



CHASE HIGH SCHOOL
Aspiration, Character & Excellence

Behaviour Policy

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1 Aims

- 1.1 This is the Behaviour Policy of Chase High School (CHS).
- 1.2 The aims of this Policy are:
- 1.2.1 to create a calm, safe and supportive environment free from disruption in which students can thrive and flourish, both in and out of the classroom, and reach their full potential;
 - 1.2.2 to create, promote and maintain high expectations of good behaviour amongst students through a whole-school approach to behaviour;
 - 1.2.3 to actively promote and safeguard the welfare of CHS students and to protect all who come into contact with CHS from harm;
 - 1.2.4 to ensure, so far as is possible, that every student of CHS is able to benefit from and make their full contribution to the life of CHS, consistent always with the needs of the CHS community;
 - 1.2.5 to set out a clear and fair process for the proper investigations of allegations of poor behaviour and/or breaches of discipline;
 - 1.2.6 to encourage students to accept responsibility for their behaviour;
 - 1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;
 - 1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 - 1.2.9 to set out the sanctions available to CHS in the event of student misbehaviour;
 - 1.2.10 to help promote a whole-school culture of safety, equality, inclusion and protection;
 - 1.2.11 to promote the CHS core values of Aspirations, Character and Excellence.
- 1.3 This Policy forms part of the CHS whole-school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at CHS to ensure that the best interests of students underpin and are at the heart of all decisions, systems, processes and policies.
- 1.4 Although this Policy is necessarily detailed, it is important to CHS that its policies and procedures are transparent, clear and easy to understand for staff, students, parents and carers. CHS welcomes feedback on how it can continue to improve its policies.

2 Scope and Application

- 2.1 This Policy applies to the whole of CHS.
- 2.2 This Policy and all other CHS policies on behaviour and discipline apply to all students at CHS, and at all times when a student is:
- 2.2.1 in or at CHS (to include any period of remote education);
 - 2.2.2 representing CHS or wearing School uniform;
 - 2.2.3 travelling to or from CHS;

- 2.2.4 on CHS-organised trips;
- 2.2.5 associated with CHS at any time.
- 2.3 This Policy shall also apply to students at all times and places including out of school hours and off-school premises, in circumstances where failing to apply this Policy may:
 - 2.3.1 affect the health, safety or wellbeing of a member of the CHS community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of CHS; or
 - 2.3.3 bring CHS into disrepute.

3 Regulatory Framework

- 3.1 This Policy has been prepared to meet CHS responsibilities under:
 - 3.1.1 Education Act 2002, as amended by the Education Act 2011;
 - 3.1.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
 - 3.1.3 The Education and Inspections Act 2006;
 - 3.1.4 The Education Act 1996;
 - 3.1.5 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
 - 3.1.6 Education (Independent School Standards) Regulations 2014;
 - 3.1.7 Education and Skills Act 2008;
 - 3.1.8 Children Act 1989;
 - 3.1.9 Childcare Act 2006;
 - 3.1.10 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.11 Human Rights Act 1998; and
 - 3.1.12 Equality Act 2010.
- 3.2 This Policy has regard to the following guidance and advice:
 - 3.2.1 **Keeping children safe in education** (Department for Education (DfE), September 2023) (**KCSIE**);
 - 3.2.2 **Working together to safeguard children** (HM Government, December 2023);
 - 3.2.3 **Information sharing advice for safeguarding practitioners** (HM Government, July 2018)
 - 3.2.4 **Behaviour in schools: advice for Headteachers and school staff 2022** (DfE, September 2022);

- 3.2.5 Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)
 - 3.2.6 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2023) **(Suspension and Permanent Exclusion Guidance)**;
 - 3.2.7 Use of reasonable force (DfE, July 2013);
 - 3.2.8 Searching, screening and confiscation (DfE, July 2022);
 - 3.2.9 Alternative provision (DfE, January 2013) **(AP Guidance)**;
 - 3.2.10 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);
 - 3.2.11 Mental health and behaviour in schools (DfE, November 2018);
 - 3.2.12 Equality Act 2010: advice for schools (DfE, June 2018);
 - 3.2.13 Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);
 - 3.2.14 Guidance for appropriate adults (Home Office, April 2003);
 - 3.2.15 Relationships education, relationships and sex education and health education (DfE, June 2019, updated September 2021); and
 - 3.2.16 The designated teacher for looked-after and previously looked-after children (DfE, February 2018)
- 3.3 The following CHS and Trust policies, procedures and resource materials are relevant to this Policy and, where applicable, breaches of them will constitute a breach of this Behaviour Policy:
- 3.3.1 CHS Anti-Bullying Policy;
 - 3.3.2 CHS Attendance Policy;
 - 3.3.3 CHS Relationships and Sex Education (RSE) Policy;
 - 3.3.4 DET Harmful Sexual Behaviour and Child-on-Child Abuse Policy;
 - 3.3.5 DET Online Safety Policy;
 - 3.3.6 DET Safeguarding and Child Protection Policy;
 - 3.3.7 DET Risk Assessment Policy for Pupil Welfare;
 - 3.3.8 DET Searching, Screening and Confiscation Policy;
 - 3.3.9 DET Special Educational Needs and Disability (SEND) Policy;
 - 3.3.10 DET Staff Code of Conduct;
 - 3.3.11 DET Uniform Policy; and
 - 3.3.12 DET Use of Reasonable Force and Physical Restraint Policy.

All DET policies are accessible [here](#). All CHS policies are accessible [here](#). All policies are available in hard copy on request.

4 Publication and Availability

- 4.1 This Policy is published on the CHS website.
- 4.2 This Policy is available in hard copy on request.
- 4.3 A copy of the Policy is available for inspection from the CHS Main Reception during the school day.
- 4.4 This Policy can be made available in large print or another accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this Policy:
 - 5.1.1 References to DET or the Trust are references to Discovery Educational Trust, the **Academy Trust**
 - 5.1.2 References to **parent** or **parents** means the natural or adoptive parents of the student (irrespective of whether they are or have ever been married, with whom the student lives, or whether they have contact with the student) as well as any person who is not the natural or adoptive parent of the student, but who has care of, or parental responsibility for, the student (e.g. foster carer/legal guardian).
 - 5.1.3 References to **school days** mean Monday to Friday, when CHS is open to students during term time. The dates of terms are published on the CHS website.

6 Responsibility Statement and Allocation of Tasks

- 6.1 DET has overall responsibility for all matters which are the subject of this Policy.
- 6.2 DET is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:
 - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people, who share a protected characteristic, and people, who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people, who share a protected characteristic, and people, who do not share it.
- 6.3 Any punishment imposed on a student will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 6.4 In discharging its responsibilities under this Policy, the Trust expects school leaders and staff to undertake the following roles:
- 6.5 School leaders will:

- 6.5.1 Be highly visible, routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
 - 6.5.2 Play a crucial role in ensuring that all staff understand behavioural expectations and the importance of maintaining them;
 - 6.5.3 Ensure that all new staff are inducted clearly into the CHS behaviour culture to ensure that they understand its rules and routines and how best to support all students to participate in creating the culture of the School;
 - 6.5.4 Consider any appropriate training that is required for staff to meet their duties and functions under the Behaviour Policy;
 - 6.5.5 Ensure that staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may, at times, affect a student’s behaviour;
 - 6.5.6 Encourage engagement with experts, e.g. educational psychologists, counsellors and mental health support teams, to inform effective implementation and design of behaviour policies, and this links to the whole-school approach to mental health and wellbeing.
- 6.6 CHS staff will:
- 6.6.1 play an important role in developing a calm and safe environment for students, and establish clear boundaries of acceptable student behaviour;
 - 6.6.2 uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this Policy, so that students can see examples of good habits, and are confident to ask for help when needed;
 - 6.6.3 challenge students to meet the School’s expectations and maintain boundaries of acceptable conduct;
 - 6.6.4 communicate School expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students;
 - 6.6.5 consider the impact of their own behaviour on School culture and how they can uphold the CHS rules and expectations in addition to those set out in the Trust Staff Code of Conduct.
- 6.7 In order to achieve this, the Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	Deputy Headteacher (DHT) – Behaviour and Attitude	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	DHT – Behaviour and Attitude	As required, and, at least, termly
Monitoring the implementation of the Policy,	DHT – Behaviour and Attitude	As a minimum annually, ideally termly, and as required

Task	Allocated to	When / frequency of review
relevant risk assessments and any action taken in response, and evaluating effectiveness		
Seeking input from interested groups (such as students, staff, parents) to consider improvements to CHS processes under the Policy	DHT – Behaviour and Attitude	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of Policy and procedures in promoting good behaviour, and trends relating to disciplinary measures taken	CHS Local School Committee (LSC)	As a minimum annually, and as required
Overall responsibility for content and implementation	DET	As a minimum annually.

7 Promoting High Expectations of Good Behaviour

- 7.1 Students are educated about good behaviour through the CHS curriculum, PSHE, RSE and the CHS pastoral support systems. Students are encouraged to act responsibly and, through the operation of this Policy, to accept responsibility for their behaviour. This includes teaching Students explicitly what good behaviour looks like (for example, through the teaching of good habits and routines).
- 7.2 CHS understands that rewards can be more effective than punishment in motivating students. The ways in which CHS may reward good behaviour are detailed in Appendix 3.
- 7.3 CHS recognises that, where challenging behaviour is related to a student’s disability, use of positive discipline and reward methods may enable it to manage the student’s behaviour more effectively, and to improve their educational outcomes.
- 7.4 Where appropriate, staff should also consider any contributing factors that are identified after a behaviour incident has occurred, for example, if the student has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs, including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8 Responding to Unacceptable Behaviour

- 8.1 When a member of CHS staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this Behaviour Policy, and, specifically, the Rewards and Sanctions detail at Appendix 3.
- 8.2 The first priority will be to ensure the safety of students, and de-escalation techniques can be used to prevent further behaviour issues arising. Staff will remind students of the expectations for behaviour, they will issue two informal warnings and will then follow up with formal sanctions.

8.3 CHS recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time, if necessary.

9 **Minor Breaches of Discipline/this Behaviour Policy**

9.1 CHS adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with CHS at the earliest opportunity. All concerns are taken seriously, including scenarios where suspicions or breaches of discipline appear minor.

9.2 CHS has pastoral support systems in place to assist students in managing their behaviour. A range of sanctions are available for those who breach this CHS Behaviour Policy. Refer to Appendix 3.

9.3 The decision to issue a sanction and the sanction itself must be made on the CHS premises or whilst the student is under the charge of the relevant member of staff.

9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and/or interviews with the students involved. Low-level sanctions may be given following such processes. Refer to Appendix 3 for details of possible sanctions.

9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

9.6 When considering the appropriate sanction, the risks posed to student welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other students' welfare and/or the CHS community as a whole.

10 **Serious and/or Persistent Breaches of Discipline/this Behaviour Policy**

10.1 Allegations, complaints or rumours of serious and/or persistent breaches of discipline should be referred to the DHT – Behaviour and Attitude.

10.2 The decision to issue a sanction and the sanction itself must be made on the CHS premises or whilst the student is under the charge of the relevant member of staff.

10.3 The main categories of misconduct, which are likely to be considered to be serious breaches of discipline include, but are not limited to:

10.3.1 Supply, which means providing or sharing (whether or not for money or other consideration), or facilitation of supply, e.g. sale, exchange or sharing (which includes promotion/advertisement or facilitating supply)/possession/use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by CHS;

10.3.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice-based bullying, discriminatory-based bullying or other potentially criminal offence, including being an accessory or conspirator;

10.3.3 physical violence and/or abuse (which may include, but is not limited to, hitting, kicking, shaking, biting and hair pulling);

10.3.4 physical or emotional abuse or harassment (to include behaviour that may be

- categorised as "banter", "just having a laugh", "part of growing up", "boys being boys" or "girls being girls");
- 10.3.5 initiation/hazing-type violence and rituals (which may include, but is not limited to, activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 10.3.6 abuse in intimate personal relationships between children (also known as teenage relationship abuse);
 - 10.3.7 sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour;
 - 10.3.8 consensual and non-consensual sharing of nudes and semi-nude images and/or videos;
 - 10.3.9 behaviour in contravention of the CHS policies on the acceptable use of technologies or online safety;
 - 10.3.10 supply or possession of pornography;
 - 10.3.11 behaviour, which may constitute a criminal offence, such as:
 - (a) possession or use of firearms, knives or other weapons;
 - (b) vandalism, defacement and/or destruction of school property.
 - 10.3.12 possession of prohibited items under section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) regulations 2012. Refer to Appendix 5;
 - 10.3.13 possession of banned items as detailed in Appendix 5;
 - 10.3.14 persistent breaches of discipline or attitudes or behaviour, which are inconsistent with the CHS ethos;
 - 10.3.15 other misconduct, which affects the welfare of a member or members of the CHS community or which brings CHS into disrepute (single or repeated episodes) on or off the CHS premises;
 - 10.3.16 other misconduct specifically provided for in this CHS Behaviour Policy.
- 10.4 CHS aims to operate within the principles of fairness and natural justice. A decision to exclude a student permanently will only be taken:
 - 10.4.1 in response to a serious breach and/or persistent breaches of the CHS Behaviour Policy; and
 - 10.4.2 where allowing the student to remain in School would seriously harm the education and/or welfare of the student and/or others such as CHS staff or students.
 - 10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 4.
 - 10.6 Complainants will be taken seriously and CHS will carefully discharge its duty of care to both complainants and those student(s) accused. Reporting concerns is encouraged by CHS. A

complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

- 10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in Appendix 4.
- 10.8 Appendix 3 sets out a non-exhaustive list of possible sanctions, which may be imposed for serious and/or persistent breaches of discipline/this Policy.

11 Suspected Criminal Behaviour

- 11.1 Before investigating a behaviour incident, CHS will consider whether a criminal offence may have been committed, and should be reported to the Police.
- 11.2 CHS will undertake the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard CHS students (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the student and others, as well as the risk of not making a report to the Police.
- 11.3 Where a report is made to the Police, CHS will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. CHS will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.
- 11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, CHS may decide to continue its investigation and impose sanctions.
- 11.5 CHS will follow the Trust Safeguarding and Child Protection Policy and its own safeguarding and child protection procedures at all times, and, when making a report to the Police, it may also be appropriate to make a report to Children's Social Care. This will usually be led by the Designated Safeguarding Lead (DSL).

12 Removal from the Classroom

- 12.1 Refer also to Appendix 1.
- 12.2 CHS will only remove a student from the classroom for serious disciplinary reasons, as a formal sanction under this Policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a student's needs).
- 12.3 Removal from the classroom will happen when a reminder of expectations and warnings have been issued. A sanction will be set for the student. Declassing may occur for the following reasons, but this list should not be seen as exhaustive:
- 12.3.1 to maintain the safety of all students, and to restore stability following an unreasonably high level of disruption;
- 12.3.2 to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- 12.3.3 to allow the student to regain calm in a safe space.

- 12.4 CHS will consider whether removal from the classroom is proportionate, and will consider the circumstances of each individual case.
- 12.5 CHS will provide any student, who is removed from the classroom, with continuous meaningful education during any period of removal.
- 12.6 The DHT – Behaviour and Attitude will maintain overall strategic oversight of the use of removal from the classroom.

13 Intervention, Support and Reintegration

- 13.1 CHS will, as far as practicable, adopt a range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of suspension and permanent exclusion. CHS has a system in place to ensure that leaders are aware of students whose behaviour is a cause for concern.
- 13.2 The range of intervention strategies that CHS will put in place include, but are not limited to:
 - 13.2.1 frequent and open engagement with parents, including home visits if deemed necessary;
 - 13.2.2 providing resilience mentoring and coaching;
 - 13.2.3 short-term behaviour report cards or longer-term behaviour plans;
 - 13.2.4 Return to Learning Rooms; and
 - 13.2.5 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 13.3 Where CHS has serious concerns about a student’s behaviour, it will consider appropriate interventions, including, but not limited to, whether an assessment of a student’s SEND is appropriate; where a student has an Education, Care and Health Plan (EHCP), whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.
- 13.4 CHS has a number of spaces, including the Return to Learning (RTL) Room, where planned interventions for individual students takes place in place of mainstream lessons. The Return to Learning Room is used to allow students to have time out, reset and return to lessons quickly. It is also used to allow students to access education when internally isolated.
- 13.5 Following a sanction, CHS will consider appropriate strategies to help the student(s) involved understand how to improve their behaviour and meet the behaviour expectations of CHS. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 13.6 CHS will consider and apply appropriate strategies for the reintegration of a student following removal from the classroom, time in the Return to Learning Room, time at an alternative site under an off-site direction or suspension.

14 The Role of Parents

- 14.1 CHS seeks to work in partnership with parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the parents' obligations to CHS to support its Behaviour Policy.

- 14.2 CHS recognises that communicating the CHS Behaviour Policy to all members of the CHS community, including parents, is an important way of building and maintaining the CHS culture.
- 14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with CHS whilst continuing to work in partnership with them.
- 14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately, e.g. by the Police if they are involved.
- 14.5 Parents will be notified of any pending disciplinary action.
- 14.6 Parents will also be notified of disciplinary sanctions:
- 14.6.1 imposed for significant minor breaches of discipline (persistent minor breaches such as detention); and
- 14.6.2 those imposed for serious breaches of discipline and any rights of review as required and/or within School reports.
- 14.7 Parents will be consulted about the child's conduct and the application of this Policy to their child where CHS considers, in its professional judgement, that these give rise to a significant concern about student welfare.
- 14.8 Whenever the Headteacher (HT) suspends or permanently excludes a student, they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and section 63. of the Suspension and Permanent Exclusion Guidance.

15 The Role of Students

- 15.1 Every student will be made aware of the CHS behaviour standards, expectations, pastoral support and the School's approach to a failure to meet required standards and consequence processes. Students will be taught that they have a duty to follow the CHS Behaviour Policy and uphold the CHS rules and should contribute to the CHS culture.
- 15.2 Students should be asked about their experience of behaviour and asked to provide feedback on the CHS behaviour culture. Every student will be supported to achieve the behaviour standards, including an induction process that familiarises them with the CHS behaviour culture.

16 Additional Needs

- 16.1 Where CHS has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a student with an EHCP or a looked after child, it should, in partnership with others (including the Local Authority (LA), where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a student's SEN or disability. Where a student has an EHCP, CHS should consider requesting an early annual review or interim/emergency review.
- 16.2 CHS will, as far as possible, attempt to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should consider the specific circumstances and requirements of the student concerned.

- 16.3 The HT and the Trust must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the suspension and permanent exclusion process. This includes having regard to the SEND Code of Practice.
- 16.4 Whilst a suspension or permanent exclusion may still be an appropriate sanction, the HT should consider any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered a bereavement, has mental health issues or has been subject to bullying.
- 16.5 CHS will make reasonable adjustments for managing behaviour, which is related to a student's disability. Staff should seek advice from the DHT – Behaviour and Attitude if they are unsure about how to manage a student's behaviour where this is related to a disability.
- 16.6 If there is a concern that a student's behaviour is as a result of unmet educational or other needs, advice should be sought from the DHT – Behaviour and Attitude/CHS Special Educational Needs and Disability Coordinator (SENDCo), and further action, in accordance with the Trust's SEND Policy and the CHS SEN Information Report, will be considered.
- 16.7 Where a suspension or permanent exclusion is being considered, CHS will ensure that a student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

17 **Safeguarding and Child-on-Child Abuse**

- 17.1 Some behaviour by a student towards another may be of such a nature that safeguarding concerns are raised. CHS will adopt a zero-tolerance approach to abuse in order to prevent harm to students. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- 17.1.1 bullying (including cyber-bullying, prejudiced-based and discriminatory-based bullying);
 - 17.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);
 - 17.1.3 sexual violence and/or sexual harassment;
 - 17.1.4 causing somebody to engage in sexual activity without consent;
 - 17.1.5 upskirting and/or attempts to commit upskirting;
 - 17.1.6 consensual and non-consensual sharing of nudes and semi-nudes and or videos (also known as sexting or youth-produced sexual imagery); and
 - 17.1.7 initiation/hazing-type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element).
- 17.2 Child-on-child abuse can occur both inside and outside of CHS and may be taking place whilst not being reported. A "one size fits all" approach is not appropriate for all students, and a contextualised approach for more vulnerable students, victims of abuse and students with special educational needs and disabilities may be required. Certain behaviours, for example, dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up", "boys being boys" or "girls being girls" can lead to a culture of unacceptable behaviours and

create an unsafe environment for students. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and students accepting it as normal and not coming forward to report it.

- 17.3 Technology is a significant component in many safeguarding and wellbeing issues. Students are at risk of abuse online as well as face-to-face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 17.4 In line with the CHS aims and culture of openness and encouragement to report, the Trust's Harmful Sexual Behaviour and Child-on-Child Abuse Policy should be referred to. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of students and/or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Trust's Safeguarding and Child Protection Policy and CHS procedures will take priority.

18 Malicious Allegations

- 18.1 Where a student makes an allegation, which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the student needs help or may have been abused by someone else, meaning that this may be a cry for help. A referral to external agencies may be appropriate in these circumstances. The DHT- Behaviour and Attitude will also consider whether to take disciplinary action against the student in accordance with this Policy.
- 18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.
- 18.3 CHS will consider a malicious allegation to be one where there is sufficient evidence, on the balance of probabilities, to disprove the allegation and that, by the same test, there is sufficient evidence that there has been a deliberate act to deceive.

19 Use of Reasonable Force

- 19.1 Corporal punishment is not used at CHS and force must never be used as a form of punishment.
- 19.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the Trust's Use of Reasonable Force and Physical Restraint Policy.

20 Searching Students

- 20.1 Refer also to the DET Searching, Screening and Confiscation Policy.
- 20.2 Under common law, school staff have the power to search a student for any item if the student agrees. CHS and Trust staff, as authorised by the DET Trust Board (TB) can, therefore, search for any item with student consent, but must ensure that the student understands the reason for the search, and how it will be conducted, so that the student agreement is informed. The student must be given ample opportunity to ask questions. In seeking consent to search, the student's age, any disability, or special needs the student may have, are considered.
- 20.3 CHS and Trust staff, as authorised by the DET TB, can search without the consent of the student, where they have reasonable grounds for suspecting that the student may have a prohibited or banned item. Reasonable grounds depend on circumstances, but could be, for

example, hearing students talking about such an item, or noticing a student behaving in a way that causes them to suspect that a student is concealing a prohibited or banned item.

- 20.4 If a student is unwilling to cooperate with the search, CHS will consider why this is. If a search is necessary, but not required urgently, the staff member will seek advice from the DHT – Behaviour and Attitude or appropriate member of pastoral staff.
- 20.5 If a student refuses to cooperate with a search, the DHT – Behaviour and Attitude, and staff authorised by the HT, may use reasonable force to search a student’s possessions where they have reasonable grounds for suspecting that a student has an item prohibited by law in their possession (refer to Appendix 5 for a list of prohibited items). Reasonable force cannot be used to search for items that are banned by CHS. Refer to Appendix 5 for a list of banned items.
- 20.6 If a student continues to refuse to cooperate, they may be sanctioned in line with the CHS Behaviour Policy, where this is appropriate, in a consistent, fair and proportionate way.
- 20.7 Any search will be logged on CPOMS noting the rationale for, and the outcome of, the search.
- 20.8 CHS will follow the Trust Safeguarding and Child Protection Policy and its own procedures at all times if a safeguarding concern arises as a result of any actions connected with a search of a student.

21 Staff Training

- 21.1 CHS ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles. This includes:
 - 21.1.1 how staff can support students in meeting high standards of behaviour;
 - 21.1.2 how staff can ensure that this Policy and sanctions are applied in a way that is consistent, fair, proportionate and predictable;
 - 21.1.3 where applicable, to reflect the need of particular students.
- 21.2 The level and frequency of training depends on the role of the individual member of staff.
- 21.3 CHS maintains records of all staff training.

22 Risk Assessment

- 22.1 Where a concern about a student’s welfare is identified, the risks to that student’s welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 22.2 The format of risk assessment may vary and may be included as part of the CHS overall response to a welfare issue, including the use of individual student welfare plans (including EHCPs, behaviour plans, as appropriate). Regardless of the form used, the CHS approach to promoting student welfare will be systematic and student-focused.
- 22.3 The DHT – Behaviour and Attitude has overall responsibility for ensuring that matters, which affect student welfare, are adequately risk assessed, and for ensuring that the relevant findings are implemented, monitored and evaluated as required.
- 22.4 Day-to-day responsibility to undertake risk assessments under this Policy will be delegated to Heads of Year/Director of Key Stage/DSL or Deputy DSL, who have been properly trained in,

and tasked with, carrying out the particular assessment.

23 Record Keeping

- 23.1 All records created in accordance with this Policy are managed in accordance with the DET Records Management Policy and Retention Schedules that apply to the retention and destruction of records.
- 23.2 CHS will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 23.3 CHS will keep a separate record for:
- 23.3.1 allegations and concerns reported in respect of:
- (a) sexual harassment or sexual violence;
 - (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents.
- 23.4 CHS will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in CPOMS.
- 23.5 CHS will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:
- 23.5.1 the name and Year Group of the student concerned;
- 23.5.2 the nature and date of the offence;
- 23.5.3 the sanction imposed and reason for it; and
- 23.5.4 the name of the person imposing the sanction.
- 23.6 This record will be reviewed regularly by the DHT – Behaviour and Attitude so that patterns in behaviour can be identified and managed appropriately. This will also help if/when responding to any complaints about the way a case has been handled by CHS.
- 23.7 This record will be reviewed by the CHS LSC in order to evaluate all data recorded in order to meet its obligations under this Policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).
- 23.8 The records created in accordance with this Policy may contain personal data. The CHS use of this personal data will be in accordance with Data Protection law. The Trust has published on its website privacy notices, which explain how CHS will use personal data.

Appendix 1 - Removal from the Classroom

- 1 Removal of a student from the classroom is a formal sanction imposed for disciplinary reasons, which allows for the continuation of the student’s education in a supervised setting. At CHS, the supervised setting is the RTL Room. The education provided may differ from that provided in the mainstream classroom, but will still be meaningful for the student.
- 2 Following a reminder of expectations, two informal warnings being issued followed by a sanction – minus points on Satchel One or a detention being set – if the student continues to not uphold expectations, the student will be de-classed. Some examples of why a student would be de-classed are detailed here:
 - 2.1 to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
 - 2.2 to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
 - 2.3 to allow the student to regain calm in a safe space.
 - 2.4 continuous rule breaking in class despite reminder, warning, sanction (parents will be called or emailed by class teacher or Subject Lead to share concerns);
 - 2.5 refusal to follow instructions inside the classroom;
 - 2.6 walking away from the classroom;
 - 2.7 swearing at another student/teacher in class;
 - 2.8 racism, bullying, misogyny or homophobia inside the classroom or whilst elsewhere on the CHS site.
- 3 It will be the responsibility of the HT to maintain overall strategic oversight of CHS’ arrangements for any removals.
- 4 CHS will collect, monitor and analyse the data on the removal of students from the classroom in order to interrogate its use and effectiveness.
- 5 When dealing with the removal of a student from the classroom, each case will be dealt with on its own individual facts and circumstances. The DHT – Behaviour and Attitude and teachers should:
 - 5.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;
 - 5.2 inform parents of the removal from the classroom on the same day;
 - 5.3 facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
 - 5.4 ensure that students, where de-classed for behaviour reasons, are never locked in the room of their removal;
 - 5.5 if a student has a Social Worker, including if they have a Child in Need Plan, a Child Protection Plan or are looked-after, notify their Social Worker, if the removal is part of a wider set of concerns about that child and their performance in school.

- 5.6 if the student is looked-after, ensure that their Personal Education Plan is appropriately reviewed and amended, and notify their Virtual School Head.

Appendix 2 - Rewards and Sanctions

Rewards

Positive Student Behaviour and the House Point System

The vast majority of students behave exceptionally at CHS every single lesson of every single day. The CHS rewards system allows teachers, students and their parents to see how well they are progressing in subjects, and where they are producing sustained good work, effort and progress. It also rewards attendance.

CHS recognises that a key part of developing the potential of its young people is giving encouragement and praise. Praise is a key component of “Discipline with Dignity”, as are good teaching and good staff/student relationships. Staff at CHS are encouraged to actively look for opportunities to praise students, both within and beyond lessons. The School encourages its students to strive for excellence, which means them being the best that they can be, regardless of ability. The School’s system of rewards allows everyone to celebrate achievement, excellence and student contribution in all aspects of School life through House Points and certificates in termly Honours Assemblies.

House Points and Honours Certificates can be awarded for all of the following:

- An excellent piece of work;
- Excellent effort;
- Good progress (relative to the individual);
- Improvement;
- Attendance: 100% attendance to be rewarded by an Honours Certificate;
- Consistently good organisational skills;
- A positive contribution to a lesson;
- Courtesy;
- Consideration of others;
- Students, who have achieved their lesson or achievement targets e.g. on report.

The School uses displays and notice boards to celebrate each Year Group, Tutor Group and curriculum team to publicise achievement in all spheres of School life.

House Point Procedure

The School takes opportunities throughout the year to celebrate the progress of students and ensures that all parents are kept informed of their child’s rewards through the logging of achievements on Satchel One. The School welcomes feedback from students, parents, teachers and governors, in order to improve its system. Certificates are awarded to keep parents further informed of progress.

Form Tutors regularly monitor the number of House Points and draw attention to the data provided.

Form Tutors facilitate inter-form and house competition.

How else can students be rewarded?

The following are means of rewarding students available to staff at CHS:

- Assembly – praise from peers and teachers;
- Attendance certificate – prize at end of term;
- Being sent to Subject Lead, House Lead for “well done” or to show work;

- Tutor Group nominations for end-of-term celebration assemblies;
- House Points issued by teachers in class – the main reward;
- LORIC badges issued by teachers in class – subject to specific/relevant LORIC strand;
- Department praise postcard;
- Senior Leadership Team (SLT) praise postcard;
- Marking – stamps, written comments;
- Celebration assemblies at the end of each half-term;
- Phone calls home;
- Verbal praise;
- Jack Petchey Awards;
- Honours Certificates.

LORIC Badge Procedure

LORIC badges focus on rewarding students for demonstrating components of character education. LORIC badges are monitored in the same way as House Points. Electronic LORIC badges can be awarded via Satchel One. At the end of each term, they are collated and rewarded in Honours Assemblies, in the same way as House Points.

Once a student has achieved 15 badges, in total, on Satchel One, they receive a Leadership badge, 30 badges equate to an Organisation badge, 45 badges equate to a Resilience badge, 60 badges equate to an Initiative badge and 75+ badges equate to a Communication badge.

Behaviour for Learning Sanctions and Consequences

- Before formal sanctions are issued, two informal warnings are given.
- All behaviour incidents are logged on Satchel One.
- If a student is disrupting the learning of others, they will be declassified.
- Parents are informed of all sanctions and consequences via Satchel One.
- If poor behaviour occurs outside lessons, it is the responsibility of staff around the School to deal with the behaviour and to follow-up and log appropriately on Satchel One.

Detention System

CHS' primary method of communication is Satchel One. All parents should ensure that they have access to this application.

Level 1 Detention	Up to 15-minutes, which is logged on Satchel One. The student is made aware of the time and location of the detention. Detention takes place during break, lunch or after school. Satchel One is updated as “attended”, “refused” or “absent”, as appropriate.
Level 2 Detention	Up to 30-minutes with the Subject Lead or Year Lead, which is logged on Satchel One. The student is made aware of the time and location of the detention. Detention takes place after school on the same day. Satchel One is updated as “attended”, “refused” or “absent”, as appropriate.
Level 3 Detention	A 60-minute detention, which is logged on Satchel One and takes place after school on the same day. The student is reminded of the detention by the Year

Team. Satchel One is updated as “attended”, “refused” or “absent”, as appropriate.

Students, who are declassified, are set a Level 3 detention.

Failure to attend a sanction will result in an escalation of consequence.

Year Teams monitor and track persistent offenders and take appropriate action.

Report Cards

Pastoral reports are issued by the RTL team, Form Tutors, Year Teams, SENDCo or SLT when it becomes evident that a student is causing or experiencing difficulties in a number of areas.

Departmental Reports are issued by subject teachers and Subject Leads. The report is given by the student to the teacher at the beginning of each lesson. At the end of the lesson, the teacher completes the report and returns it to the student. The report is signed each evening by the parent.

It is the responsibility of the member of staff issuing the report to monitor the student’s progress and follow-up any further actions required.

Isolations

The School uses a range of different isolations. The underlying principle is that students are not permitted to be in lessons. Whenever a student commits an offence that warrants isolation, reference is made to previous records to check that any interventions that are in place have had time to work.

For SEND, LAC or students on the safeguarding/vulnerability register, there is a discussion between the relevant professionals about the nature/length of consequence.

Suspension and Permanent Exclusion from CHS

Only the HT has the power to impose a suspension or permanent exclusion from school. An 'Acting Head', who has been appointed to this position in the HT’s absence, or when the HT post is vacant, will also have this power.

Suspension and permanent exclusion from School can take the form of:

- Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.

Permanent exclusion from School will only be imposed for:

- a serious breach or breaches and/or persistent breaches of this Policy; and
- where allowing the student to remain in school would seriously harm the education and/or welfare of the student and/or others (such as staff or students) in the school.

Students may be withdrawn for an internal exclusion whilst an incident is fully investigated and a period of reflection is allowed. Parents are informed of the exclusion via a letter given to the student, a copy of which is also sent home by post.

Parents are contacted each time a suspension/exclusion sanction occurs.

The principles, guidance and procedure set out in the Suspension and Permanent Exclusion Guidance will be followed at all times. This guidance forms the basis of the DET Exclusions Policy, which is available on the Trust website [here](#). This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these.

When investigating an incident involving behaviour in the wider community, CHS considers the following

- Whether the Behaviour Policy and School rules have been broken;
- The severity of the misbehaviour;
- The extent to which the reputation of the School has been affected;
- Related to this, whether the student(s) were identifiable as a member of the School community;
- The extent to which the behaviour in question might have repercussions for the orderly running of the School and might pose a threat to another student or member of staff;
- Whether the misbehaviour in question was on the way to or from School, outside the School gates, or otherwise in close proximity to the School.

If a student is found to have broken the Behaviour Policy and School rules in the wider community, staff treat this as a serious matter. The student can expect:

- To be instructed by staff to behave in an acceptable manner, and to be disciplined on their return to School;
- To be referred to their Year Team;
- That their parents are contacted;
- To be issued with an appropriate sanction;
- If the misbehaviour could be classed as criminal or poses a serious threat to a member of the public, for the police to be informed.

Appendix 3 - Behaviour for Learning Sanctions and Consequences – Guidance for Staff

This table provides examples of behaviours and consequences, and is a guide only. It is not exhaustive, and each case is dealt with on an individual basis.

Two informal warnings are given before formal sanctions are imposed.

Consequence	Type of Behaviour	Staff Actions	Follow-up
<p>Level 1 Detention</p> <p>Up to a 15-minute detention, to take place during break, lunch or after school.</p>	<p>Failure to follow School rules Continuation or escalation of formal warnings Disrespectful behaviour or inappropriate comments towards member of staff/student Refusal to borrow PE kit Late to School/lesson Lack of homework Little/insufficient work produced Chewing gum or eating in lesson</p>	<p>Remind students of the School rules and expectations Move seat Speak outside the classroom Log behaviour incident on Satchel One Inform student of where the detention will take place</p>	<p>Discuss behaviour with student during 15-minute detention Update Satchel One as “attended”, “refused” or “absent”, as appropriate.</p>
<p>Level 2 Detention</p> <p>Up to a 30-minute detention, to take place after school on the same day with Subject Lead or Year Lead</p>	<p>Failure to attend a Level 1 Detention Continuation or escalation of Level 1 behaviour Declassed Severe and continued disruption to learning Persistent failure to follow staff instructions Verbal abuse/intimidation towards students Walking out of lesson without permission</p>	<p>Remind students of the School rules and expectations Log behaviour incident on Satchel One Call home Inform student of where the detention will take place Declassing - email the RTL Team immediately. The member of staff on patrol that period is contacted</p>	<p>Discuss behaviour with student during 30-minute detention Update Satchel One as “attended”, “refused” or “absent”, as appropriate. Declassing - The RTL team sets a “Level 2 Detention”</p>

		and discusses the incident with the student	
<p>Level 3 Detention</p> <p>60-minute detention, to take place after school on the same day.</p>	<p>Failure to attend a Level 2 Detention</p> <p>Continuation or escalation of Level 2 behaviour</p> <p>Complete refusal to follow (SLT) instructions</p> <p>Truancy from lesson</p> <p>Mobile phone (should not be visible)</p> <p>Refusing to be declassified/walking away from declassing</p>	<p>Remind students of the School rules and expectations</p> <p>Log behaviour incident on Satchel One</p> <p>Call home</p> <p>Inform student of where the detention will take place</p>	<p>Discuss behaviour with student during 60-minute detention</p> <p>Update Satchel One as “attended”</p> <p>Letter home from relevant Year Team</p>
<p>Isolation or suspension</p> <p>At least one day spent in the RTL room</p>	<p>Failure to attend Level 3 Detention</p> <p>Using social media in an inappropriate manner in or out of School</p> <p>Refusal to hand over mobile phone when requested by staff</p> <p>Vandalism</p> <p>Intimidation/disrespectful behaviour or verbal abuse towards member of staff</p>	<p>Log behaviour incident on Satchel One</p> <p>Year Team completes paperwork for all RTL referrals</p> <p>Search by authorised staff</p> <p>Signed off by Key Stage Director</p> <p>Call home</p>	<p>Student to go on report card</p> <p>Monitored by Resilience Coaches</p> <p>Discussion and parent meeting, where needed</p> <p>Reintegration meeting with staff member</p>

	<p>Violent conduct towards another student</p> <p>Smoking/vaping</p> <p>Bringing School into disrepute</p> <p>Violent conduct/dangerous behaviour towards others</p> <p>Truancy</p> <p>Extreme and challenging behaviour</p> <p>Discrimination or prejudice towards another student</p> <p>Possession of any prohibited or banned item as noted in Appendix 5.</p>		<p>Formal letter home by Key Stage Director</p>
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Appendix 4 - Investigations of Incidents and Alternative Action

1 Investigation

- 1.1 The HT may investigate incidents which potentially give rise to a breach of the CHS Behaviour Policy, or they may appoint a member of staff (usually a member of the SLT) to carry out the investigation.
- 1.2 The investigation and any interviews or meetings which take place with students will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 1.3 The students involved will be interviewed as part of the investigation and given the opportunity to state their version of events.
- 1.4 Students, who are clearly only witnesses and not at risk of disciplinary action, may be interviewed without an additional member of staff being present.
- 1.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where CHS deems it appropriate to do so).
- 1.6 The student will be asked to make a statement, and/or a written record of the interview will be made by the interviewing member of staff. Students will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.
- 1.7 CCTV footage may be viewed and students' lockers and/or personal belongings may be searched during the course of an investigation. Refer to the DET Searching, Screening and Confiscation Policy for further detail.
- 1.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the Police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, CHS will have regard to KCSIE and the CHS DSL (or Deputy DSL) will take a leading role on decisions.
- 1.9 Where the HT has appointed a senior member of staff to investigate an incident, which may result in a suspension or permanent exclusion from CHS, the investigating member of staff will fully report the outcome of their investigation to the HT to enable an informed decision to be made.

2 Removal from the classroom/suspension pending further investigation/enquiries

- 2.1 Where the incident is serious and/or complex and it has not been possible to complete the full investigation and/or conduct all enquiries on the day that the incident occurred or was brought to the attention of CHS, the student may be removed from the classroom while the investigation continues and/or enquiries are made (for example, consideration of a managed move). During this time, the student is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be considered by the HT when determining the final sanction.
- 2.2 Alternatively, where it is not appropriate for the student to remain on CHS premises

while the investigation continues/enquiries are made, the student may be suspended from CHS for a fixed number of days pending further investigation/enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation/enquiries.

- 2.3 Before a suspension pending further investigation/enquiries is imposed, the HT must be satisfied that a prima facie case has already been established in relation to the student's involvement in the incident to an extent that merits a suspension of, at least, that length.
- 2.4 A suspension pending further investigation/enquiries is still a serious disciplinary measure and the statutory procedure set out in the Suspension and Permanent Exclusion Guidance will be followed (including sending a notification letter to the parents containing all mandatory information).
- 2.5 Once the investigation/enquiries are complete, the HT will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation/enquiries. A second suspension notification letter containing all mandatory information will be sent to the parents confirming the further suspension or permanent exclusion.

3 Decision

- 3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).
- 3.2 A student's behaviour and discipline records will be considered, together with the student's background, and any special educational needs and/or disabilities they may have. CHS will follow the DET SEND Policy and its own SEN Information Report, as well as the DET Equality Statement and objectives, where these are relevant.
- 3.3 All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, considering the student's own account, aggravating features, mitigation, background, and special educational needs and/or disabilities.
- 3.4 Disciplinary sanctions will be recorded in the student's behaviour and discipline record.
- 3.5 CHS will usually notify the parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4 Off-site directions

- 4.1 CHS has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary sanction or punishment for misconduct.
- 4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), an Alternative Provision Academy, or another academy/school (or unit therein).

- 4.3 Parental consent is **not** required for an off-site direction, and students are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend CHS.
- 4.4 The arrangements for the off-site placement will be based on an understanding of the support that the student needs in order to improve their behaviour, as well as any SEND or health needs that the student has. It may be full-time, or part-time in combination with attendance at CHS or another setting. The expectation is that the student will continue to receive full-time broad and balanced education.
- 4.5 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the student's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the student's current position against which to measure their progress.
- 4.6 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the student is benefitting from it.
- 4.7 During the period of an off-site direction by CHS to another school/academy, the student must be dual registered, which means that they will be registered at both CHS and the school/academy to which the student is directed off-site.
- 4.8 CHS will follow the Alternative Provision Guidance when exercising this power.

5 **Managed moves**

- 5.1 A managed move is used to initiate a process, which leads to the transfer of a student to another mainstream school permanently. If a temporary move needs to occur to improve a student's behaviour, then off site direction (as described in section 4 above, and further in paragraphs 33 to 42 of the Suspension and Permanent Exclusion Guidance) should be used. Managed moves should only occur when it is in the student's best interests.
- 5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and parents will be consulted while this is being explored.

Appendix 5 - Prohibited and Banned Items

- 1 Refer also to the DET Searching, Screening and Confiscation Policy.
- 2 The following are “prohibited items” under section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) regulations 2012:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence;
 - to cause personal injury to, or damage to the property of, the School, staff, students, or any person (including the student).
- 3 CHS also bans other items, including:
 - chewing gum;
 - drug paraphernalia;
 - cigarettes, electronic cigarettes or e-cigarettes, personal vaporizers (PVs) and electronic nicotine delivery systems (ENDSs) battery-operated devices that mimic tobacco smoking;
 - any item that is reasonably believed to be likely to cause harm, offence, e.g. any item of a racist nature, or disruption.

This means that students must not have these items in their possession on CHS premises, or at any time when they are in the lawful charge and control of CHS.