

Behaviour Policy and statement of Behaviour Principles



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Contents

1. Aims	3
2. Behaviour Principles	3
3. Legislation and statutory requirements	3
4. Definitions	4
5. Bullying – Including the Anti-bullying policy	5
6. Roles and responsibilities	6
7. School Behaviour Curriculum	7
8. Personal Electronic Devices	8
9. Responding to behaviour	8
10. Serious Sanctions	14
13. Responding to misbehaviour from pupils with SEND	21
14. Supporting pupils following a sanction	22
15. Pupil transition	23
16. Training	23
17. Monitoring arrangements	23
18. Monitoring this policy	24
19. Links with other policies	24
Appendix 1 – Reward Ascending Pyramid	26
Appendix 2 - Anti-Bullying Policy including Child on Child Abuse	27

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1. Aims

Policies at Challney High School for Boys are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan and Strategic Intent.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our approach, emanating from our mission statement '*High achievement and access for all are our shared responsibilities*', is a positive one which emphasises the benefits for the whole school offered by shared values and responsibilities and an appropriate standard of behaviour.

2. Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- The government suspension and permanent exclusions policy explains that these will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

4. Definitions

4.1. Misbehaviour is defined as:

- Disruption on school premises and anywhere where the student is representing the school. This includes when in uniform away from school.
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

4.2. Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Child on child abuse - as identified below
- Vandalism
- Theft
- Fighting
- Smoking (Including vaping)
- Possession of any prohibited items. These are
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Vaping devices
 - Tobacco and cigarette papers
 - 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 student)
 - Mobile phones - if phones are seen in school for any reason they may be confiscated
 - Food or drink that contravenes the school's Healthy Eating Policy

4.3. Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse).
- Abuse in intimate relationships between peers.
- Sexual violence and sexual harassment.
- Causing someone to engage in sexual activity without consent

- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could 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

5. Bullying – Including the Anti-bullying policy

Bullying is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, but not limited to, through social networking sites, messaging apps or gaming sites

No bullying will be tolerated in school and will be dealt with through the pastoral team using the sanctions grid identified in Appendix 2.

The full Anti-bullying policy can be found in Appendix 2.

6. Roles and responsibilities

6.1. The Governing Body

The school's governors are responsible for reviewing and approving the written statement of behaviour principles (Section 2).

The school's governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The school's governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2. The Headteacher

The headteacher is responsible for:

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

6.3. Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4. Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5. Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School Behaviour Curriculum

Students are expected to:

- Follow the rules of Ready, Respectful and Safe.
- Accept sanctions when given.

To be Ready, students will need to;

- Arrive to school and lessons on time
- Wear the correct uniform at all times
- Be prepared with the appropriate equipment
- Move quietly around the School.

To be Respectful, students will need to;

- listen when teachers and others are talking
- Treat the school buildings and school property with respect
- Be polite to all members of staff and each other
- show respect, care and consideration to others
- In class, make it possible for all students to learn
- Move quietly around the school

To be Safe, students will need to;

- Never denigrate, harm or bully other pupils or staff
- Treat all equipment and property with respect to avoid injury
- Behave in an orderly and self-controlled way
- not bring inappropriate, prohibited or other unlawful items to school

In addition, students will need to;

- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Accept sanctions when given

8. Personal Electronic Devices

An outline of Challney High School for Boys' approach to the use of personal electronic technology by students while they are on school premises or engaged in school-organised activities is highlighted below. The primary purpose of this policy is to:

- Prevent the unacceptable or inappropriate use of personal electronic devices by students;
- Minimise disruption to teaching and learning, ensuring a focused educational environment;
- Protect the safety and well-being of all members of the school community (staff and students) from undesirable materials, unauthorised filming, intimidation, harassment, or online exploitation;
- Promote responsible digital citizenship and a balanced approach to technology use.

Challney High School for Boys strictly prohibits the bringing onto school premises or the use of any personal electronic device, unless explicit prior permission is granted by a member of the Senior Leadership Team or for specific educational purposes under direct staff supervision. Such items, when brought onto school premises without permission or used inappropriately, will be considered "prohibited articles" for the purpose of searching, screening, and confiscation, in accordance with the Department for Education's statutory guidance: "Searching, Screening and Confiscation - Advice for Schools" and "Mobile Phones in Schools".

NB: For the purposes of this policy:

- All references to "electronic devices" or "personal electronic devices" should be taken to include, but are not limited to: mobile phones, smartphones, smartwatches, recording devices, musical devices, portable gaming devices, tablets, e-readers, wireless headphones/earbuds, and any other device capable of connecting to the internet, recording/transmitting data, or disrupting the learning environment;
- Reference to "parent" will include carers and anyone with immediate "parental" responsibility, temporary or otherwise.

This policy will operate in conjunction with other policies including the *E-Safety* and *Acceptable Use Policy* and the *Behaviour Policy*.

The Purpose

8.1 Procedures and Consequences

The school maintains a clear and consistent approach to the confiscation of personal electronic devices, designed to deter misuse and support a positive learning environment. The core system of a 3-layer escalation process for repeated infringements will be strictly applied.

8.2 General Prohibition & Initial Confiscation:

Any student found to be in possession of, or using (including the device being visible or audible), a personal electronic device without explicit permission will have the device immediately confiscated by a member of staff. The device will be securely stored in a designated location.

8.3 First Confiscation:

Upon the first instance of confiscation, the device will be returned to the student after three days (3:15 PM onwards). A verbal warning will be issued and recorded in the student's behaviour log.

8.4 Second Confiscation:

Upon the second instance of confiscation, the device will be held securely and can only be collected by a parent/carer from school reception after 3:15 PM after five days. This infringement will be formally recorded, and parents will be informed of the repeated breach of policy.

8.5 Third and Subsequent Confiscations (Escalated Sanction):

For a third or subsequent breach, the sanction will be decided on the merits of the circumstances surrounding the breach. A mandatory meeting with parents/carers and a member of the Senior Leadership Team to discuss strategies to prevent further incidents and reinforce the importance of adherence to school rules.

8.6 Responsibility for Devices:

The school accepts no responsibility for the loss, theft, or damage of any personal electronic device brought onto school premises. Students bring such items at their own risk. It is strongly advised that students do not bring valuable electronic devices to school.

8.7 Prohibited Filming and Recording:

It is strictly forbidden for any student to record photographic images (still or video) or sound recordings of staff or students at any time on school premises or during school-organised activities without explicit prior permission from all individuals being recorded and a senior member of staff. This includes the use of covert recording devices.

8.8 Consequences for Unauthorised Filming/Recording:

Any student caught filming/recording another person (and/or uploading images or video onto the Internet, social media platforms, or sharing via any other means) will have that device confiscated immediately. This will be treated as a serious disciplinary matter, and their parents will be informed.

If the action is repeated, blatant, or of a serious nature (e.g., involving bullying, harassment, cyberbullying, sharing of inappropriate content, or illegal activity), the matter will be treated as a serious disciplinary issue. In such circumstances, the child's parents will be informed, and the Governing Body and/or the police may be notified, in line with safeguarding procedures and legal obligations.

8.9 Searching of Devices:

The school reserves the right to search the content of a confiscated, prohibited device where there is a reasonable suspicion to believe it may contain undesirable material, including, but not limited to, content that promotes pornography, violence, bullying, harassment, or material related to illegal activity. Any such search will be conducted strictly in accordance with DfE "Searching, Screening and Confiscation - Advice for Schools" guidance (July 2022).

Please note: School staff cannot use reasonable force to search for mobile phones or other electronic devices if they are only banned under school rules and are not considered "prohibited items" as defined by law (e.g., weapons, drugs, stolen items). However, staff can confiscate such items.

8.10 Communication with Students During the School Day:

Where parents or students need to contact each other urgently during the school day, they should do so

only through the School's main telephone system (via School Reception) and not via any personal electronic device. In highly exceptional circumstances (e.g., a specific medical need requiring a device for monitoring), permission for a student to retain a device for communication must be granted in writing by the Headteacher or a designated member of staff, and clear guidelines for its limited use will be established.

9. Responding to behaviour

9.1. Classroom Management

- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.
- The points below are suggestions only and should be adapted to suit your school's specific circumstances.
- They will:
 - Create and maintain a stimulating environment that encourages pupils to be engaged
 - Display the behaviour curriculum or their own classroom rules
 - Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use of common language to manage poor behaviour (Chance, Choice, Consequence)

9.2. Behaviour Points and Sanctions

The School has 4 levels of Behaviour points. These are outlined below with direct sanctions linked to them.

B1 Behaviour Points - (not exhaustive)

- Low Level Disruption
- Lack of engagement
- Use of Inappropriate language
- Eating/Drinking in class (Contraband)

To support students with these behaviours types, the common language of Chance, Choice and Consequence is used as part of our 2 warning system before a consequence.

Sanctions for B1 behaviour points are as follows:

- Next day lunchtime detentions:
 - x1 B1 = 20 minutes (Students to attend detention first and then eat lunch afterwards)
 - x2 B2 = HOH detention
 - The Pastoral team will contact (this could be a text message) parents/carers to notify them of the lunchtime detention the following day. Students will receive a detention slip within form time that morning.
 - Failure to attend the lunchtime detention will result in an immediate 1 hour detention afterschool.

B2 Behaviour Points (Not exhaustive)

- Removal from class (Continuation of B1 behaviours)

B2 detentions will be held by the Head of Department. A phone call home will be completed by either the subject teacher or the Head of Department.

B3 Behaviour Points (Not exhaustive)

- Aggressive / Intimidating behaviour
- Walking out of lesson or truanting
- Physical conflict / Fighting
- Damage to School Property
- Refusal to follow instructions
- Vaping / smoking

The following sanctions can be put in place for these behaviours. These sanctions will be decided and dealt with by the pastoral team.

- HOH Detention
- Phronesis Referral
- Off site Managed Respite
- Suspension
- Permanent Exclusion

‘Other’ Behaviour Points (Not exhaustive)

- Using a device (Mobile phone).
- Missing equipment
- Missing homework

Lateness to lessons

Punctuality is a core expectation at our school and essential for maintaining a focused and respectful learning environment. The policy regarding lateness to lessons is to support our commitment to high standards and to maximise learning time.

A student who is late to any single lesson will receive:

- An automatic 20-minute detention to be served at lunchtime the following school day.
- Students will receive a detention slip during morning form time, and a notification will be sent home.
- Failure to attend this lunchtime detention will escalate to a 1-hour after-school detention.
- If a student collects 2 lates in 1 day there will be a 1 hour Head of House detention the following day, a notification will be sent home.
- If a student collects 3 lates in 1 day, the student will spend a day within our phronesis provision. The phronesis provision day will end at 4.15pm.
- Lateness to lessons will be a behaviour that is included within our pastoral escalation. This is outlined in section 9.4.

The sanction aligns lateness with other low-level behaviours classified under B1 and is intended to reinforce the importance of punctuality as a key part of our behaviour expectations.

Other

Please note that more detail around the schools mobile phone policy can be found in section 8.

Refusal to cooperate with handing over a device will result in a B3 Behaviour point (Refusal to follow instructions) and result in a Serious sanction, outlined in section 10.

9.3. Persistent breaches

Where student behaviour is persistent, we will work with families and the student to put support in place to create individualised strategies to help the student get back on track. It is important to note that the table above does not account for the most important piece of work - the restoration process. The more severe the consequence, the greater the need for the restorative work. Therefore, we would always use targeted approaches to meet the needs of students based around knowing and understanding our students and their influences.

Some forms of behaviour are highly unacceptable and are therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- persistent breaches of the school's behaviour policy
- threats and/or assaults on a member of the school community
- possession of an offensive weapon such as a knife
- possession of drugs
- racist, sexist, homophobic or discriminatory behaviour
- criminal or alleged criminal behaviour
- vandalism of school property
- bringing the school into disrepute
- sexual harassment and sexual violence, which is any unwanted sexual behaviour that causes humiliation, degradation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school. This is explained in 'Sexual violence and sexual harassment between children in schools and colleges' - September 2021.

9.4. Pastoral Escalation

Behaviour trigger points will be in place for students. If a student accumulates a number of behaviour points over a short space of time, this will result in a minimum sanction of Phronesis. Over a half term period a student cannot re-enter phronesis for the same reason. An escalated sanction will be put in place; this may include a managed respite (time at a partner school) or suspension from school.

Persistent disruptive behaviour or a serious breach of the schools behaviour policy will result in serious sanctions outlined in section 10.

9.5. Safeguarding

The 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

[W CHSB CLT Safeguarding Policy 23-24 FINAL.docx](#)

9.6. Responding to good behaviour (See appendix 1)

Positive behaviour will be rewarded with:

- Praise
- The use of the 'Wall of Fame' in lessons
- Subject stamps and stickers
- Achievement Points
- Positive Postcards
- Recognition in House Assemblies
- Letters or phone calls home to parents

- End of term/year reward assemblies
- Rewards trips
- Special responsibilities/privileges
- ACE (Award Celebration Evening) Rewards ceremony

9.7. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will exercise the schools behaviour point system should this be warranted.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

In addition to the behaviour sanctions outlined above, the school reserves the right to apply any of the following

- Sending students home to change their uniform.
- Sending students home to have a hair cut (Lines in hair)
- Withdrawal of privileges
- Confiscation of items
- Working with a form tutor or designated member of staff
- Community service (where possible, related to the behaviours that have gone wrong)

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.8. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils . Reasonable force **can** be used under the following circumstances, where pupils may be:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All staff should have basic training provided at least annually to enable them to understand de-escalation techniques, and, where appropriate, specific staff should have more advanced training in restraint or other restrictive measures to ensure that they are used safely and effectively and in the appropriate circumstance.

In specific cases, individual students may have de-escalation strategies/plans (positive handling such as Team Teach), which may result in restraint being appropriately implemented. Such plans must be co-constructed and clearly communicated with all stakeholders. **Timely communication must occur with parents/carers where restraint has been required.**

Where positive handling or restraint has been required with a particular pupil, a pupil level risk assessment **MUST** be put in place for that pupil, as soon as it is reasonably practicable.

When positive handling or restraint has had to be applied to a situation a review of the incident and a full debrief with relevant staff will take place to ensure the approach taken has been reasonable, proportionate and necessary. This will inform future practices and risk assessments. Parents will be informed of any adjustments to procedure concerning their child.

The school will record the following on CPOMS with detail on the nature of the restraint and reasons for use:

- o the child's age.
- o pupil's behaviour and level of risk presented at the time of the incident (including attempts to de-escalate);
- o length of restraint
- o technique / method and degree of force used;
- o effect on the pupil or member of staff;
- o who was present

This is with a view to safeguarding pupils and staff.

Schools must ensure they also control risks associated with violence and aggression through risk assessments and implementation of effective controls. This is set out in our Health & Safety Policy.

9.9. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- in extreme cases (such as cyber bullying) this would also include misbehaviour at any time that
- could have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- could adversely affect the reputation of the school
- criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.10. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.11. 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, Deputy Head Teacher (Pastoral), Assistant Head Teacher (Head of Behaviour) or the Designated Safeguarding 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.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.12. Zero-tolerance approach to 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

[W CHSB CLT Safeguarding Policy 23-24 FINAL.docx](#) .

9.13. Violence and Physical Aggression between students

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

The school has a zero-tolerance of any form of violence or aggression. We are committed to ensuring that Challney High School for Boys is always a safe place to learn, where boys grow up understanding that fighting, assaults and physical bullying of any kind are unacceptable behaviours in school and in society.

We are committed to ensuring that they understand that they must develop the appropriate skills to resolve conflicts, which they will inevitably encounter as they grow up, positively and productively. It is also important to understand that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It is not acceptable to dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

This section of our behaviour policy is to make it absolutely clear what we mean by the terms violence and aggression (of any description) and what the consequences of such behaviour will be.

In order to define violence and aggression we have chosen the terms "affray", "common assault", "assault causing bodily harm" and "assault causing grievous bodily harm". The definition of these terms is:

- Affray - is when someone threatens violence toward another person and behaves in such a manner that other people are fearful of their personal safety. This can constitute a criminal offence.
- Common Assault is committed when someone inflicts violence on another person or makes that person think they are about to be attacked. Threatening words or a raised fist could lead the victim to believe they are going to be attacked – and that is enough for the crime to have been committed. Other acts like spitting at someone may also be classed as common assault. This can constitute a criminal offence.
- Assault causing actual bodily harm is committed when someone, intentionally or recklessly, has caused physical harm. This can constitute a criminal offence.
- Assault causing grievous bodily harm is more serious than actual bodily harm and involves wounding with intent and malice. This can constitute a criminal offence.

Our sanction for any student found committing affray is:

- A letter will be sent to their parents/carers.
- The letter will be on record and passed on to any post 16 institution when references are required.
- A restorative conversation between the aggressor and the victim.
- A sanction of suspension or other sanctions may also be applied.

Our sanction for any student found committing assault (any category) is:

- The police may be informed and they may decide to prosecute. **Please note that the age of criminal responsibility in England and Wales is 10 years old.**
- A letter will be sent to their parents/carers informing them of the incident
- Parents and student may be required to engage with external agencies such as the Youth Offending Team.
- Police may also contact parents.
- **The letter will be on record and passed on to any post 16 institution when references are required.**

- They will be excluded or required to receive their education from a different provider.
- Parents will be required to reassure the Headteacher that such an offence will not be repeated.

Our sanction for any student found committing assault (any category) a second time is all of the above and in addition:

- The parents and student will need to attend a disciplinary meeting with a member of the Governing Body as well as the Head Teacher. There will be a signed contract of behaviour for the student to remain in school which will be witnessed by the Governor and Headteacher.
- The student is at risk of being permanently excluded from the school.

10. Serious Sanctions

10.1. Detentions

The Schools detention system is outlined in section 8.2 (Please refer back)

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents. The maximum length of time a student can be kept after school without parental notification is 10 minutes.

Parents/carers must be informed of any detentions that are for more than 10 minutes. This can be via text message, letter or telephone call. If a teacher is keeping a pupil for detention on the same day of the incident, a telephone call or text message must be made to parents/carers to inform them of the detention.

When imposing a detention, the school will consider whether doing so would:

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

10.2. Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom for persistent disruption will be supervised by a neighbouring classroom teacher for the remainder of the lesson

Pupils who have been removed from the classroom for a serious breach of the behaviour policy will be supervised by a member of pastoral staff.

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

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

10.3. Internal Inclusion (Phronesis)

We may use Phronesis (Internal inclusion) in response to serious or persistent breaches of this policy. Students may be sent to their House Pastoral team during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention may also be referred to Phronesis by their Head of House.

Phronesis is overseen by Will Lowerson (Assistant Head teacher) and managed by Zahida Kausar (Phronesis managed)

10.4. Managed Respites

A managed respite means that a student will complete their set work in the Inclusion room at a partner school within Luton and Dunstable. These rooms will be staffed by a member of their staff at all times. They will also not be permitted to be in the playground at break. This sanction is used by the Headteacher when there has been repeated disruptive behaviour or a serious breach of the school's behaviour policy.

10.5. Suspensions & Permanent Exclusions

The School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Section 9.3 highlights where persistent disruptive behaviour can lead to permanent exclusion. This section also highlights that some forms of behaviour are highly unacceptable and are therefore highly likely to lead to permanent exclusion. (Please refer back)

Suspension:

The letter, which is issued when a student is suspended, explains clearly the responsibility that the student should not be in a public place during the period of the suspension. For suspensions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place during school hours during a suspension they may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

Procedures:

- If an incident is deemed serious enough to involve a suspension, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided on google classroom for the length of the suspension
- Parents will be requested to meet with the Head teacher and a member of the senior leadership team on the day that the student returns to school to ensure such events do not reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter

10.6. Direction to off – site provision

In certain circumstances, and at the discretion of the Head teacher, students may be directed to off-site provision. Parents must ensure that their child attends the placement otherwise they will be registered as an unauthorised absence. Poor attendance could result in a penalty notice (fine) or a court order for poor attendance.

10.7. Managed moves

The Local Authority operates a protocol on managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

10.8. Resources and support

The school, where necessary, will ensure effective early identification and integration of interventions and services (where necessary) to meet the needs of children and families, including (But not exhaustive):

- Subject, Form tutor & HOH report cards
- Internal mentoring
- Counselling (Various)
- Assignment of a key worker
- Behaviour Support plan
- RAG timetable
- LLIP Literacy Support
- SEND referral
- Phronesis (Internal inclusion) workshops
- Suspension workshops
- Bereavement counselling
- Fine Motor Skills/Lego therapy
- Luton Sexual Health
- Risk Assessment
- Augmented timetable
- Early Help Assessment (EHA)
- Team around the Family (TAF)
- Youthscape programs
- Stronger Families
- Work experience
- MAGPAN referral
- Target youth worker
- Youth offending service
- Amber Unit
- Police liaison
- Alternative Provision.

10.9. Behaviour Contract

On rare occasions it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance, the school will put a Behaviour contract into place in order to support the student and try to prevent this occurring. This process will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the student. A Behaviour contract involves regular reviews to assess progress and make amendments as needed.

Please refer to our exclusions policy for more information
<https://www.gov.uk/government/publications/school-exclusion>

11. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

11.1. Confiscation

Any prohibited items (listed in section 4) found in a pupil's 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.

11.2. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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 ensure 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.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head of House, Head of Behaviour or Designated Safeguarding Lead to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, 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, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

11.3. Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

11.4. Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

11.5. Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents 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.

11.6. 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.7. 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, 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 advocate for pupil wellbeing at all times.

11.8. Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, 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, 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 the role of the appropriate adult).

The pupil's parents 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.

11.9. 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 two 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, entitlement 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.

11.10. 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.

12. Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

13. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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 causing any substantial disadvantage to a disabled pupil 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.

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

The Schools approach to anticipating and removing triggers of misbehaviour includes (but not exhaustive)

- 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

13.1. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

13.2. 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 also 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.

13.3. Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

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

This will be lead by the school SENCO.

14. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

If the student is returning from suspension or an off site provision it is likely that a number of the following will be implemented (Please note - this list is not exhaustive):

- Reintegration meetings (Meeting with Head Teacher, SLT Pastoral staff and Head of House/Year.
- Daily contact with the Head of House/Year.
- A report card with personalised behaviour goals
- Behaviour Support plan
- Behaviour contract
- Renaissance Outreach Referral.

15. Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

15.1. Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

16. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

As the basis of our behaviour policy we follow the Pivotal Education Curriculum.

We follow the 5 Pillars of Pivotal Education;

- Consistent, calm, adult behaviour
- First attention to best practice
- Relentless Routines
- Scripted Conversations
- Restorative follow up

Behaviour management will also form part of continuing professional development.

17. Monitoring arrangements

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

Use of pupil support units, off-site directions 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 from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

18. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head Teacher.

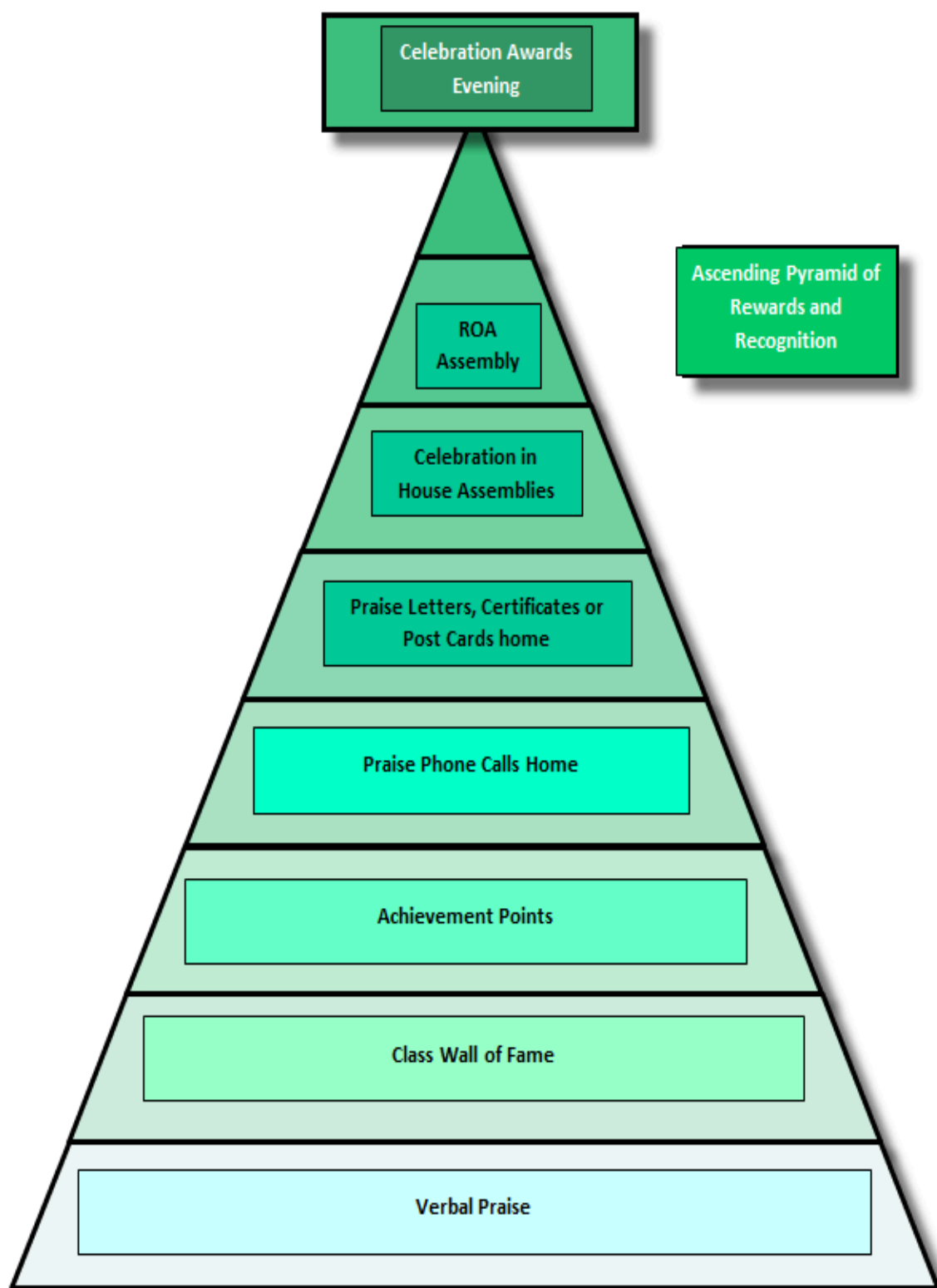
19. Links with other policies

This behaviour policy is linked to the following policies

- Safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Exclusions policy
- Safeguarding policy
- RSE Curriculum
 - Healthy and respectful relationship
 - What respectful behaviour looks like

- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment

Appendix 1 – Reward Ascending Pyramid



Appendix 2 - Anti-Bullying Policy including Child on Child Abuse

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community."

(DfE, 2007).

Challney High School for Boys is an academy in which young people flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the school community.

Statement of Intent

Challney High School For Boys is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Objectives

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Policy Aims

- All students, parents, staff and governors should have an understanding of what bullying is.
- Staff and governors should follow the school policy when bullying is reported or suspected.
- All students and parents should know what bullying is and inform a member of staff if bullying arises.
- The Academy will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also

contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Head of House.

Heads of House will investigate the incident by interviewing all concerned and record outcomes on the files of those involved.

Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff. Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to the counselling or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Students who have bullied will be helped by; discussing what happened, discovering why they became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Removal from mainstream education
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer.
- Internal suspension
- Suspension or permanent exclusion.

Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying which may include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year.
- Whole school assemblies.
- Pupil surveys.
- Poster campaigns.

- Improved supervision in potential problem areas.
- Peer mentoring and Buddy Schemes.
- Assertiveness training.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Development, Monitoring and Review

We plan to:

Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of House and reported regularly.

Support staff to identify and tackle bullying appropriately.

Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.

To learn from anti-bullying good practice elsewhere and utilise the support of the Chiltern Learning Trust and relevant statutory/voluntary organisations when appropriate.