often recognised.</li> </ul>
<p><b>Other:</b> Demonstrating a desirable value or characteristic around school e.g. kindness, helpfulness in some way that we'd like to reinforce.</p>	<p><b>Other:</b> Sustained contribution to a school group or extra-curricular activity. Something that stands out as worth more than verbal praise.</p>	<p><b>Other:</b> Commendable contribution to the life of the school e.g. Open Evenings; SPLs' roles; Pupil Action Groups' efforts; Competition prizes e.g. Art's competitions; Linguist of the Month</p>	<p><b>Other:</b> This needs to reflect the school's values and ethos; something shows <i>Excellence in All</i>. This might be consistently representing the school in some way; taking on a role for an extended period of time.</p>

The higher the effort or achievement means the higher level of reward. For sustained effort or achievement over time, there is the opportunity for additional recognition so that all pupils have the opportunity to be recognised for meeting and exceeding the school's expectations.

By informing families of pupils' awards, it is hoped that they will be doubly-recognised to instil those characteristics we desire to promote and develop in our pupils.

### Responding to Misbehaviour:

Pupils behave well if they feel safe, respected for, and are confident of consistent routines and expectations. **The Consequence System** is a last resort for pupils who have not responded positively despite having gone through strategies to bring about a positive change.

Furthermore, we will apply to the following consequences, in order to monitor and intervene with the few pupils who are repeatedly breaching their code of conduct. A system of consequences will sanction poor behaviour but will not improve behaviour.

However, when pupils make poor choices, the following adult responses in the classroom will apply:

Intervention	Explanation
<b>Timely de-escalation</b>	Gentle approach, personal, non-threatening. State the behaviour that was observed and which routine/rule/expectation it contravenes of the 3Rs

<p>A clear verbal caution delivered privately to the pupil making them aware of their behaviour and outlining the consequence if they continue</p>	<p>Tell the pupil what the consequence of their action is. Refer to the previous good behaviour/learning as a model for the desired behaviour. Remind them of the next step if they do not modify their behaviour. The pupil has a choice to do the right thing. Remind the pupil they have a choice. Walk away from the pupil, allow the pupil time to decide what to do next. We are trying to teach the pupils to self-regulate. If there are comments, as you walk away make a mental note and follow up later</p>
<p><b>Issue a C3</b></p>	<p>The teacher clearly states this is a formal sanction because the pupil ignored previous request. C3 issued. If the behaviour continues such as: low level disruption, disturbing the learning of others, failure to complete work set The adult will then support the pupil by reshaping or redirecting the pupil to the task. Details of incident recorded in detail. The pupil will serve a lunchtime detention.</p>
<p><b>On Call</b></p>	<p>This is generally as a result of persistent disruptive behaviour. If behaviour persists, on call requested to refocus pupil/remove from the lesson to allow the learning of others to continue. If on call is requested, the pupil will be required to step outside the classroom with the member of on call and discuss and reflect upon their behaviour. They will be encouraged to re-enter the classroom and re-engage with the learning. Continued poor behaviour or an additional reminder will result in a removal from that lesson by the on-call person. The teacher should provide the work for the BSU If removed from lessons, pupils will be escorted to the BSU and fill in a reflection sheet. The teacher should record the details of the incident. In most cases, pupils removed from lessons will be issued a C4 after-school detention. The teacher will be informed about a reintegration meeting on the night the pupil serves the detention. Teachers are expected to attend this short-focused meeting.</p>
<p><b>Restorative conversations</b></p>	<p>Focus on the learning and repair the relationship with the pupil using the following restorative questions:</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What should you have been doing?</li> <li>3. What do you think other people thought about the way you behaved?</li> <li>4. How will we do things differently when you next come into the classroom?</li> <li>5. What does this look like and who and what/who will help you to be successful?</li> </ol>

## Sanctions

Staff will ensure:

- The policy is applied consistently.
- All pupils must be given take up time in between steps.
- Where an issue moves beyond the class teacher, pupils will be removed to the BSU.
- The appointed person(s) for behaviour will decide on the sanction to be applied dependent on the severity of the incident or issue.

Behaviour	Consequence	Further detail
<b>Late to lesson</b>	Enter minutes late in Edulink/SIMS  Pupils are late to lesson when the majority of pupils have arrived. Any pupil arriving late with a valid reason should have a note from the adult who detained them	HoY monitor – if persistent consider daily punctuality report with total time late made up in detention.  Lunchtime- up to 30 mins  After School Detention- 31mins plus 31+minutes afterschool. At Friday night LT Detention
<b>Essential equipment / lack of kit / ingredients etc needed for that lesson.</b>	Log C2 on Edulink/SIMS	HoY monitor for organisation intervention. Record on SIMS as <b><u>RESOLVED</u></b>
<b>Incorrect uniform</b>	Period 1 teacher- Send the pupil to the BSU for a uniform slip  Every teacher should check every lesson. Period 2 onwards ask to see the uniform slip.	Uniform provided where possible. Phone will be traded  Refusal will lead to the pupil being kept in the BSU & sanction.  Jewellery: Remove and use brown envelope labelled with pupil's name/form and date. Hand into pupil services. 1 <sup>st</sup> time returned at the end of the day. 2 <sup>nd</sup> - end of the week. 3 <sup>rd</sup> time- end of half term.
<b>Shirt not tucked in</b>	Whole class expectation and individual reminder. Still not tucked in C2 for not following your instructions.	Record on SIMS as <b><u>RESOLVED</u></b>
<b>Failure to complete work set</b>	Reminder / strategies used to engage – warning given. Persistently refusing to respond to your strategies meaning work not completed issue a C3 logged on SIMS  Work can be completed in detention if the teacher provides it)	Log C3 school lunch time detention for 20 minutes – Record as <b><u>Further Intervention Required.</u></b>
<b>Ongoing Disturbing the Learning of others</b>	Strategies used to engage – warning given. Persistently refusing to respond to your strategies issue a C3 logged on Edulink/SIMS	Log C3 school lunch time detention for 20 minutes – Record as <b><u>Further Intervention Required.</u></b>
<b>Continuing to disturb the learning of others/or no completion of work</b>	Send for on-call  Log C4 on Edulink/SIMS if the pupil is removed from the lesson	Depending on the individual circumstances and the details given by the teacher the consequence will be

<p><b>despite the C3 being issued.</b></p>		<p>determined by a HoY or member of leadership team.</p> <p>Log C4 – Record as <b><u>Further Intervention Required.</u></b></p>
<p><b>Dangerous behaviour Aggressive behaviour Abusive behaviour Use of bad language Homophobic language Racist language Swearing at pupils or staff</b></p>	<p>Send for on-call</p> <p>Log C4 and detail of the incident on Edulink/SIMS</p>	<p>Depending on the individual circumstances and the details given by the teacher the consequence will be determined by a HoY or member of leadership team.</p> <p>Log C4 – Record as <b><u>Further Intervention Required.</u></b></p>
<p><b>Homework not completed</b></p>	<p>C3 logged on Edulink/SIMS</p> <p>If there are circumstances that warrant an extension until the next day log missed deadline on Edulink Missed Deadline. New deadline Set</p>	<p>Log C3 school lunch time detention for 20 minutes – Record as <b><u>Further Intervention Required.</u></b></p> <p>2<sup>nd</sup> missed HW – parents emailed by class teacher Log C3 school lunch time detention for 20 minutes – Record as <b><u>Further Intervention Required.</u></b></p> <p>3<sup>rd</sup> missed HW in a half term – after school detention logged by class teacher. HoY/Pastoral staff to inform parents.</p> <p>Record as <b><u>Further Intervention Required.</u></b></p> <p>There will be a daily email saying who is in the C4 homework detention. It is the classteacher’s responsibility between 3.20-3.30 to come and ensure the pupil is able to complete the homework task.</p>
<p><b>Vaping/Smoking</b></p>		<p>1<sup>st</sup> Offence – 60 mins 2<sup>nd</sup> Offence- Friday 5pm 3<sup>rd</sup> Offence- day in isolation</p>

### Uniform Infringements

If a pupil does not arrive at school in the correct uniform, we will where possible, give them the correct uniform in school, by exchanging the pupil’s mobile phone for the required uniform item (to be returned when the item is returned). Parent/carer will be notified and asked to rectify the situation as soon as possible informing us when this will be.

## Safeguarding

The Chantry School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to The Chantry School Child Protection and Safeguarding Policy for more information.

## 10. Serious Sanctions

### Detentions

At The Chantry School, we expect every pupil to meet the required high standards of the school. Pupils and teachers have the right to work in an orderly atmosphere where learning and teaching can progress uninterrupted. Parents are expected to support the school in achieving these expectations. Pupils will face consequences should they fail to meet the school's standards and expectations. A detention is one of the sanctions that may be used e.g. for both class and homework not being completed or adequately attempted; lateness without good reason; breaching the school's behaviour policy or persistent lack of co-operation etc.

Teachers have a legal power to put pupils in detention. The Chantry School will make it clear to pupils and parents that they use detention as a sanction. When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

**Lunchtime Detentions last 20 minutes** and are run by Heads of Year for either minutes late to lessons or pupils being given a C3 for behaviour in/out of lessons/travelling to and from school. Pupils will be given prior warning during Period 3 and they are expected attend on time without going for lunch first. Staff should allow reasonable time for the pupil to eat, drink and use the toilet

**Lunchtime Homework Detentions** are twice a week for 20 minutes for noncompletion of homework supervised by all staff on a rota basis. Pupils will be given prior warning during Period 3 and they are expected attend on time without going for lunch first. Staff should allow reasonable time for the pupil to eat, drink and use the toilet.

**After School detentions run Monday- Thursday 3.30-4.20pm** and are issued by the HoY for either a C4, more serious one-off offence or persistent non completion of homework. HoY will contact home and arrange within 48 hours of the issue being sanctioned

**Friday After Leadership School Detention 3.20-5pm-** If pupils acquire a 3rd C3 in the week for ongoing disturbing the learning of others and/or failure to complete work set, it will be converted to a Friday night detention. HoY/Pastoral staff will arrange with parents. On call will pick up pupils.

Parental consent is not required for detentions and may be issued for other offences not listed above. (Behaviour and discipline in schools. DFE. Sept 2022. Page 21).

### **Removal from classrooms**

Pupils in serious or persistent breach of the school's behaviour policy, either within a lesson or over a period of time may be required to attend the BSU for an agreed period of time.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff on duty in the BSU.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

The programme of study in the BSU will always include a period of reflection, which may be supported by appropriate pastoral support staff. The pupil will also be provided with meaningful and specific work linked to curriculum plans to enable a successful reintegration into mainstream lessons.

**NB: Internal Isolation :** In some instances, some pupils may be required to spend the day in internal isolation for either a serious breach of school rules, or as a response to persistent misbehaviour over time or within a specific lesson. Parents will be informed of this decision in the morning of their child's internal isolation.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

For some pupils, appropriate adults will be called upon to provide the pupils with structured intervention during their BSU programme. This will be recorded on CPOMS. At the end of a pupil's BSU programme, parents/carers may be required to attend a reintegration meeting to discuss the incidents that led to the referral and help the pupil adopt positive learning behaviours in order to ensure actions are taken to avoid repeat referrals.

Parents/carers will be informed on the same day that their child is removed from the classroom.

If the behaviour continues, the parents will be invited into school and a PSP will be issued and signed by parents/carers and pupil with a 6 weekly review date. This will be issued to all of the pupil's teachers. For the 6-week period pastoral support staff will meet with pupil to support the pupil in remaining focused in lessons and help the pupil adopt positive learning behaviours.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed using some of the support strategies listed in section 9.

## 11. Reasonable Adjustments for pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). The school seeks to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need / disability as well as pupils who have identified additional needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Where deemed appropriate, this may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

When considering the use of sanctions, the school will take into account:

- Whether the pupil was able to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their particular SEND.
- Whether the pupil is likely to behave aggressively due to their particular SEND.

The school will then assess the appropriate reasonable adjustment to the Positive Behaviour Policy.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's Special Educational Needs Co-Ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

If a pupil has a EHCP, the provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP

### **Restorative Conversations**

Any member of staff issuing a pupil with an after-school detention are expected to attend the detention to engage with the pupil in a restorative conversation. This is a short conversation to explore the reason for the detention and how the adult/pupil can restore the relationship to maximise the chance of future success.

On occasions, pupils/staff will need to be supported to engage with restorative conversations. Pastoral Leaders are expected to identify these instances and take all reasonable steps to ensure these conversations take place.

## **12. Support Strategies for Pupils' Behaviour**

Some pupils will require additional support in school to avoid escalating problems and possible exclusion. To support the school expectation around positive behaviour, rewards, sanctions and structures designed to ensure early identification of pupils at risk and any support they may require are implemented and reviewed regularly.

At every stage of the process, the pastoral team will work together with the pupil and their family to identify triggers, personalise provision, offer support and find solutions.

Initially, when it becomes clear that a pupil is being removed regularly from class or is being sanctioned for their behaviour around the school, the pupil will be monitored and supported closely by their form tutor and Head of Year. Other interventions may be used, to address the cause of the problem and help the pupil to regulate and improve their behaviour.

For those pupils who require enhanced support, it will be provided in consultation with the pupils and parent/carer and recorded on a Pastoral Support Plan with a time specific start and end review date.

Behaviour points are not used to trigger sanctions at set levels but to inform decisions about internal interventions and support.

Support Strategies that may be utilised may include one or more of the following:

Seating Plans	Subject Report	Directed to Homework Club	Report for prescribed period of time reporting to either Form tutor, HoY, a senior member of staff
Regular contact with home Positive Behaviour Report	Drop Ins	Pastoral Support Plan with specific targets to be reviewed after 6 weeks	Creation/modification of Passport
Set/Class Change	1:1 conversations/mentoring with either form tutor, head of year, pastoral staff using a SDQ	Extended BSU time	Removal from lesson for a period of time, but to include reflection about how to improve
Careers Intervention	Small group interventions for modification of specific behaviours and equipping with techniques	Behaviour Modification Programme off site for a fixed period of time	Outside Agency Involvement
Alternative Curriculum Provision off site	Managed Move to another school		

### Target Cards

Behaviour Points accrued by pupils are monitored and analysed by the Head of Year in conjunction with the Pastoral leader.

To support pupils and address any behavioural concerns the school uses a report card system. There are three levels of report:

- Form Tutor (green);
- Head Of Year (lemon);
- Senior Leadership (blue)
- Headteacher (peach)

Pupils will be placed onto one of these reports as a supportive graduated measure to try and encourage the development of positive learning behaviours. These will be time specific and parents will be informed

about the start and end date and progress will be reviewed. In the first instance pupils will be on report for 3 weeks.

Pupils may be identified as requiring another type of Target card such as for uniform, punctuality or a specific subject. These will be for a period of 3 weeks.

### **Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should only occur when it is in the pupil's best interests, for example, when they are at risk of permanent exclusion.

### **Alternative Provision**

The Chantry School believes that it is the entitlement of every pupil to be given the opportunity to achieve their full potential, enjoy school and excel in their learning environment. In order to fulfil the needs of some pupils with specific needs and/or to avoid repeat breaches of the school's behaviour policy, the school may explore the option of Alternative Provision.

### **Pupil Transition**

The school will support incoming pupils to meet behaviour standard by offering an induction process to help familiarise them with the Positive Behaviour Learning Policy and the wider school culture, including the code of conduct.

## **13. Off-Site misbehaviour**

Sanctions may be applied where a pupil has made poor choices off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from the school
- Wearing the school uniform
- In any other way identifiable as a pupil of the school

The Positive Behaviour Policy may also be applied where a pupil has made poor behaviour choices off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

## **14. Online misbehaviour**

The school can issue sanctions to address pupil behaviour online when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school or the school
- The pupil is identifiable as a member of the school

The Positive Behaviour Policy will only be applied on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **15. Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

## **16. Sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

## **17. Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care or a risk management and support plan may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

## 18. Searches and Confiscation

The Chantry School adheres to the guidance set out in 'Searches Screening and Confiscation' published by the Department for Education in June 2022. The general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The school also holds the power to search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes/vaping equipment
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Staff authorised to search pupils in this school are: All members of the senior leadership team, heads of year and other DSL trained colleagues. Other staff may be authorised on request by the headteacher if there are insufficient nominated members of staff available.

Whilst staff have the power to search for any item, the staff member involved must ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

For all searches, two members of staff will be present at the time of the search and one of these members of staff will be a senior leader. The person making a search of a pupil's person must be of the same gender as the pupil.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff;

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

It is important that all staff understand the implications of searches in the context of substance-related incidents. All details around the confiscation and disposal of prohibited items can be found in the [DFE Screening & Confiscation guidance \(July 2022\)](#).

The designated safeguarding lead (or deputy) and headteacher should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, and they believe that the search has revealed a safeguarding risk.

Any prohibited items (listed above) found in a pupils’ possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

If cooperation from a pupil is not forthcoming, the member of staff will consider why this is. If a pupil continues to refuse to cooperate, the pupil may be sanctioned in line with this policy. If the search, in discussion with the headteacher or other authorised person, is still deemed necessary to recover a prohibited item, then the use of reasonable force may be considered on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the list above but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
- Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

**Recording** A record of any search and its outcome will be recorded on the school's monitoring system.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, senior staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees
- If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.
- No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **19. Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **20. Staff Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school

- How SEND and mental health needs can impact behaviour
- Child on child abuse
- Positive Behaviour Training will also form part of the school's continuing professional development cycle.

The school will keep a record of all training received by teaching and non-teaching staff.

## 21. Monitoring and Evaluation

The School will collect data on the following:

- Behavioural incidents, including removal from the classroom and internal isolation
- Attendance, suspension and permanent exclusion
- Incidents of harmful sexual behaviour (including online).
- Incidents of prejudicial and discriminatory behaviours
- Use of Alternative Provision and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed on a fortnightly basis by the Heads of Year and every term by the Deputy Head .

The data will be analysed from a variety of perspectives including:

- By year group
- At the level of individual members of staff /pupils
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it and/or provide relevant training.

### Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing board] at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data .

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

## 22. Links to other Policies

This policy is linked and should be read alongside other policies as shown below:

- Anti-Bullying Policy
- Attendance Policy
- Complaints Policy
- Positive Handling Policy
- Equality Statement, Policy, and Objectives
- Suspension and Exclusion Policy
- Online Safety Policy
- Relationships and Sex Education Secondary Policy
- Child Protection and Safeguarding Policy
- Uniform Policy

- Special Educational Needs and Disabilities Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Whistle Blowing Policy

## 23. **Complaints**

An individual wishing to make a complaint about anything within the remit of this policy should discuss this with the school in the first instance. If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in The Chantry School's Complaints Policy available on the school's website.

## 24. Appendix 1: Written Statement of Behaviour Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- To promote self-esteem, discipline and positive relationships between all pupils, staff and members of the wider community;
- To educate pupils what is acceptable and unacceptable behaviour;
- To help pupils self-regulate their behaviour and be responsible for the consequences of it;
- To ensure a consistent approach to tackling positive and negative behaviour;
- To ensure that a solution focused approach is utilised when addressing inappropriate behaviours
- To make reasonable adjustments for those pupils with special educational needs and/or disabilities. This will include those pupils with a medical diagnosis and/or who have an Education Health Care Plan (EHCP) in place, as well as pupils with identified additional needs who may require additional SEND and/or pastoral support;
- Families are involved following any behaviour incidents to foster good relationships and a partnership between the school and pupils' home life;
- To provide a full range of strategies if behaviour does not meet our expectations.

**The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

## 25. Appendix 2: Pupil Code of Conduct

Our rules and expectations are strongly linked to the 3 overarching principles of the school:  
**Be Ready, Be Respectful and Be Responsible.**

### In lessons...

I will do whatever it takes to make sure that I and my peers learn by :

1. Being in lessons by 8.50 am ready to learn;
2. Bringing the equipment I need and putting it on my desk ready for learning;
3. Wearing the correct uniform smartly throughout the day;
4. Entering the classroom calmly and avoiding all distractions in lessons;
5. Responding instantly to staff instruction first time, every time;
6. Being an active pupil by listening attentively, engaging with the learning activities set by the teacher and completing it to the best of my ability;
7. Showing respect for my own learning and that of others and being silent when requested;
8. Only drinking water;
9. When dismissed, leave the classroom in a calm and orderly manner
10. Making sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons; and helping a teammate if they are finding the learning difficult.
11. Always checking my homework on Edulink and completing my homework on time and to an excellent standard;

### Around the school and the local community...

I will do whatever it takes to help create a safe school and local community which respects the rights of others by:

- Being kind, polite and showing respect to everyone;
- Responding instantly to staff instruction first time, every time;
- Walking on the left-hand side, not running or shouting, and maintaining calmness in the corridors;
- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Look after the school, treating the building and environment with respect. Only eat and drink in designated areas of social times. Put litter in the bin;
- Not chewing gum;
- Only using mobile phones or electronic devices at the end of the school day once I've left the school building and I'm on the school yard;
- Remembering I am always an ambassador for the school. I will leave the school and make my way home in an orderly, responsible way; **and**
- When travelling on public transport (including school buses), I will respect those around me, speaking to peers, transport staff and members of the public quietly and politely.

I understand that I will be held accountable for my actions if I do not observe the Code of Conduct.

Pupil Signature:..... Date:.....

Pupil Name: ..... Tutor Group:.....