The Chantry School

# Positive Behaviour for Learning Policy

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# Positive Behaviour for Learning Policy

## 1 Aims

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 positive relationships are the foundation of excellent behaviour. Pupils are most successful when they feel known, valued and respected, while also understanding that high standards are expected of everyone. Consequences are used to protect learning, maintain a safe and orderly environment, and restore positive relationships, not simply to punish. Through consistency, fairness and compassion, we help pupils learn from mistakes and make better choices in the future

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 therefore:

- 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.
- Create 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.
- Support staff 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.
- Be reviewed regularly by the school community and continually revised and developed in response to identified needs.
- Communicate the Behaviour Policy to all new and existing pupils through its expectations, code of conduct and website as well as in assemblies, tutorials and within the curriculum, where appropriate.
- Communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction.
- Communicate its policy to parents and carers annually via the School Website or upon request.

## 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 2024
• Searching, screening and confiscation: advice for schools 2022
• The Equality Act 2010
• Keeping Children Safe in Education2026
• Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement – 2026
• Use of reasonable force in schools
Searching, Screening and Confiscation July 2022
• Supporting pupils with medical conditions at school
Special Educational Needs and Disability (SEND) Code of Practice.

## 3 Acceptable and Unacceptable Behaviour

This School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community in terms of relationships between pupils, between pupils and teachers or other school staff or between pupils and visitors or other persons within the school premises or outside.

The school defines unacceptable behaviour as including name-calling, verbal abuse, anti-social conduct, vandalism, threatening language or actions, extremism, intimidation, physical abuse, bullying, and harassment—particularly where it is racist, sexist, or homophobic in nature. Unacceptable behaviour also encompasses any actions that disrupt or hinder learning, whether in the classroom or elsewhere. This includes disruption during lessons, in corridors, and during break or lunchtime, as well as non-completion of classwork or homework, a poor attitude towards learning and others, incorrect uniform or lack of organisation for learning, and failure to follow school rules or comply with appropriate adult instructions.

Serious misbehaviour is defined as any repeated breaches of school rules or conduct that significantly undermines the safety, dignity, or integrity of the school community. This includes abusive language or behaviour directed at adults, any form of bullying, and sexual harassment—defined as unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation. Other serious offences include vandalism, theft, any form of violent behaviour (including inciting or threatening violence), smoking or vaping on school grounds, and racist, sexist, homophobic, or otherwise discriminatory behaviour. Possession of prohibited items also constitutes serious misbehaviour. These items include:

- 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 or any other nicotine-based products
- Lighters and/or matches

- 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.

Rights and Responsibilities of all members of The Chantry School community underpin our Pupil Code of Conduct (appendix 2)

## 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 do not tolerate any form of child-on-child abuse. We recognise that such abuse can occur both inside and outside of school, including online, and may involve physical, emotional, sexual, or discriminatory harm. It is never acceptable and will not be dismissed as "banter", "part of growing up", or "just having a laugh", as this fosters a culture of unacceptable behaviour and undermines pupil safety.

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

- Bullying (including cyberbullying, prejudice-based or discriminatory bullying)
- Physical abuse (e.g., hitting, kicking, biting, shaking, hair pulling)
- Abuse in intimate peer relationships (teenage relationship abuse)
- Sexual violence or harassment
- Sharing of nude or semi-nude images (consensual or non-consensual)
- Upskirting (a criminal offence)
- Initiation or hazing-type violence and rituals
- Coercing others into sexual activity without consent

All incidents are taken seriously and dealt with under the school's safeguarding and behaviour procedures. Staff are trained to identify signs of abuse and report all concerns immediately to the Designated Safeguarding Lead (DSL) via CPOMs. Pupils are encouraged to report any concerns, whether directly or through anonymous systems.

When child-on-child abuse is reported or witnessed:

- Staff will intervene immediately to stop the behaviour.
- Sanctions will be applied in line with the Positive Behaviour Policy.
- The incident will be recorded on CPOMs and referred to the DSL.
- The school will involve external agencies as appropriate (e.g., children's social care, police, specialist services).

Support and consequences will be considered on a case-by-case basis, taking into account the pupil's age, developmental stage, the nature and frequency of the behaviour, and whether it was malicious or harmful, as well as any risk posed to other children. Appropriate advice may be sought from children's social care, the Police, and specialist sexual violence services. Both the victim and the perpetrator will be supported, and where necessary, consequences for the perpetrator may include

- Intervention programmes,
- Referrals to the Behaviour Reflection Room,
- suspension,
- Off Site Direction
- A managed move,
- Or in serious cases, permanent exclusion.

Where possible, the school will maintain access to education while managing risk and support through a safeguarding plan.

The school will keep and maintain comprehensive records of incidents on ARBOR and 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 school also delivers ongoing education through the curriculum, including PSHE and RSHE, to raise awareness of healthy relationships, consent, boundaries, and respect.

The Chantry School acknowledges that continued access to education can be a significant protective factor for children who have displayed harmful sexualised behaviour. With a robust safeguarding management plan in place, maintaining a child's place in school can play an important role in their support and rehabilitation. This will always be carefully considered before any 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.

By fostering a culture of empathy, responsibility, and respect, The Chantry School aims to ensure that all pupils feel safe, valued, and supported.

## 6 Promoting Inclusion and Tackling Discrimination

At The Chantry School, we are committed to creating a safe, inclusive, and respectful environment where every pupil feels valued and empowered to thrive. We believe that all individuals deserve to be treated with dignity and respect, regardless of their background, identity, or beliefs.

We do not tolerate any form of prejudicial or discriminatory behaviour, including racism, sexism, homophobia, transphobia, misogyny, bullying, or harassment. These behaviours are fundamentally at odds with our school's values and will be addressed promptly and appropriately. In serious cases, the Headteacher will decide whether police involvement is necessary, particularly if the behaviour may constitute a hate crime or antisocial offence.

The school takes proactive steps to challenge harmful attitudes such as everyday sexism, homophobia, and gender stereotyping. We are committed to building a culture where these behaviours are recognised, challenged, and not accepted in any form. All incidents are dealt with in line with our Anti-Bullying Policy and Positive Behaviour Policy.

Through our curriculum, particularly in PSHE and RSE, as well as through assemblies and the wider school ethos, we promote diversity, empathy, and mutual respect. Staff model inclusive behaviour and support pupils in understanding the impact of their actions on others.

We encourage open dialogue and the reporting of any concerns. Every member of our community has a role to play in maintaining a supportive, inclusive environment where all pupils feel safe, respected, and able to reach their full potential.

## 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 mass changeover time;
- 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 Heads of Departments, Class teachers and 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/HoD/Classteacher of any Behaviour Policy decisions made.
- Implement and monitor support strategies agreed.

**Head of Departments:**

- Actively promote school expectations of behaviour, uniform and standards of work (relative to ability) within their departments.
- Be an influential presence setting the highest standards of expectations within their departments.
- Support the school systems within your department to promote positive behaviour management of pupils that empower and support class teachers.
- Ensure a commonality in the application of rewards and sanctions by all class teachers within their departments.
- Provide advice and support for class teachers within their departments
- Ensure that the learning environment management of practical sessions is safe and that any behaviour that presents a risk to pupils is sanctioned and recorded.
- Serious repeated behavioural issues are referred to the Head of Year.
- Ensure that all behavioural issues are appropriately recorded using the school systems.
- Liaise and communicate with HOYs regarding emerging behavioural concerns.

**All teaching staff:**

- Know and value the pupils they teach;
- Prepare 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;
- Give first attention to best conduct utilising rewards, recognition, praise, and motivation to secure engagement;
- Promote and follow relentless routines including follow-up conversations, consistent teacher habits, and non-verbal cues;
- As subject teachers act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern;
- Ensure visible consistency based on calm adult behaviour, emotional control, and high teacher expectation;
- Use language and strategies when delivering sanctions to promote de-escalation and minimise disruption and confrontation;
- Engage in restorative conversations and develop relationships;
- Recording all behaviour incidents on Arbor in a detailed format;

- Engage with parents/carers via email and conversations prior to seeking support from the Head of department.

**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 are 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.

**All staff:**

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 in 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.

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.

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

**Pupils are expected to:**

- Attend school on time every lesson, every day;
- Be a focused and attentive pupil prepared to learn;
- Will 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;
- Have 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;
- Will take responsibility for their own actions;
- Will co-operate with and follow the school's code of conduct;
- Will 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;
- In addition, pupils are expected to 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 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.

**Other Pastoral Issues:**

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.

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

At The Chantry School, we believe that positive behaviour must be explicitly taught, modelled, and reinforced to enable all pupils to thrive academically, socially, and emotionally.

Our Behaviour Curriculum works alongside our Positive Behaviour for Learning Policy and the Pupil Code of Conduct to establish clear, consistent expectations that promote a calm, respectful, and purposeful learning environment.

We do not assume pupils instinctively know how to behave. Instead, we take a proactive approach to teaching key behaviours and social routines in the same way we teach academic content. This is reinforced through form time, assemblies, lessons, and everyday interactions.

**Our Behaviour Principles:The 3RS**

At the heart of our behaviour approach are three core values that underpin all interactions within the school and wider community. These principles form the foundation for behaviour expectations and are used as the basis for all discussions with pupils:

- **R**eady to learn
- **R**espectful to all
- **R**esponsible behaviour

These principles guide how pupils conduct themselves in classrooms, corridors, social spaces, and online. They support the development of responsible young people who understand the impact of their choices and strive to contribute positively to the school community.

Our Positive Behaviour for Learning policy ensures that all pupils can learn without disruption. It is rooted in the belief that high expectations, consistency, and respectful relationships create the conditions for success. The key principles are:

Pupils are here to learn and should come prepared, focused, and ready to engage in their education.

Pupils should adhere to the Pupil Code of Conduct at all times, both in and out of the classroom.

Adults lead the learning environment, and pupils are expected to follow instructions promptly and respectfully the first time they are given.

Staff never seek or maintain conflict; all actions are taken in the best interests of pupils and their learning.

Pupil voice is valued, even when there is disagreement, but must be expressed politely, respectfully, and at an appropriate time.

Through our Behaviour Curriculum, pupils are explicitly taught how to:

- Show respect to staff, peers, and the environment
- Manage their emotions and resolve conflicts appropriately
- Follow routines and respond to instructions consistently
- Take responsibility for their actions and learning
- Communicate with kindness and empathy
- Be organised, punctual, and properly equipped
- Demonstrate resilience and a positive attitude to learning

Staff play a crucial role in modelling expected behaviours and ensuring a consistent, calm, and supportive approach to behaviour management. When pupils fall short of expectations, restorative practices and appropriate sanctions are used to help them reflect, take responsibility, and improve.

Together, our Behaviour Curriculum and Positive Behaviour for Learning approach ensure that all pupils at The Chantry School feel safe, respected, and able to focus on their learning, preparing them not just for academic success, but for life beyond the classroom.

## 9 Digital Technology and Mobile Phones

Please refer to the separate mobile phone policy.

## 10 Responding to Behaviour

We believe that excellent behaviour is not achieved through consequences alone. It is developed through positive relationships, clear expectations, consistent routines, recognition of success and timely support. Consequences form one part of this graduated approach and are used fairly, consistently and proportionately to protect learning and restore positive relationships.

1
RELATIONSHIPS
Positive relationships are the foundation of excellent behaviour.
We build trust, show respect and care about every member of our school community.
2
CLEAR ROUTINES
Explicitly taught, modelled and practised every day.
Consistent expectations create calm, safe and purposeful classrooms.
3
RECOGNITION
Notice, praise and celebrate effort, improvement and success.
We recognise positive choices more often than we correct.
4
SUPPORT
Understand barriers and provide appropriate support.
We help remove obstacles to learning while maintaining high expectations for all.
5
CONSEQUENCES
Fair, proportionate and consistently applied.
Consequences protect learning, restore positive relationships and help pupils make better choices.
High expectations. Positive relationships. Better choices. Every time.
Excellence in all; Excellence for all.

At The Chantry School, we recognise that behaviour is often a form of communication. Whilst all pupils are expected to meet our behaviour expectations, we understand that, at times, behaviour may reflect an unmet need, additional vulnerability or a barrier to learning.

This may include, but is not limited to:

- Special Educational Needs and Disabilities (SEND)
- Social, Emotional and Mental Health (SEMH) needs
- anxiety or emotional distress
- trauma or adverse childhood experiences (ACEs)
- medical or neurodevelopmental conditions.

We seek to understand the reasons behind behaviour so that appropriate support can be provided alongside clear expectations and consistent consequences. Understanding the cause of behaviour does not remove personal responsibility, but enables us to respond fairly, proportionately and effectively to help pupils learn, succeed and make positive choices.

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.

| **Core Routines of all Staff to promote excellent behaviour and relationships** |
|---|
| 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. |

**Promoting Positive Behaviour Through Rewards**

At The Chantry School, we believe that a culture of encouragement is central to promoting positive behaviour and fostering a school environment where all pupils feel safe, valued, and motivated to succeed. Rewards play a vital role in recognising and reinforcing the behaviours and attitudes that support academic progress, personal development, and our wider school values.

We want our pupils to thrive in a learning environment that is both aspirational and supportive. As a school, we promote this mindset through consistent day-to-day interactions, high expectations, and

meaningful recognition of pupils' efforts and achievements. Praise, both formal and informal, is embedded in our approach and is used regularly by all staff to encourage individuals and groups.

All staff are expected to make effective use of:

- Positive verbal feedback
- Praise in class and around school
- Communication with parents and carers to share successes

**Recognition and Rewards**

At The Chantry School, we believe that recognising positive behaviour is one of the most effective ways to promote high standards, motivation and a strong sense of belonging. We are committed to noticing and celebrating the positive contributions that pupils make every day, reinforcing the behaviours and values that help our school community thrive.

Recognition is not reserved solely for pupils who demonstrate perfect behaviour. We deliberately recognise and celebrate:

Improvement – pupils who make positive changes over time.
Effort – perseverance, determination and a commitment to learning.
Excellent attendance and punctuality – recognising the importance of being present and ready to learn.
Resilience – responding positively to challenge, setbacks and feedback.
Kindness and respect – demonstrating empathy, courtesy and consideration for others.
Positive contribution – supporting the wider life of the school through service, participation and citizenship.
Leadership – acting as positive role models and demonstrating responsibility and integrity.

Recognition may take many forms, including verbal praise, achievement points, postcards or positive communication home, certificates, awards, assemblies and other opportunities to celebrate success. By recognising pupils consistently and fairly, we aim to build confidence, strengthen positive relationships and encourage every pupil to strive for excellence.

Recognition is used more frequently than correction because pupils are more likely to repeat the behaviours that are noticed, valued and celebrated

Our current rewards system operates through Achievement Points, which are awarded for a range of positive behaviours, including:

- Excellent effort and progress
- Demonstrating the school values and 3Rs- both in and outside of the classroom
- Significant improvement over time

These points accumulate over the academic year and contribute to various forms of recognition and celebration, including:

- Achievement points for effort, and improvement
- Letters, emails, phone calls and postcards home
- End-of-term prize draws and reward events
- Celebration Events

- Recognition through assemblies and tutor time

**Additional Forms of Recognition**

In addition to Achievement Points, we celebrate success in a variety of ways, such as:

- Displaying pupil work in classrooms, corridors, and on the school website
- Assigning positions of responsibility, including Senior Pupil Leaders, School Council representatives, Peer Mentors, and being a member of the Pupil Action Groups.

The level of reward is linked directly to the level of effort or achievement — the greater the effort, the higher the recognition. Sustained commitment and ongoing success over time are also acknowledged through additional rewards, ensuring that all pupils have the opportunity to be recognised for consistently meeting or exceeding the school's expectations.

Most rewards carry a corresponding Achievement Point value, which increases with the significance of the recognition. This provides a clear and motivating link between pupils' positive actions and the outcomes they receive, reinforcing the importance of sustained effort and positive behaviour.

To strengthen this recognition, families are informed of pupils' achievements through emails, postcards, or other communications. This shared celebration between school and home helps to reinforce the characteristics and behaviours we aim to promote — encouraging pupils to take pride in their progress and continue striving for excellence.

**Ensuring Fairness and Inclusivity**

The school monitors the use of rewards carefully to ensure they are applied consistently and fairly, with due regard to equal opportunities and anti-discrimination policies. Every pupil should feel that their efforts are recognised and that rewards are accessible to all.

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 instill those characteristics we desire to promote and develop in our pupils.

| **Frequently awarded Achievement Points** | |
|---|---|
| 1/3/5 Achievement Points Awarded by Class teacher | Awarded to the pupils on a graduated scale depending on the quality of work/contribution. It can include rewarding presentation of work, reading aloud, just demonstrating excellent effort. Award on Arbor. This can include praise postcards/phone calls. |
| 5 Achievement points Bright Spots | Nominated by class teacher to LT and HoY. HoY/LT award 5 points and send email via Arbor |
| Recognition beyond the Classroom 5 Achievement Points | Demonstrating a desirable value or characteristic around school e.g. kindness, helpfulness in some way that we'd like to reinforce. Commendable contribution to the life of the school. All staff can nominate via Arbor and email. |

| | |
|---|---|
| Subject of the Month Award<br>5 Achievement Points | The Class teacher will award pupils' efforts for the month by sending email and awarding 5 achievement points via Arbor as calendared. Something that demonstrates commendable effort or achievement over a period of time e.g. a summative assessment result, or something that the children will have struggled to do; something that shows their resilience and perseverance; consistency. |
| Head of Department Commendation<br>10 Achievement Points | As per subject schedule linked to the termly Rewards Assemblies. Identified departments award pupil certificates. Opportunity to recognise those children who are consistently excellent over time, but aren't often recognised<br>PV will email letter and award points. |
| Student of the Month Award<br>10 Achievement points | Recognition beyond the classroom. A rarer award – something that is not given out regularly but might be used to highlight the significance of something in particular; something that goes beyond the ordinary. Something that is worthy of higher recognition that shows grit and determination. Demonstrating a desirable value or characteristic around school e.g. kindness, helpfulness in some way that we'd like to reinforce. Sustained contribution to a school group or extra-curricular activity.<br>Something that stands out as worth more than verbal praise. Contributing to the wider community.<br>Opportunity to recognise those children who are consistent over time but aren't often recognised.<br>Anyone can nominate via the portal throughout the month. The HoY will select one or more pupils each month as calendared. HoY will award APS/send email on Arbor. |

| **Award** | **Who** | **Frequency** | **Points** | **Extra** |
|---|---|---|---|---|
| **Award Points** | All staff | Daily | 1 | Arbor |
| **Exceptional Work/ contribution** | All staff | Daily | 3 | Arbor |
| **HOY/LT Bright Spots** | HOY/LT | Weekly (including form time) | 5 | Arbor and email |
| **Recognition Beyond the classroom.** | All staff | Monthly | 5 | This will inform Pupil of the Month nomination for HOY. See rationale.<br>Log on Arbor |
| **Smart Card** | All staff | As per calendar | 3 | Form tutor will log on Arbor |
| **Subject of the Month** | Class teachers | Monthly | 5 | LW/PV to coordinate. |

| | | | | |
|---|---|---|---|---|
| **Student of the Month** | HOY | Monthly | 10 | Arbor and email. See rationale at the end. |
| **Praise Postcards** | All staff | When appropriate | 5 | Can be issued direct to pupil or can be posted home (hand to JW if you would like it posted). |
| **Progress check praise letter** | ATL in progress check- HOY to be aware. | Termly | 10 | Letter posted home |
| **Head of Department Commendation (different departments through the year)** | HOD | Certificate in termly reward draws. Email home. | 10 | PV will sort. |
| **Attendance above 95%** | AP | Weekly | 10 | Email home |
| **Improved attendance** | HOY/AP | Termly | 5 | Email home |
| **100% attendance** | AP/HOY | Termly | 10 | Email home. |
| **Zero behaviour points** | LW/PV to issue to HOY | Termly | 10 | Will then be invited on an exclusive rewards event twice a year. |
| **Whole School Competition 1st place** | All staff | When appropriate | 30 | |
| **Whole School Competition 2nd place** | All staff | When appropriate | 20 | |
| **Whole School Competition 3rd place** | All staff | When appropriate | 10 | |
| **Contribution to whole school competition** | All staff | When appropriate | 5 | |
| **Contribution to whole school production** | All staff | When appropriate | 5 | |
| **Commitment to whole school production** | All staff | When appropriate | 10 | |
| **Library helper of the Month** | All staff | When appropriate | 5 | |
| **Golden Ticket** | PV/HOY | End of full term | | This award doesn't hold any |

| | | | | |
|---|---|---|---|---|
| | | | | points value but, pupils receive a golden ticket to be put into prize draw. The criteria is a combination of 3 'high tariff rewards' |

## 11 Responding to Unacceptable Behaviour and Consequences

At The Chantry School, pupils have the right to expect fair, proportionate, and consistently applied sanctions that distinguish clearly between minor and serious behaviour issues. Sanctions are not used to punish but to correct behaviour, reinforce expectations, and encourage pupils to make better choices in future. Whole groups will not be penalised for the actions of a few.

Our sanctions are guided by the school's core behavioural principles: Ready, Respectful, and Responsible. These underpin every aspect of our Behaviour Policy and ensure consequences are applied consistently and fairly across the school.

Pupils are more likely to behave well when they feel safe, respected, and are confident in the consistency of routines and expectations. Consequences are used as a final measure for pupils who have not responded to earlier strategies designed to support positive behavioural change. The school has a clear range of strategies and responses to inappropriate behaviour which aim to put things right and help pupils reflect and improve.

**Statutory Powers to Discipline**

Under the Education Acts of 2006 and 2011, and specifically Section 91 of the Education and Inspections Act 2006, schools are given the legal authority to discipline pupils who:

- Display unacceptable behaviour
- Break school rules
- Fail to follow reasonable instructions

This authority extends to:

- All teaching staff, and other paid staff (e.g., teaching assistants, cover supervisors), where authorised by the Headteacher
- Any time a pupil is in school, on a school trip, or under the supervision of school staff
- Behaviour outside of school, where it is reasonable for the school to act
- The power to issue detentions outside of school hours
- The power to confiscate inappropriate items or property

This authority also applies to pupils attending other institutions for part of their education and to situations where pupils are off-site but still subject to school expectations (e.g., on the way to or from school), provided any sanctions applied are reasonable.

**Determining Reasonableness and Fairness**

In determining whether a sanction is reasonable, staff must consider:

- Whether the sanction is proportionate to the incident
- The pupil's age and individual circumstances
- Any known Special Educational Needs or Disabilities (SEND)
- Any religious requirements that may affect the pupil

By using sanctions thoughtfully and consistently, The Chantry School aims not only to maintain high standards of behaviour but also to support pupils in learning from their mistakes and making positive changes.

| CLASSROOM BEHAVIOURS | PASTORAL BEHAVIOURS |
|---|---|
| **Ready Respectful and Responsible** | **Respectful and Responsible** |
| • Essential Equipment (Standards)<br>• Incorrect Uniform (Standards)<br>• Poorly Presented Uniform (Standards)<br>• Lates (Standards)<br>• Make up/Jewellery(Standards) | The behaviours listed below should be addressed and sanctioned by the class teacher in the first instance, unless the incident is considered to be more serious in nature:<br>• Antisocial/intimidating/unkind behaviour<br>• Unacceptable behaviour during social time<br>• Persistently poor behaviour during social times<br>• Verbally aggressive language<br>• Physically aggressive behaviour<br>• Inappropriate comment about race/sex/culture/religion<br>• Inappropriate/disrespectful language<br>• Swearing |
| • Disengaged with learning/not completing the work<br>• Disturbing the Learning of others<br>• Defiance in the classroom<br>• Unsafe behaviour in the classroom | The behaviours listed below must be referred to the Head of Year for further investigation and appropriate action:<br>• Unacceptable behaviour on a school trip<br>• Unacceptable behaviour on the school bus<br>• Bullying<br>• Prejudicial discriminatory language<br>• Damage to school property<br>• Damage to another pupil's property<br>• Fighting<br>• Swearing at staff<br>• Theft<br>• Truanting<br>• In possession of smoking/ Vaping/nicotine equipment in school<br>• Smoking/Vaping/Using Nicotine products on the school premises |

| | |
|---|---|
| | • Any other prohibited items from this list: Knives and weapons, Alcohol, Illegal drugs,Stolen items, Tobacco, cigarette papers, vapes, or any nicotine products, Fireworks, Pornographic images |

To support pupils in making better choices and to address repeated instances of behaviour that do not meet expectations, we use a clear and consistent system of responses. While consequences alone do not improve behaviour, they serve to reinforce expectations and create opportunities for reflection and support. When pupils make poor choices, the following adult responses will be applied in the classroom:

| STAGES | Explanation |
|---|---|
| **STAGE1 Timely de-escalation** | Gentle approach, personal, non-threatening.<br>A clear verbal caution delivered privately to the pupil making them aware of their behaviour and outlining the consequence if they continue<br>State the behaviour that was observed and which routine/rule/expectation it contravenes of the 3Rs. Reference Ready, Respectful, Responsible explicitly.<br>Tell the pupil what the consequence of their action is. Refer to the previous good behaviour/learning as a model for the desired behaviour.<br>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.<br>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.<br>If there are comments, as you walk away make a mental note and follow up later. |
| **STAGE 2 Issue a central lunchtime detention** | The teacher clearly states this is a formal sanction because the pupil ignored previous request. Lunchtime detention issued. If the behaviour continues then repeat the process of redirecting/refocusing the pupil and if the pupil does not modify their behaviours- Call On Call<br>The adult will then then support the pupil by reshaping or redirecting the pupil to the task.<br>The details of incident recorded on ARBOR<br>The pupil will serve a central lunchtime detention with HoY |
| **STAGE 3 On Call It is not for a movement break or medical reasons** | This is generally as a result of persistent disruptive behaviour. If behaviour persists, on call should be requested to refocus pupil in the lesson 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. In all cases a central lunchtime detention will have been issued by the class teacher.<br>If removed from lessons, pupils will be escorted to the Behaviour Reflection Room and fill in a reflection sheet.<br>The teacher should phone home, record on ARBOR and arrange the afterschool detention<br>*NB: A teacher may place a pupil in an after-school detention if On Call has been requested but the pupil has not been removed, and the teacher believes the incident warrants further consequences. In such cases, the* |

| | |
|---|---|
| | *teacher should contact home to inform parents, arrange the detention, and ensure it is recorded on ARBOR* |
| **STAGE 4 Emergency Removal** | As a rule, Emergency Removal should only be used for matters of aggressive defiance or emergencies. This can only be used as a final resort i.e. warnings, de-escalation, detention and then still failure to comply or a serious one-off incident. E.g.<br><br>Danger to:<br>• Pupil<br>• Staff<br>• Themselves<br>• Property<br>• Pupil preventing whole class from learning.<br>• Aggressive or threatening behaviour<br><br>On Call will come and collect and take the pupil to the Behaviour Reflection Room.<br>In the event of emergency removal, the teacher will phone home and arrange the Middle Leader After School detention and record on ARBOR.<br>Following a classroom removal, support will also be offered to the teacher who has initiated the removal by the Head of Departments or Year Head. |
| **Restorative conversations** | Focus on the learning and repair the relationship with the pupil using the following restorative questions:<br><br>1. What should you have been doing?<br>2. What do you think other people thought about the way you behaved?<br>3. How will we do things differently when you next come into the classroom?<br>4. What does this look like and who and what/who will help you to be successful? |

**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

**Consequences**

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 Behaviour Reflection Room (BRR).

- The appointed person(s) for behaviour will decide on the sanction to be applied dependent on the severity of the incident or issue.

## 12 STANDARDS

Standards is a behaviour category directly linked to our expectations around being Ready to Learn. It covers key areas such as punctuality in lessons, wearing the correct uniform, and having essential equipment.

If a pupil receives multiple reminders for the same standard within a term, either within one subject or across several, a proportionate consequence will be applied. Should the behaviour continue, further consequences will follow in line with the graduated approach outlined below.

### 12.1 Standards: Uniform/Appearance:

*This includes incorrect uniform/poorly presented uniform/make up/Jewellery.*

Please refer to the uniform policy.
At The Chantry School, we believe that high standards of dress contribute to a calm, purposeful and respectful learning environment. Pupils are expected to wear the correct school uniform and present themselves appropriately throughout the school day. All staff are responsible for promoting and maintaining these expectations consistently.

Where a pupil does not meet the school's published Uniform Policy, a **Uniform Standard** will be recorded. Uniform Standards are recorded under four distinct categories:

- **Incorrect Uniform** – where a pupil is not wearing the correct uniform or a required uniform item.
- **Poorly Presented Uniform** – where the correct uniform is worn incorrectly (for example, an untucked shirt, incorrectly worn tie or incorrectly worn skirt).
- **Make-up** – where make-up, false nails or appearance does not comply with the school's Uniform Policy.
- **Jewellery*** – where jewellery does not comply with the school's Uniform Policy. This will be confiscated.

Each category is treated as a separate Uniform Standard. Where a pupil breaches more than one category, a separate Uniform Standard may be recorded for each breach.

Where appropriate, pupils will be expected to rectify the issue immediately. If this is not possible, they will normally be given up to **three school days** to correct an item of incorrect uniform, unless exceptional circumstances have been agreed by the school. Failure to do so will result in a further

Uniform Standard being recorded. Uniform Standards relating to poorly presented uniform, make-up and jewellery may be recorded each time the published expectations are not met.

Uniform Standards recorded on the Standards Report are cumulative and will result in the following consequences:

- **3 Uniform Standards** – Lunchtime detention.
- **6 Uniform Standards** – After School Detention and placed on a Standards Report, with parents/carers contacted.
- **9 Uniform Standards** – Senior Leadership Team detention, parents/carers invited into school, Standards Report and monitored by the Senior Leadership Team.
- **12 +Uniform Standards** – Headteacher detention and consideration of further intervention, including an individual behaviour or uniform support plan.

Persistent failure to meet the school's uniform expectations, or refusal to comply with a reasonable instruction regarding uniform, make-up, jewellery or appearance, will be regarded as defiance and sanctioned in accordance with this Behaviour Policy.

The school recognises that there may be exceptional circumstances, including financial hardship, which affect a family's ability to meet uniform expectations. In such cases, parents/carers are encouraged to contact the school so that appropriate support can be offered whilst maintaining consistently high expectations for all pupils.

## 12.2 Uniform Infringements

*Confiscation Item labelled and handed to Pupil Services. The first time it is confiscated it can be collected at the end of the day, the 2nd time it can be collected at the end of the week and the third time the end of the term.

Where pupils continue to wear false nails/eyelashes and/or jewellery, they will be given a uniform pass and inform LD that the pupil will lose break + 20 mins of lunch daily. The sanction continues daily until pupil appearance meets expectations.

## 12.3 Standards: Equipment

At The Chantry School, pupils are expected to arrive at school and every lesson fully equipped and ready to learn. Having the correct equipment is an essential part of being prepared for learning and demonstrates responsibility, organisation and respect for the learning of others. All staff are responsible for promoting and maintaining these expectations consistently.

Where a pupil does not have the required equipment for learning, an **Equipment Standard** will be recorded. Equipment Standards relate to any failure to bring the essential equipment required for learning, as outlined in the school's published Equipment List.

Where possible, pupils may be provided with replacement equipment to enable them to participate fully in the lesson. However, the expectation remains that pupils arrive equipped each day. The provision of replacement equipment does not prevent an Equipment Standard from being recorded.

Equipment Standards recorded on the Standards Report are cumulative and will result in the following consequences:

- **3 Equipment Standards** – Central lunchtime detention.
- **6 Equipment Standards** – After School Detention and placement on a **Ready to Learn Report** for two weeks. Parents/carers will be informed and pupils will report daily to their Form Tutor.
- **9 Equipment Standards** – Leadership detention and continuation of the **Ready to Learn Report** for a further two weeks. The Head of Year will contact parents/carers and pupils will report daily to the Head of Year.
- **12+ Equipment Standards** – Headteacher detention and a formal meeting with parents/carers, led by the Head of Year, to agree appropriate support and next steps.

Persistent failure to bring the required equipment, or refusal to comply with reasonable expectations regarding being prepared for learning, may result in further sanctions in accordance with this Behaviour Policy.

### 12.4 Standards: Lates

At The Chantry School, pupils are expected to arrive at school and every lesson on time and ready to learn. Good punctuality is essential to maximise learning, minimise disruption and demonstrate respect for others. All staff are responsible for promoting and maintaining these expectations consistently.

Where a pupil arrives after the start of a lesson without a valid reason or an authorised late slip, the pupil will be marked **Late** in the register, with the number of minutes late recorded, and a **Late Standard** will be recorded.

Late Standards recorded on ARBOR and are monitored daily and will result in the following consequences:

- **3 Late Standards**– Central lunchtime detention (maximum 20 minutes).
- **6 Late Standards**– After School Detention and placement on a **Punctuality Report** for two weeks. Parents/carers will be informed and pupils will report daily to their Form Tutor.
- **9 Late Standards**– Leadership detention and continuation of the **Punctuality Report** for a further two weeks. The Head of Year will contact parents/carers and pupils will report daily to the Head of Year.
- **12+Late Standards**– Headteacher detention and a formal meeting with parents/carers, led by the Head of Year, to agree appropriate support and next steps.

Late Standards are monitored by the school to identify patterns of poor punctuality and to provide appropriate support where required. Persistent lateness without a valid reason will be regarded as a failure to meet the school's expectations and may result in further intervention in accordance with this Behaviour Policy.

## 13 UNACCEPTABLE BEHAVIOURS AND CONSEQUENCES

| Behaviour | Action Taken by Class Teacher | Consequence | Supervised by |
|---|---|---|---|
| **Disengaged with learning / not completing work** | Use reminders and engagement strategies<br>If persistent, log | Central Lunchtime Detention | Year Head |

| | | | |
|---|---|---|---|
| | behaviour using the correct category | | |
| **Disturbing the learning of others** | Use engagement strategies<br>If no improvement, log behaviour using the correct category | Central Lunchtime Detention | Year head |
| **Defiance in the classroom** | Use engagement strategies<br>If no improvement, log behaviour using the correct category | Central Lunchtime Detention | Year Head |
| **Unsafe behaviour in the classroom** | Use engagement strategies<br>If no improvement, log behaviour using the correct category | Central Lunchtime Detention | Year Head |
| **Swearing at another pupil** | Remind pupil of expectations<br>Log behaviour using the correct category | Central Lunchtime Detention | Year Head |
| **Follow-up for serious incidents** | Head of Year to determine appropriate sanction and record outcome | Middle Leadership After School Detention or further action as required | Head of Year |
| **Serious Behaviour Incidents**<br>The following behaviours are considered serious breaches of the school's behaviour expectations and must be dealt with immediately:<br>• Dangerous behaviour<br>• Aggressive behaviour<br>• Abusive behaviour<br>• Discriminatory language related to protected characteristics<br>• Swearing at staff | Emergency removal should only be used as a last resort after:<br>• Warnings have been given<br>• De-escalation strategies have been attempted<br>• A detention has been issued, and the pupil continues to refuse to comply<br>• Or for a serious one-off incident, such as: Posing a danger to themselves, other pupils, staff, or property<br><br>Severely disrupting the learning of the whole class<br><br>In such cases, staff must send for On-Call to initiate an | Following the removal, the Head of Year (HoY) will determine the appropriate sanction and record the outcome. This will typically involve an After School Detention but may escalate depending on the nature and severity of the behaviour. | |

| | | |
|---|---|---|
| | Emergency Removal from the lesson. | |

## 14 Homework Not Completed – Consequences

If an extension is appropriate, log the missed deadline as "Missed Deadline" on Arbor.

| Number of Missed Homeworks | Action | Responsibility | Consequence |
|---|---|---|---|
| **1st Missed Homework** | Issue a Lunchtime Homework Detention and take a register. If pupil fails to attend, it will automatically escalate to Central Lunchtime Detention. | Subject teacher | Lunchtime Homework Detention with subject teacher. (escalates if missed) |
| **2nd Missed Homework** | Issue a Lunchtime Homework Detention and take a register. If pupil fails to attend, it will automatically escalate to Central Lunchtime Issue Notify Head of Department if appropriate. Send an email home to parents. | Subject teacher | Lunchtime Homework Detention (escalates if missed) with subject teacher. Possible HoD involvement |
| **3rd Missed Homework** | Phone home and inform parents. Arrange a Middle Leader After School Detention (Tuesday/Wednesday). | Subject teacher | Middle Leader After School Detention on Tuesday/ Wedensday Inform HoD Place pupil on a 4-week Homework Report.and inform parents |
| **4th Missed Homework** | Phone home and arrange a Leadership After School Detention (Thursday). And invite parents into a school to a meeting | Subject teacher | Leadership After School Detention Invite parents to a meeting with class teacher and HoD or relevant leader. |

**Year 7 Adjustment Period**

• Year 7 pupils will not receive formal consequences for incomplete homework until the first **Monday after October half term**.
• Teachers should still monitor patterns and contact home if concerns arise.

## 15 Behaviour Consequences – Mobile Phones and Vaping/Smoking/Nicotine Product Use

### Unauthorised Use of Mobile Phones

See separate mobile phone policy.

| Number of confiscations | Sanction | Actions |
|---|---|---|
| 1 | Middle Leader Detention (60 mins) | Email sent to Parent/Carer/Pupil. The phone can be collected at the end of the day |
| 2 | One 90-minute Leadership detention | Head of Year to contact home and organise a detention. The phone can be collected at the end of the day. |
| 3 | Reflection one day in the BRR | Letter sent to family and Head of Year to meet with the family. Consider: family keeping the phone at home or handed it in at the start of each day for five school days. |
| 4 | Reflection two days in the BRR | Assistant Headteacher to meet with the family. The p hone must be handed in to pupil services at the start of each day for 10 consecutive school days. |
| 5 | Suspension considered | Head of Year/Assistant Headteacher will contact home to explain the length of suspension. |

### Vaping / Smoking/ Nicotine Product Use

| Offence | Action | Consequence | Arranged by |
|---|---|---|---|
| 1st | HoY to phone parents | Middle Leader After School Detention (Tues/Wed) | HoY |
| 2nd | HoY to phone parents | Leadership Detention (Thursday until 5:00pm) | HoY |
| 3rd | HoY to phone parents | Day in Isolation | HoY |

## 16 Serious Sanctions

### Detentions

At The Chantry School, all staff with the Headteacher's authority, including teachers, cover supervisors, teaching assistants and supply staff—have the right to issue detentions. We expect all pupils to meet the school's high standards and to contribute to a calm, orderly learning environment. Pupils have the right to learn without disruption, and staff have the right to teach effectively. Parents are expected to support the school in upholding these expectations.

Detentions may be issued as a consequence for behaviours such as incomplete classwork or homework, lateness without good reason, persistent disruption, or failure to follow the school's behaviour policy. Teachers have a legal right to issue detentions, and this is communicated clearly to both pupils and parents.

When setting a detention, the school will consider whether it is appropriate and reasonable in the circumstances, taking into account any known individual needs or safeguarding considerations such as:

- Compromising the pupil's safety
- Conflict with a medical appointment
- Preventing the pupil from getting home safely
- Interrupting the pupil's caring responsibilities

| Type of Detention | Time/Day | Purpose | Supervised by | Additional Notes |
|---|---|---|---|---|
| Central Lunchtime Detention | 20 minutes of lunch | For lateness to lessons or poor behaviour in/out of lessons or while travelling to/from school | Head of Year | Pupils are warned during Period 3 and must attend on time without going to lunch first. Staff should allow reasonable time to eat, drink, and use the toilet. |
| Lunchtime Homework Detention | Lunchtime (duration not specified) | For non-completion of homework | Subject Teacher | Pupils are warned during Period 3 and must attend on time without going to lunch first. Staff should allow time to eat, drink, and use the toilet. |
| Middle Leader After School Detention | Tuesdays & Wednesdays, 3:20–4:20pm | For persistent or serious behaviour, repeated lateness, or persistent homework non-completion | Teacher or Head of Year | Staff must contact home and arrange the detention within 48 hours of the incident. |
| Leadership After School Detention | Thursdays, 3:20–5:00pm | For pupils with 3 lunchtime detentions in a week or more serious one-off incidents | HoY / Pastoral / Leadership | Arranged by HoY/pastoral team. |
| Headteacher Detention | As needed, up to 5:30pm | For serious incidents, usually prior to isolation or exclusion | Head of Year / SLT | Used at the discretion of the Head of Year or leadership team. |

Parents and carers are expected to support the school's behaviour policy, including the use of after-school detentions when appropriate. In the event that a pupil is issued an after-school detention, it is the responsibility of the parent or carer to make any necessary arrangements for their child's collection or transport. A simple inconvenience to the parent or pupil in organising alternative transport will not be considered a valid reason to cancel or withdraw the detention.

Parental consent is not required for detentions and may be issued for other offences not listed above. It is expected that pupils will serve their After School Detentions within 72 hours of being issued.

An after school Lates detentions will be automatically issued and parents will be notified by email with a reminder message sent 24 hours beforehand

**Removal from classrooms**

Removal is a serious sanction and is used only in response to significant or repeated misbehaviour, or when behaviour poses a risk to safety or learning. Pupils are only removed once other strategies have been tried, unless the behaviour is extreme and warrants immediate action.

**Removal may be used to:**

- Restore order following serious disruption
- Maintain a safe environment
- Provide the pupil with space to regain composure
- Enable learning to continue in a managed setting

Pupils removed from lessons are supervised in the Behaviour Reflection Room, where they complete curriculum-linked work and engage in a period of reflection, supported by pastoral staff where appropriate. All incidents are logged, and parents/carers are informed on the same day. Internal Isolation may be used for a full day in response to serious or persistent misbehaviour. Parents are notified in advance where possible.

Following removal or isolation, pupils are reintegrated into lessons as soon as it is safe and appropriate. Support plans may be implemented to aid reintegration, and in some cases, a reintegration meeting with parents/carers may be required.

If poor behaviour continues, a Behaviour Support Plan (BSP) will be issued, agreed with the pupil and parents/carers, and shared with all teachers. This includes regular pastoral support and a six-week review.

## 17 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.

## 18 Support Strategies for Pupils' Behaviour

The Chantry School recognises the importance of early intervention and preventative strategies in promoting positive behaviour. Our approach focuses on encouraging pupils to take responsibility for their actions and to understand the consequences of inappropriate behaviour. By reinforcing expectations early, we aim to prevent escalation and ensure all pupils feel supported.

- To maintain high and consistent standards across the school:
- Staff receive regular training in positive behaviour management.
- Pupils are taught to reflect on their behaviour and its impact on others.
- Parents and carers are contacted promptly following any serious incidents of misbehaviour.
- Transition points between Key Stages are carefully managed to identify pupils who may benefit from early intervention.

Some pupils may require additional support to prevent behaviour from deteriorating or leading to exclusion. The school has a range of rewards, sanctions, and structured interventions that are reviewed regularly to ensure they meet individual needs. Behaviour points are not used to automatically trigger sanctions, but rather to inform decisions about the most appropriate support and intervention.

When concerns arise, such as regular removals from class or repeated sanctions, pupils are closely monitored and supported by their Form Tutor and Head of Year. Interventions are tailored to address underlying causes and help pupils develop self-regulation strategies.

Where more enhanced support is required, this will be delivered in consultation with the pupil and their family and recorded through a Pastoral Support Plan (PSP) or Behaviour Support Plan (BSP), with clear targets, a start date, and a review date.

Throughout the process, the pastoral team works collaboratively with pupils and their families to identify triggers, personalise provision, and implement solutions that promote lasting improvement. 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.

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<br>Positive Behaviour Report | Drop Ins | Behaviour Support Plan with specific targets to be reviewed after 6 weeks | Creation/modification of Passport |
| Set/Class Change | 1:1conversations/mentoring with either form tutor, head of year, pastoral staff using a SDQ | Extended time in Behaviour Reflection Room | 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 | Offsite Direction to another school | Personalised timetable | |

**Target Cards**

To support pupils and address any behavioural concerns the school uses a report card system. There are 5 levels of report. 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.

| | |
|---|---|
| **Stage 1**<br><br>**STANDARDS Target Card** | For a period of two weeks. Reporting to the Form Tutor because the pupil repeatedly forgets essential equipment, flouts the school uniform policy or is late to lessons |
| **Stage 2**<br><br>**Classteacher**<br><br>**4-6 lessons** | The teacher has a concern about the pupil because the pupil does not seem to be trying to correct the behaviour or non-completion of homework. The teacher will have contacted home and agreed the specific target.<br>Class teacher to inform HoY/HoD<br>Log on Arbor<br>At the end of the period, remove from report, refer to HoD but keep the parent informed |
| **Stage 3**<br>**HoD Report**<br>**4-6 lessons** | HoD to liaise with HoY to agree whether this is a subject issue or wider. Once decided the relevant person contacts home.<br>At the end of the period, HoD takes pupil off report or refers on to HoY. If taken off report, send praise email home and monitor for a period of 2 weeks. |
| **Stage 4**<br>**HoY Report.**<br>**3 weeks** | Parents invited in. Behaviour Support Plan created. Pastoral Support colleague to support with sessions. Reviewed after 3 weeks and either removed from report or referred on. Parents kept updated.<br>*Pupils can be placed on this stage of report immediately after reviewing behaviour points* |
| **Stage 5**<br>**Asst Head Report**<br>**3 weeks** | Parents invited in. Behaviour Support Plan reviewed. Pastoral Support colleague to support with sessions. Reviewed after 3 weeks and either removed from report or referred on. Monitored on a daily basis. Parents kept updated |
| **Stage 6**<br>**Headteacher Report**<br>**3 weeks** | Parents invited in. Behaviour Support Plan reviewed. Pastoral Support colleague to support with sessions. Reviewed after 3 weeks and either removed from report or referred on. Monitored on a daily basis. Parents kept updated. |

## 19 Off Site Direction

At The Chantry School, off-site direction is used as a structured strategy to support pupils whose behaviour has not improved despite in-school interventions and targeted support. This approach enables pupils to continue their education in a different setting — either an alternative provision or another mainstream school — while addressing behavioural concerns and ensuring individual needs are met.
Off-site direction refers to a formal decision by the Headteacher requiring a pupil to attend another educational setting on a temporary, time-limited basis. This measure is only considered once internal strategies have been exhausted or when it is in the best interests of the pupil due to specific behavioural, emotional, or contextual needs.

The process begins with a review of the pupil's behaviour and the interventions previously implemented. If it is deemed that off-site direction is appropriate, arrangements are made for the pupil to be dual registered with the host setting. Parents or carers as well as the local authority, where relevant, will be informed of the decision in writing no later than six school days before the placement begins.

The pupil's progress will be closely monitored through regular review meetings involving the pupil, their family, and any relevant external professionals. These reviews will determine whether the placement should continue and for what duration. Parents will receive written notification of the outcome within six school days of each meeting.

Should it be determined that a permanent change of school would be more beneficial, a managed move may be arranged. This will involve the agreement of all parties, including the pupil's parents and the admission authority of the receiving school. In such cases, the pupil's name will be removed from The Chantry School's admissions register and added to that of the new school.

Through the use of off-site direction, The Chantry School is committed to supporting pupils in improving their behaviour while maintaining continuity in their education. This approach is underpinned by careful planning, clear communication, and collaborative working with families and external partners to ensure the best outcomes for every child.

## 20 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.

## 21 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.

## 22 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

## 23 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.

## 24 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.

## 25 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

## 26 Malicious Allegations

The Chantry School takes all allegations against staff and pupils seriously and is committed to ensuring that such matters are handled swiftly, fairly, and in line with statutory guidance. The school follows procedures outlined in relevant policies, including Child Protection, Safeguarding, Disciplinary, and Managing Allegations Against Staff.

When an allegation is made against a member of staff, its prompt resolution is a clear priority for the benefit of all parties involved. Every effort will be made to avoid unnecessary delays at any stage of consideration or investigation. Suspension is not the default response; it will only be considered when there is no reasonable alternative. If suspension is deemed necessary, the reasons and justification will be clearly recorded and communicated to the individual.

Where allegations are found to be malicious, they will be removed from the staff member's personnel records, and any that are unsubstantiated, unfounded, or false will not be referred to in employment references.

If a pupil is found to have made a deliberately malicious allegation against a member of staff or another pupil (including allegations of sexual violence or harassment), the school will respond seriously. Disciplinary action may include a fixed-term suspension, permanent exclusion, or referral to the police if there is evidence that a criminal offence may have been committed. Such matters will be handled in line with the school's behaviour procedures.

In all cases where an allegation is determined to be false, malicious, unfounded, or unsubstantiated, the school—working in collaboration with the Local Authority Designated Officer (LADO), where appropriate—will also consider whether the pupil who made the allegation requires additional support. If the allegation is assessed to be a possible cry for help, a referral to children's social care or the implementation of a risk management and support plan may be appropriate.

Finally, the school is mindful of the pastoral needs of all individuals involved, including staff and pupils who have been accused, and will ensure that appropriate support is offered throughout the process.

For further guidance, please refer to our Child Protection and Safeguarding Policy.

## 27 Screening

Whilst the school site remains safe for staff and pupils, society is changing. Schools can require pupils to undergo screening by a hand-held metal detector (arch or wand) even if they do not suspect them of having any prohibited item upon them and without the consent of the pupils and parents. As a rule, any pupil that is searched, with or without consent, by the Headteacher, Assistant Headteacher responsible for behaviour, or any pastoral staff will also be screened by use of a hand-held wand. Any member of school staff can screen pupils. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## 28 Searches and Confiscation

The Chantry School adheres to the guidance set out in '' 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.

Schools' obligations under the European Convention on Human Rights (ECHR).

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. School staff can search a pupil for any item if the pupil agrees.

The Headteacher and authorised staff at The Chantry School have the statutory power to search a pupil or their possessions without consent if they have reasonable grounds to suspect possession of a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes, or any nicotine products
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause injury, or damage property
- Any item banned under the school rules and identified as subject to search
- Searches may also be carried out with pupil consent for any item, including those identified by school rules. Before conducting a search, the staff member must explain the reason and process to ensure the pupil understands and, where applicable, gives informed agreement.

If a pupil refuses consent, a search may still be carried out by authorised staff. These include:

- All members of the Senior Leadership Team
- Heads of Year
- DSL-trained colleagues
- Additional staff may be authorised by the Headteacher when required.

In circumstances where there is an immediate risk of serious harm and it is not practicable to wait for an authorised staff member; any member of staff may conduct a search without consent to protect the safety of individuals.

**Search protocols:**

- Two staff members must be present during the search, ideally including a senior leader.
- The person conducting the search must be of the same gender as the pupil being searched.

- All searches must be carried out in line with statutory guidance and with full respect for the pupil's dignity and wellbeing.

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.

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 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.

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.

## 29 Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, school staff have the legal power to use reasonable force to prevent a pupil from:

- Committing an offence
- Causing harm to themselves or others
- Damaging property
- Causing serious disruption or disorder

This power applies to all teachers and any other staff authorised by the Headteacher to have control or charge of pupils. Reasonable force covers a range of physical interventions, from guiding a pupil to safety to restraining them to prevent violence or injury. It may also be used when conducting a search without consent for prohibited items such as weapons, drugs, alcohol, or stolen property.

**Key principles:**

- Reasonable force must always be a last resort
- It must be proportionate, used for the minimum time necessary, and preserve the dignity and safety of all involved
- It must never be used as a form of punishment
- Staff should take into account any specific vulnerabilities, including SEND, medical conditions, or mental health needs

**Recording and follow-up:**

- All incidents involving physical intervention must be:
- Clearly recorded using the school's behaviour log
- Reported to parents or carers
- Followed up with notification to the Designated Safeguarding Lead
- The pupil should be offered the opportunity to be seen by medical staff or the safeguarding team

While staff have the power to use reasonable force, they are not under a duty to do so and should use their professional judgement based on the circumstances. Staff should always seek to defuse situations without physical intervention where possible and must not put themselves at risk.

## 30 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.

## 31 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 Assistant Headteacher.

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
- By cohorts

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.

## 32 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.

## 33 Links to other policies

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

Anti-Bullying Policy
Complaints Policy
Positive Handling Policy
Suspension and Exclusion Policy
Online Safety Policy
Child Protection and Safeguarding Policy
Uniform Policy
Special Educational Needs and Disabilities Policy

## 34 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.

**Equality Impact**
The School's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

**Monitoring and Evaluation**

The Headteacher, Senior Leadership Team and Governors will regularly monitor and evaluate the implementation and effectiveness of this policy to ensure that it is applied consistently, promotes positive behaviour and supports the best outcomes for all pupils. Monitoring will be used to identify

strengths, inform professional development and ensure that appropriate support and intervention are provided where required.

The impact of this policy will be evaluated through analysis of:

- Behaviour incidents, including repeat incidents and patterns of behaviour.
- Classroom removals and referrals.
- Suspension and permanent exclusion data.
- Behaviour Reflection Room data and outcomes.
- Behaviour points, achievement points and recognition trends.
- Attendance, punctuality and persistent absence data.
- Standards and uniform monitoring.
- Learning walks and quality assurance activities.
- Pupil, parent and staff voice.
- Behaviour around the school site, including social times and transitions.
- Patterns and trends relating to vulnerable groups, including pupils with SEND, disadvantaged pupils (Pupil Premium), Children Looked After (CLA), Previously Looked After Children (PLAC) and other identified groups.
- The effectiveness of pastoral support, behaviour support plans and early intervention strategies.

Findings from this monitoring will inform school improvement planning, staff training, policy review and the ongoing development of the school's behaviour curriculum, ensuring that our approach remains fair, inclusive and effective.

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

## 35 Associated School Policies

This policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- Attendance and Punctuality Policy
- Suspension and Permanent Exclusion Policy
- SEND Policy
- Anti-Bullying Policy
- Positive Handling (Physical Intervention) Policy
- Online Safety Policy
- Mobile Phone Policy
- Uniform and Standards Policy
- Searching, Screening and Confiscation Procedures
- Equality, Diversity and Inclusion Policy (or Equality Objectives/Public Sector Equality Duty)
- RSHE Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy
- Staff Code of Conduct
- Low-Level Concerns Policy
- Whistleblowing Policy (particularly for staff responsibilities

## APPENDIX 1: Written Statement of Behaviour Principles:

All pupils, staff and visitors are free from any form of discrimination;

- Positive relationships are the foundation of excellent behaviour. We build a culture of mutual respect, kindness, inclusion and high expectations, where everyone is treated with dignity and fairness and is free from discrimination, harassment and bullying.
- Every pupil has the right to learn, and every member of staff has the right to teach. Everyone shares a responsibility for creating calm, safe and purposeful classrooms.
- Behaviour is explicitly taught, modelled and practised. We help pupils understand what is expected and support them to develop self-discipline, resilience and personal responsibility.
- Recognition is valued more highly than correction. We celebrate effort, improvement, kindness and success to reinforce positive behaviour and encourage pupils to make the right choices.
- Consequences are fair, proportionate and applied consistently. They are used to protect learning, maintain high standards and restore positive relationships, not simply to punish.
- Behaviour concerns are addressed with support as well as accountability. We take a solution-focused approach, helping pupils learn from mistakes and make better choices.
- We are committed to inclusion. Reasonable adjustments and appropriate support are provided to meet the needs of pupils with SEND, medical needs or other identified barriers, while maintaining high expectations for all.
- Families are valued as partners. We work collaboratively with parents and carers, particularly following significant behaviour concerns, to achieve the best outcomes for every pupil.
- We respond early and proportionately. A graduated range of support and intervention is available to help pupils successfully meet our expectations and remain engaged in learning.
-

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

## 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.**

I will switch my mobile phone off before entering the school site and keep it switched off and out of sight in my bag throughout the school day. I will not switch it back on until I have left the school site or have boarded my school bus at the end of the day
In lessons...

- I will do whatever it takes to make sure that I and my peers learn by:
- Being in lessons by 8.50 am ready to learn;
- Bringing the equipment I need and putting it on my desk ready for learning;
- Wearing the correct uniform smartly throughout the day;
- Entering the classroom calmly and avoiding all distractions in lessons;
- Responding instantly to staff instruction first time, every time;
- 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;
- Showing respect for my own learning and that of others and being silent when requested;
- Only drinking water;
- When dismissed, leave the classroom in a calm and orderly manner
- 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.
- 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;
- No chewing gum;
- 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……