



# Behaviour for Learning Policy

Policy Reference	
Committee	C&S
Completed Review Date	Sept 25
Policy Owner	VP
Ratified by Governors	
Next Review Due	Sept 26

Signed by Principal	
Signed by Chair of Governor	

## MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness in line with DfE guidance September 2022.

This policy will be promoted and implemented throughout the Academy.

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# Behaviour policy and statement of behaviour principles

## CHILTERN HILLS ACADEMY

### OVERVIEW

Chiltern Hills Academy has a behaviour for learning culture that is based on the attitudes of respect, kindness and hard work.

The expected standards of behaviour are stated in the home-school agreement (appendix 3), and will be reiterated regularly, both formally and informally, by all members of staff.

The academy ethos is built around a culture of high expectations and no excuses, and this applies clearly to behaviour enabling all our students to flourish, regardless of ability of special needs.

Above everything else we believe in positive behaviour management where students are rewarded and celebrated for the effort, achievements and displaying of the Chiltern Hills Academy Values.

We believe in positive, restorative conversations where all students feel valued and respected in all areas of academy life. We strive to ensure that the student is at the heart of all we do and as a result we recognise that each student is an individual, with specific needs that need to be taken into account when managing and dealing with behaviour. We are a fully inclusive school; we value diversity and endeavour to ensure respect for all members of our community is at the heart of what we do. Whilst we want staff to be consistent when dealing with behaviour issues, we recognise that students can experience certain vulnerabilities which need nurturing and require flexibility when working with them.

This policy applies at all times during the academy day and whilst students are within the academy building, whilst students are on academy trips, and at all times when students are wearing their uniform, including travelling to and from the academy.

Approved by:	LGB	Date: Oct 25
Last reviewed on:	Sept 25	
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## Policy Statement

Chiltern Hills Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance and model desired behaviours at all times. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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 school values of love, respect, self-discipline, compassion, hope, honesty and forgiveness.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take responsibility for their behaviour and accept the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- To value diversity and recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.

(For Legislation and statutory requirements related to this behaviour policy see Appendix 1)

### 2. Our 3 Principles

The 3 principles that we expect all our students to follow are:

- a) Be respectful to all
- b) Be Kind to all
- c) Work hard

(For definitions relating to this behaviour policy see Appendix 2)

### 3. Anti -Bullying

We believe that we should all be respectful and kind towards each other. By doing so we live by the Chiltern Hills values of love, respect, self-discipline, compassion, hope, honesty and forgiveness. This means that we are an anti-bullying school and we take all bullying issues very seriously.

(For more information refer to our Anti-bullying policy)

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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 and actions, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy:

[Chiltern Hills Academy - Policies](#)

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 4.2 The Principal

The Principal is responsible for:

1. Reviewing and approving this behaviour policy.
2. Ensuring that the school environment encourages positive behaviour.
3. Ensuring that staff deal effectively and consistently with poor behaviour.
4. Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
5. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
6. 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 students to participate fully.
7. Identifying and supporting staff who may need additional support in ensuring this policy is implemented effectively.
8. 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.
9. Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
10. Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1).

### 4.3 Teachers and staff

Everyday staff at Chiltern Hills Academy will:

- Treat all students with respect and kindness
- Encourage and role model good behaviour
- Be consistent and fair at all times

Staff will:

- Meet and greet at the door.
- Refer to 'Respect, kindness and hard work'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a recognition mechanism throughout every lesson.

- Be calm and give 'take up time' when going through the steps.
- Aim to prevent escalation of behaviour before issuing sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

#### 4.4 Key Stage/Year Leaders and Middle Leaders

Key Stage/YLs and Middle Leaders within the school will ensure that the key focus of each day regarding student conduct is to show respect and kindness for all. They will always:

- Show respect to all
- Ensure all students have a positive and exciting experience
- Manage all issues consistently

Middle Leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in the Department to encourage appropriate conduct.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Positive rewards and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.

The Key Stage/YLs at CHA are responsible for managing the behaviour of the students in their Key Stage/year group. They will:

- Ensure that students are fully informed of the school's expectations and values.
- Endeavour to create a culture of reward and positive encouragement within the year group.
- Develop self-discipline and self-regulation with all students.
- Work with form tutors to provide effective tutor programmes to support students with self-regulation and resilience.
- Ensure the rewards system is understood and used effectively by all staff.
- Monitor the behaviour and rewards of all students in the year group.
- Use data effectively to identify patterns and emerging concerns across the key stage/year group.
- Liaise with parents/carers about students who are causing concern.
- Manage the Reflection Room process for the year group.
- Liaise with the SENDCo to ensure provision is made for students who need support with behaviour.
- Liaise with the SLT with responsibility for behaviour regularly to provide updates regarding behaviour and rewards within the year group.

#### 4.5 Senior Leadership Team (SLT)

The role of Senior Leaders at Chiltern Hills Academy is to drive the positive culture within the school forward daily. This will be done by:

- Showing respect for all
- Modelling brilliant relationships
- Inspiring all to show kindness and work hard

Senior Leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess academy wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around corridors and the site, particularly at times of mass movement.

#### 4.6 Parents and carers

Parents and carers, where possible, should:

- Be aware that at Chiltern Hills we believe in respect, kindness and hard work and base each day around the seven Chiltern Hills values.
- Communicate effectively with the school so that we work in a true partnership to help their children reach their true potential.
- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in understanding the need to show respect and kindness and to self-regulate their behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Celebrate achievements with the school.
- 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 and support behavioural issues.

#### 4.7 Students

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

- Chiltern Hills is a school based on positive principles of respect, kindness and hard work.
- We reward students everyday (see the Rewards ladder).
- The expected standard of behaviour they should be displaying at school.
- The school's key principals, policies and routines to ensure that everyone is safe and respected.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- An understanding of how CHA promotes restorative practice and take part in this if needed.
- The value of self-discipline and self-regulation for success in learning.
- The pastoral support that is available to them to help them meet the behavioural standards.
- Students will be supported to meet the behaviour standards and will be provided with intervention and strategies as and when a need arises.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students 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 students who are mid-term arrivals.

For a copy of the CHA Home School Agreement see Appendix 3

#### 5. School Behaviour Curriculum

To achieve our mission statement at Chiltern Hills Academy we expect:

- Respect for learning
- Respect for self
- Respect for others
- Respect for the environment

As a school community we will:

- Promote a positive attitude to learning.
- Promote self-discipline and socially responsible behaviour.
- Have an effective system of rewards, sanctions, support and referral that is understood and applied consistently by everyone.
- Ensure all stakeholders in the school work together to secure the best possible student outcomes.
- Create a constructive environment where all students can work positively for the benefit of themselves and others.

Students are expected to:

- Behave in an orderly and self-controlled way and self-regulate their behaviour.
- Show respect and kindness to members of staff and each other.
- In lessons, make it possible for all Students to learn and work hard.
- Move quietly and calmly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.
- Place their phones in the pouches and ensure they are locked for the duration of the school day.

(For a statement about mobile phones see Appendix 4)

## 6. Responding to behaviour

### 6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages Students to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with students, which should include:

- Greeting students in the morning and at the start of every lesson.
- Establishing and maintaining clear routines.
- Communicating high 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.
- Using the Chiltern Hills Academy rewards system (see appendix 5).
- Taking part in restorative justice meeting with a student when a sanction has been issued.

### 6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student'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 – [Chiltern Hills Academy - Policies](#)

### 6.3 Responding to good behaviour

A celebratory approach underpins the behaviour policy at Chiltern Hills Academy. We recognise the positive impact that praise can have on student wellbeing and student achievement. We also believe that good behaviour is promoted through praise and recognition.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Rewards are given in the form of merits. These are entered into BromCom by the member of staff awarding the merit.

Students will be praised for their:

- Attitude to learning
- Excellent homework
- Individual progress
- Displaying CHA values
- Being a role model
- Supporting other members of our community
- Being creative
- Learning and homework grades from progress checks
- Excellent attendance/ Improved attendance
- Effective participation in lessons
- Being involved in extra-curricular activities
- Independent enquiring
- Reflective learning
- Self-managing

Positive behaviour will be rewarded with:

- Merits/House Points
- Phone calls home
- Postcards
- Certificates
- End of term and Key Stage awards
- Vice Principal's Commendation
- Principal's Commendation
- Half Term Heroes
- Afternoon Tea with SLT
- Reward opportunities
- Celebration Assemblies
- Special recognition for tutor groups achieving highest attendance/merits

(Chiltern Hills Academy uses a Rewards Ladder to award merits – see Appendix 5)  
(For more information on the Rewards system see our Rewards policy)

#### 6.4 Responding to misbehaviour

When a student'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 aim to prevent recurrence of misbehaviour.

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 students know with certainty that misbehaviour will always be addressed.

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

All students will be treated equitably under this 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 student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Loss of privileges – for instance, the loss of a reward opportunity.
- School-based community service, such as tidying a classroom or the school site.
- Referring the student to a Year leader (YL)/Head of Key Stage/SLT member
- Letter/email or phone call home to parents.
- Agreeing a behaviour contract.
- Placing a student 'on report' for a period of time.
- Removal of the student from the classroom to curriculum park
- Placing a student in the Reflection Room (internal isolation).
- Issue a Suspension (approved by the Principal)
- A permanent exclusion, in the most serious of circumstances

Personal circumstances (Age/SEND/Religious requirements etc.) of the student 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.

## 6.5 The Consequence system and Behaviour Ladder

Consistently applied systems and routines are vital to ensure there is a calm and orderly environment in school, allowing students to focus on learning. There will be situations where students make poor choices. The Consequence System follows two approaches:

1. Students are given the opportunity to rectify poor choices. This approach is reinforced by the use of positive language and the least disruptive intervention.
2. Resolution and Restorative practice where students are encouraged to understand the impact of their actions and take steps to put it right.

The Consequence Ladder (see Appendix 6) allows students to receive a warning for their behaviour and then endeavour to rectify their error. All students are given the opportunity to make the right choice about improving their behaviour in the first instance via a verbal warning.

The Consequence ladder has been developed as the way we deal with behaviour at CHA – see Appendix 5

For intervention using reasonable force – see Appendix 8

For information about confiscation and searches - see Appendix 9

## 6.6 Intervention and support

### Intervention and support

There is a need for balance between protecting the learning of students in the classroom and being flexible in responding to the needs of individuals who have difficulty making good choices. Poor behaviour can be a sign of learning or behavioural needs that have not yet been identified or needs that are known and which staff are working with a student to overcome. Teachers adapt their lesson planning and delivery to support individual students. The Pastoral and Inclusion Teams will work together to support student well-being and monitor behaviour. The SENDCO may evaluate a student who exhibits challenging behaviour to determine whether there are any underlying needs that aren't being met. Intervention strategies may include consideration of curriculum need, additional learning support, additional internal provision or use of outside agencies.

The school will use a full range of interventions and support mechanisms both within the school and via external agencies in order to enable students to positively modify their behaviours.

In school strategies may include:

- Positive Report
- Pastoral Support Plan (PSP)

- Student contract agreed with parent and student
- Pastoral Mentor support
- The Inclusion Hub Support
- 1:1 or small group intervention work
- Counselling
- Outreach

### **6.7 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the 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 student of our school

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

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

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

### **6.8 Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

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

### **6.9 Suspected criminal behaviour**

If a student 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, a member of the Senior Leadership Team 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.

### **6.10 Zero-tolerance approach to sexual harassment, sexual violence and child-on-child abuse**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. We aim to create a supportive environment in school and minimise the risk of child-on-child abuse by doing the following:

- Challenge any form of derogatory or prejudicial language or inappropriate behaviour between children, including requesting and sending images.
- Be vigilant to issues that particularly affect different groups (sexualised or aggressive touching or grabbing of other students).
- Ensure our curriculum educates students about appropriate behaviour and consent.
- Ensure students are able to easily and confidently report abuse using out reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Ensure our staff are trained to recognise indicators and signs of child-on-child abuse, and know how to identify it and respond.
- Reinforce the attitude that abuse 'could happen here'.

Staff must be aware of the importance of:

- Making clear that there is a zero tolerance approach to sexual harassment and sexual violence and that is never acceptable and will not be tolerated. Such behaviours must never be passed off as "banter", "just having a laugh", "part of growing up" or "boys will be boys".
- Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bears and lifting up skirts.
- To not dismiss or tolerate any verbal or physical behaviours.
- The scale of harassment and abuse and to not downplay behaviours as this can lead to a culture of unacceptable behaviour and normalising such behaviour.
- The wider societal factors beyond the school such as sexist, stereotypes and everyday prejudicial language that can be damaging to our young people.
- Knowing and understanding the reporting expectations for when they have a concern about a child.

Students should 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.

### **6.11 Malicious allegations**

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

Please refer to our child protection and safeguarding policy for allegations against staff and a statement of procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse against staff or other students.

## **7. Serious sanctions**

### **7.1 Detentions**

Detention is one of the sanctions schools can use against poor behaviour. Schools have legal backing to detain students after the end of a school session on disciplinary grounds. The law on detentions and how to apply it is set out by the Department for Education as outlined here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/353921/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_school\\_staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353921/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff.pdf)

All schools have the legal authority to detain students without the consent of the parent. This covers both lunchtime and after school detentions. Detentions may only be imposed by a Principal, or another teacher specifically or generally authorised to do so. At Chiltern Hills Academy the overseeing of sanctions is managed by our Senior Leaders. For an afterschool detention, staff should take account of the student's age, any special educational needs, any religious requirements and whether the parent can reasonably arrange for their child to get home from school after the detention.

The school, out of courtesy, will aim to give at least 24-hour notice of a detention to the parent/carer. Communication will be via phone AND/OR email. This will allow enough time for parents to make reasonable arrangements for transport, if necessary. The notice will say that the student has been given a detention, why the detention was given and when, where and for how long the student will have to remain in school. It is not necessary for the school to obtain acknowledgement of delivery of the detention notice.

Parents/carers objecting to a detention should present the relevant facts for the school to take into consideration. The Principal, or other authorised teacher, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied can complain to the Principal and the governing body under the school's normal complaints procedure. The email/phonecall should be addressed/directed to the YL/AYL of the student in the first instance. There is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place. Students can be issued with detentions during break or after school during term time. The school will inform the student's parents via phone AND/OR email.

### **Centralised Detentions**

All students that receive a C1 or C2 afterschool detention, will sit the detention within 24hrs of the parents being informed. The C1 detentions take place on a Monday and a Wednesday with the C2 detentions taking place on a Friday. At Chiltern Hills Academy this will take the form of a centralised detention in specific areas in the school. The detention and reason for it will be recorded on SIMs by the staff member issuing the detention and this will be communicated with parents via phone AND/OR email. Each detention will have a senior leader and 2 other members of staff present to facilitate the sanction.

- **C1 In Lessons consequence & outside lessons consequence**
  - This will be for a maximum of 30 mins and the teacher that has set the detention will either be present/or have arranged a time to have a restorative conversation with the student.
  - Students will be reminded of a detention by their form tutor and or their YL/AYL
  - Students will complete a reflection booklet which will be discussed with their FT/YL.
- **C2 SLT consequence**

- This will be for a maximum of 1 hour and the teacher that has set the detention will either be present /or have arranged a time to have a restorative conversation with the student.
- Students will be reminded of a detention by their form tutor and or their YL/AYL
- Students will complete a reflection booklet which will be discussed with their FT/YL. The consequence is recorded on BromCom by the member of staff witnessing the behaviour.

Year Leaders or Assistant Year Leaders will run a report each day for a detention the next day. The detention timeline is from period 1 to period 5 each day. The emails are sent out to parents/carers each afternoon.

## 7.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time and use curriculum park for the student.

Students 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 students from the classroom once all other behavioural strategies have been exhausted, unless the behaviour is so extreme as to warrant immediate removal. Staff will employ de-escalation techniques to aim to prevent the removal of a student from a lesson.

Removal can be used to:

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

Students who have been removed from the classroom are supervised by the Curriculum Area Leader (or appropriate member of staff – curriculum park).

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of SLT/Principal.

Students 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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed by phone call/email on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class – the Learning Hub will be consulted about providing bespoke support for these students. This support could include:

- Meetings with mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Student support plans
- Multi-agency assessment
- Alternative provision

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 student in the behaviour log BromCom.

### **7.3 The Reflection Room (Internal suspension)**

The reflection room is used as a C3 consequence for serious misdemeanours.

Students will spend the day in the reflection room working in silence on their work. Parents are contacted and restorative meetings with staff will take place.

SLT makes the final decisions about who goes into the reflection room based on the recommendations of YL and KS Leaders based on the school's consequence ladder.

### **7.4 Suspensions and Permanent Exclusions**

Please refer to our Suspensions and Permanent Exclusions Policy

## **8. Responding to misbehaviour from Students with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). We are committed to anti-discriminatory practice and recognise children's diverse circumstances.

We will ensure that all children have the same protection, regardless of any barriers they may face.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#)).
- If a student 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. These will be recorded on the students SEND passport which can be accessed on BromCom.
- Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach to try and remove triggers of misbehaviour for SEND students will include:

- Short planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher and the board
- Use of a time out card if appropriate (approved by SENDCo)
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD...

## 8.2 Adapting sanctions for students with SEND

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

- Whether the student was unable to understand the rule or instruction? Grammar check – do we need a ? or is it a statement?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student 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 student 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. Staff are encouraged to speak to the SEND department for advice when dealing with behaviour and supporting students.

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

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

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

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

If the school has a concern about the behaviour of a student 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.

## **9. Supporting students following a sanction**

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

Students who are removed from a classroom, spend time in the reflection room or the Hub or an offsite provision or following a suspension should have strategies in place to reintegrate them, these strategies could include:

- Reintegration meetings with relevant staff.
- Time spent in the Hub each day for contact to be maintained.
- Daily contact with Form tutor, Year leader or Assistant YL.
- A report card with personalised behaviour goals.

## **10. Student transition**

### **10.1 Inducting incoming Students**

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

### **10.2 Preparing outgoing Students for transition**

To ensure a smooth transition to the next year, Students 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.

## 11. Training

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

- The needs of the Students at the school
- How SEND, mental health needs and the impact trauma has on behaviour
- Behaviour management will also form part of continuing professional development (National College)

A staff training log can be found in appendix 2.

## 12. Monitoring arrangements

### 12.1 Monitoring and evaluating school behaviour

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 I believe these do not exist anymore.
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, Students, 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 students are identified by this analysis, the school will review its policies to tackle it.

### 12.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and governors 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 governors.

## 13. Links with other policies

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Anti-Bullying policy

Suspensions and exclusions policy

## Appendix 1

### Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for Principals and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education- Sept 2023](#)
- [Suspension and permanent exclusion from maintained schools and academies and pupil referral units in England, including pupil movement – Sept 23](#)
- [Use of reasonable force in schools](#)
- [Supporting Students 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its Students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate Students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Students' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## Appendix 2

### Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Chewing gum
- Misuse of mobile technology and not having phones in pouches

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
  - This includes but not limited to setting off of fire extinguishers or setting off of fire alarms.
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers or Vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### Appendix 3

#### Home Academy Agreement

As part of its commitment to being an effective school, Chiltern Hills Academy has a responsibility to work in partnership with both parents and students. This commitment is clearly manifested in both policy and practice. At the time of writing there are many policy statements which are embraced by this Academy Agreement and cover issues such as Equal Opportunities, Student Reward and Support, Parents' Evenings, etc. The Home-School Academy agreement is vital in that it gives a clear understanding that all parties involved must work in unison to ensure that each student is fully supported to achieve their full potential.

#### I/We, the parents/carer, will:

- Ensure that my child goes to school regularly, on time, in uniform and properly equipped.
- Inform the academy of any concerns or problems which might affect my child's work or behaviour.
- Inform the academy of any issues with my child's uniform and when it will be corrected.
- Support the academy's expectations and behaviour guidelines and, should they be necessary, the full range of consequences.
- Support my child in homework and other opportunities.
- Attend parents' evenings and discussions about my child's progress.
- Offer praise and encouragement wherever possible, playing my part in the academy reward system.
- Return reply slips and send absence notes promptly.
- Ensure that holidays are not taken during term time.
- Ensure that my/our child attends all of their examinations at the right time.
- Support the academy's values and ethos.

Signed Parent/Carer .....

#### I, the student, will:

- Demonstrate the positive moral values of respect, honesty, hope, forgiveness, love, compassion and self-discipline.
- Attend school regularly, on time, in uniform and properly equipped.
- Ensure that I provide a note from my parent/carer should my uniform not be correct.
- Catch up on all work missed following an absence from class/the academy.
- Let my Form Tutor or Year Leader know of any concerns about my work or school.
- Follow the academy's expectations and behaviour guidelines, acting at all times as a good ambassador for the academy.
- Check Show My Homework daily and complete all my homework to the best of my ability and on time.
- Give 100% effort to my work including meeting any targets agreed.

- Take a full and active part in opportunities offered by the academy – this includes bringing my PE kit when required.
- Seek to gain rewards and recognition for my achievements and those of my tutor and year group.
- Respect the school environment and surroundings and other people's property.
- Respect the school's IT policy and use the IT resources appropriately and safely.

Signed Student .....

**We, the Academy, will:**

- Ensure there is an ethos of high moral values where respect, honesty, compassion, forgiveness, hope, self-discipline and love for our fellow persons are firmly in place.
- Contact parents if there is a particular concern with attendance, punctuality, uniform or equipment.
- Discuss with parents the issues regarding their child's work or behaviour and apply rewards or sanctions as appropriate.
- Ensure a safe, purposeful working environment for all children.
- Set, mark and monitor classwork and homework.
- Send home termly progress checks and arrange parents' evenings during which each child's progress can be discussed.
- Offer activities to support each child's learning and personal development and provide opportunities for success and reward.
- Keep parents informed about the academy through regular letters, newsletters and other publications.
- Seek and implement ways to improve parental engagement and to serve our community.
- Promote a healthy lifestyle.
- Strive to ensure that every student achieves their potential.
- Provide a balanced curriculum that meets the needs of every student.
- Provide information and guidance about careers and higher education.

Signed Form Tutor .....

**By working together, all three parties in partnership, we can ensure that each child's potential is fulfilled.**

## Appendix 4

### Mobile phones

Students are not allowed to use their mobile phones whilst on the school site unless directed by staff.

Chiltern Hills Academy does not encourage students to bring mobile phones to school. This is for a number of reasons:

- Mobile phones are often used inappropriately and can be used for bullying or other unwanted behaviours.
- Smart phones have a high value and can become a target for theft.
- The school does not require the students to use networked devices during the school day making smartphones unnecessary during school hours.
- Many students are overly interested in their phones and this stops them communicating effectively with those around them.

We do understand that parents may want to be able to contact their children outside school hours on their journeys to and from school and therefore may want them to have a phone. It is with this in mind that mobile phones are not banned in school. However, while on the academy site, mobile phones must be 'off and away' in their pouches. If they are seen during this time they will be confiscated.

- If a student is seen using a mobile phone during the school day, or a mobile rings during the school day, it will be confiscated and held securely in the school office. If it is the first time, confiscated mobile phones can be collected by the student at the end of the school day. If it is the second time the mobile phone must be collected by a parent/carer.
  - If a student refuses to hand over a mobile phone when asked by any member of staff, this will be treated as a C4 Deliberate Defiance and the student will be sanctioned with 1 day in our Reflection Room.
- Incidents of bullying and harassment via text messaging and/or voice mail will be dealt with seriously in line with our Anti-Bullying Policy – where appropriate we will work with external agencies
- It is an offence for any student to take photographs, video footage or voice recordings of any member of the school community including staff, students and visitors without their prior consent, including uploading these images onto social media networks. This will be sanctioned in line with the school policy.
- As with any other valuables brought into school, in the event of any loss or damage, the school will take no responsibility for mobile phones brought into school.

**Parents/carers wishing to make contact with their child during the school day must telephone the school office**

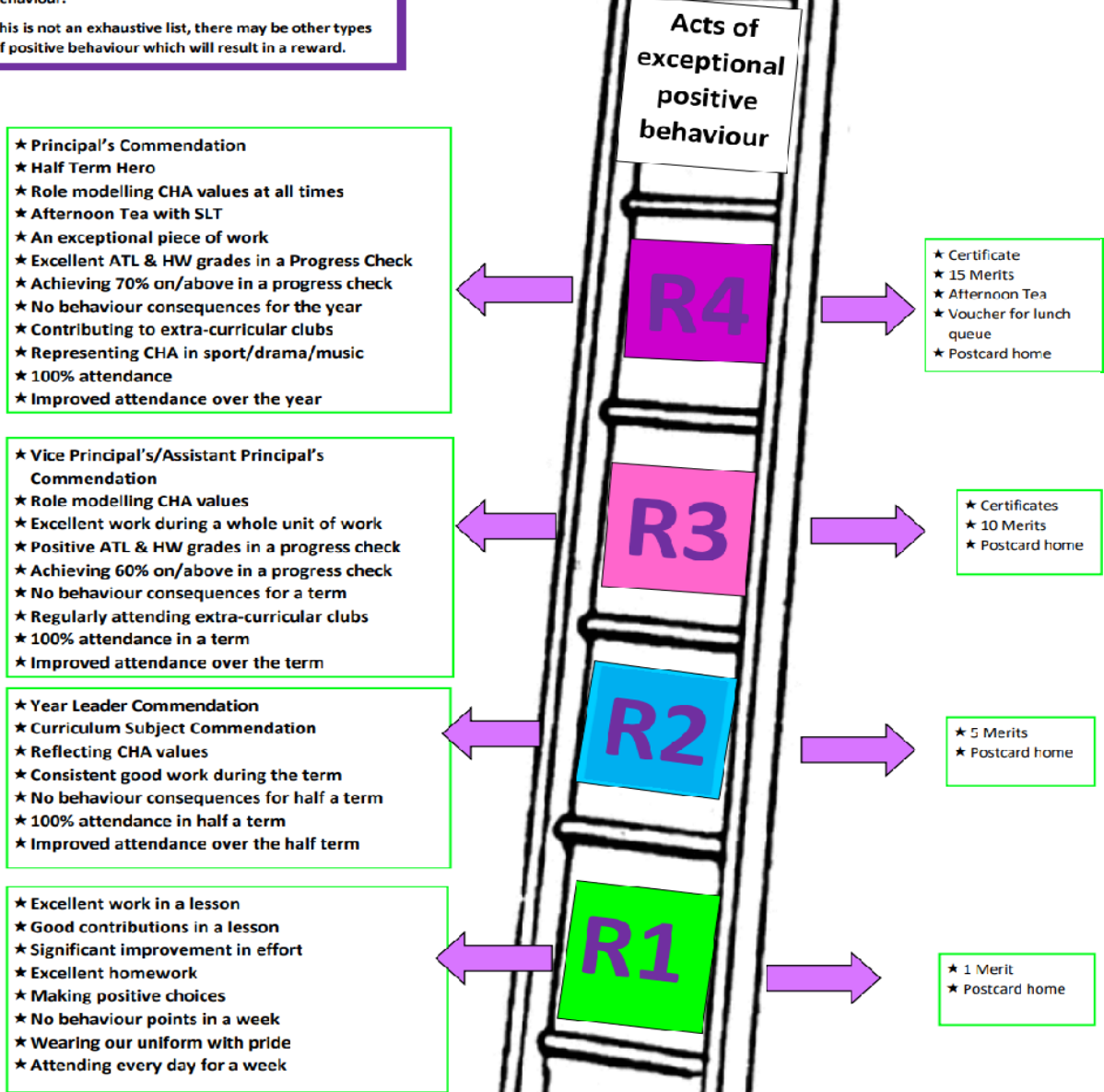
Chiltern Hills Academy does not accept any liability for loss or damage to a student's mobile phone.

Appendix 5

Chiltern Hills Academy Rewards Ladder

Staff at CHA will make every effort to reward positive behaviour.  
This is not an exhaustive list, there may be other types of positive behaviour which will result in a reward.

**Behaviour Rewards Ladder**



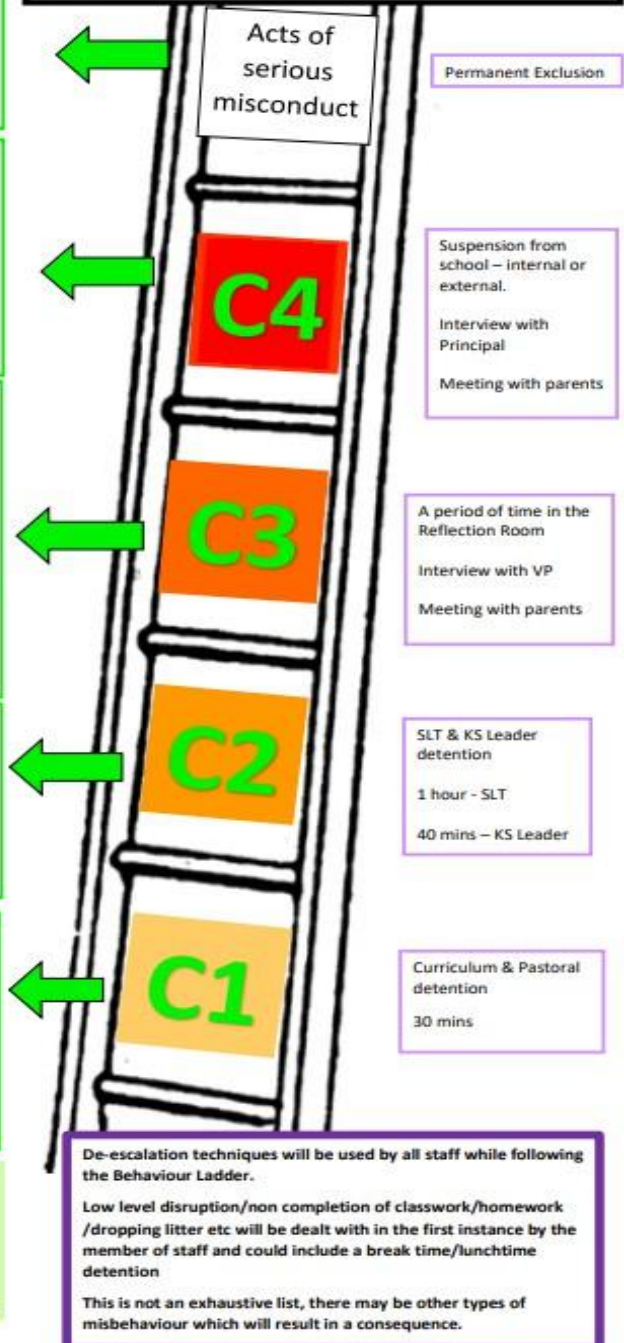
Appendix 6

Chiltern Hills Academy Consequences Ladder

- Preventing themselves and others from learning:**
    - Persistent disruptive behaviour
  - Lack of respect for OUR environment and community:**
    - Behaviour which seriously compromises the safety of others
    - Possession of offensive weapon or illegal drugs
    - Physical violence OR intimidation OR verbal aggression towards a member of our community
- 
- Preventing themselves and others from learning:**
    - Continuous disruptive behaviour
  - Lack of respect for OUR environment and community:**
    - Behaviour which seriously compromises the safety of others
    - Harmful Sexual Behaviour
    - Swearing at a member of our community
    - Theft
    - Possession and/or consumption of alcohol
    - Persistent bullying.
    - Racism/homophobia/transphobia/sexism/negative behaviour towards protected characteristics and appearance
- 
- Preventing themselves and others from learning:**
    - Disruptive behaviour
    - Removal from lesson multiple times over a period of time.
    - Persistent C2 behaviour – failure to attend a C2 detention
    - Walking out of school
  - Lack of respect for OUR environment and community:**
    - Behaviour which compromises the safety of others inc playfighting
    - Damage to school/other's property
    - Deliberate defiance
    - Bullying/racism/homophobia/transphobia/sexism/negative behaviour towards protected characteristics and appearance – one off incident depending on its severity.
    - Vaping/being in possession of a vape
    - Inciting others to fight
    - Misuse of mobile technology
- 
- Preventing themselves and others from learning:**
    - Disrupting the learning of others in more than one lesson.
    - Persistent C1 behaviour
  - Lack of respect for OUR environment and community:**
    - Misbehaviour in/failure to attend a C1 detention
    - Being caught in an out of bounds area
    - Anti-social behaviour
    - Graffiti/Chewing gum
- 
- Preventing themselves and others from learning:**
    - Disrupting the learning of others in a lesson.
    - Rudeness
    - Removal from lesson
    - Inappropriate language inc. swearing in conversation
    - Lateness to lessons (more than 5 minutes)/missing lessons
  - Lack of respect for OUR environment and community:**
    - Persistent uniform issues
    - Lateness to form time and assembly
    - Failure to follow instructions



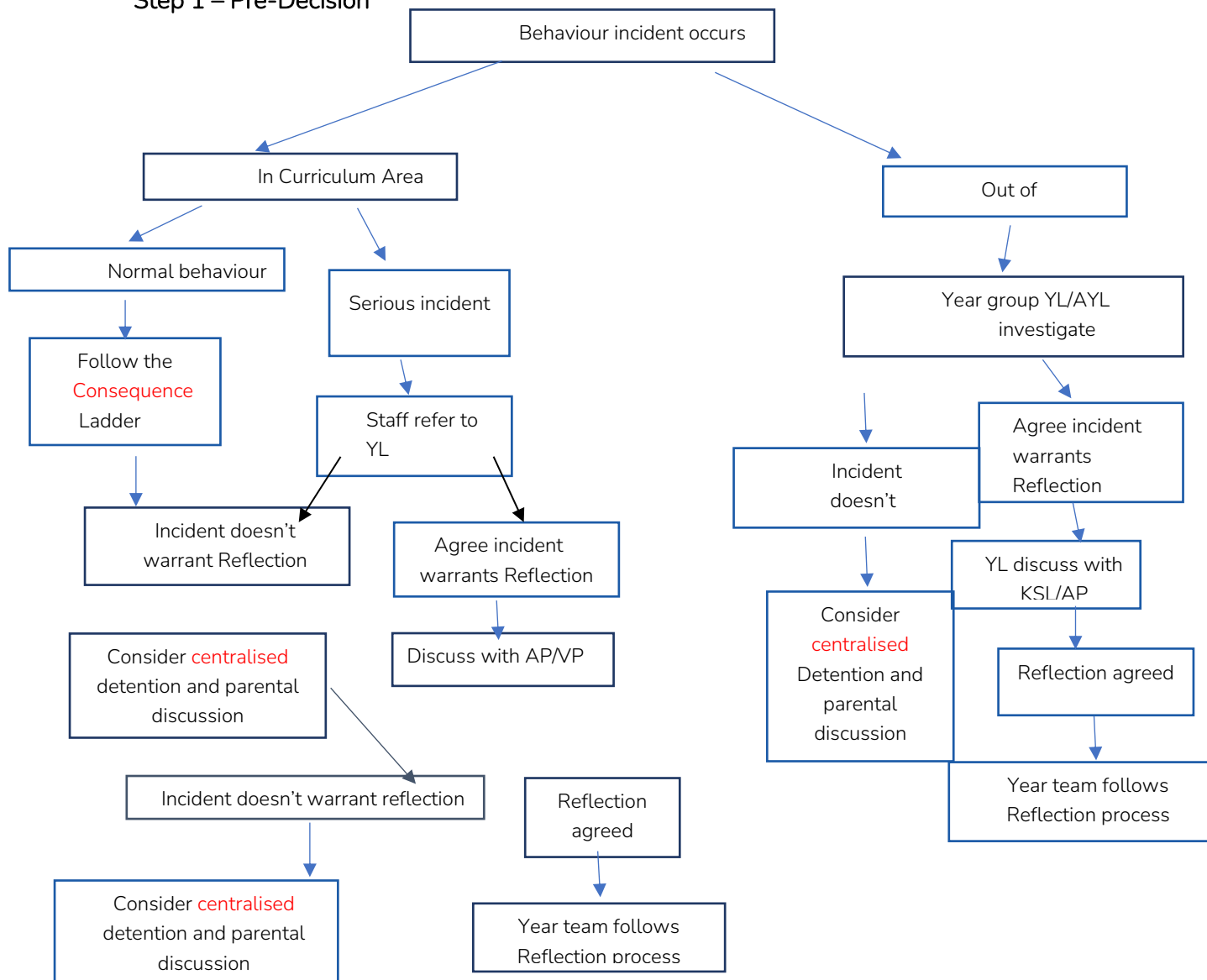
# Behaviour Consequences Ladder



## THE REFLECTION PROCESS AT CHA

The process for placing a student in Reflection must go through the relevant year leader, for onwards transmission and authorisation by SLT link.

### Step 1 – Pre-Decision



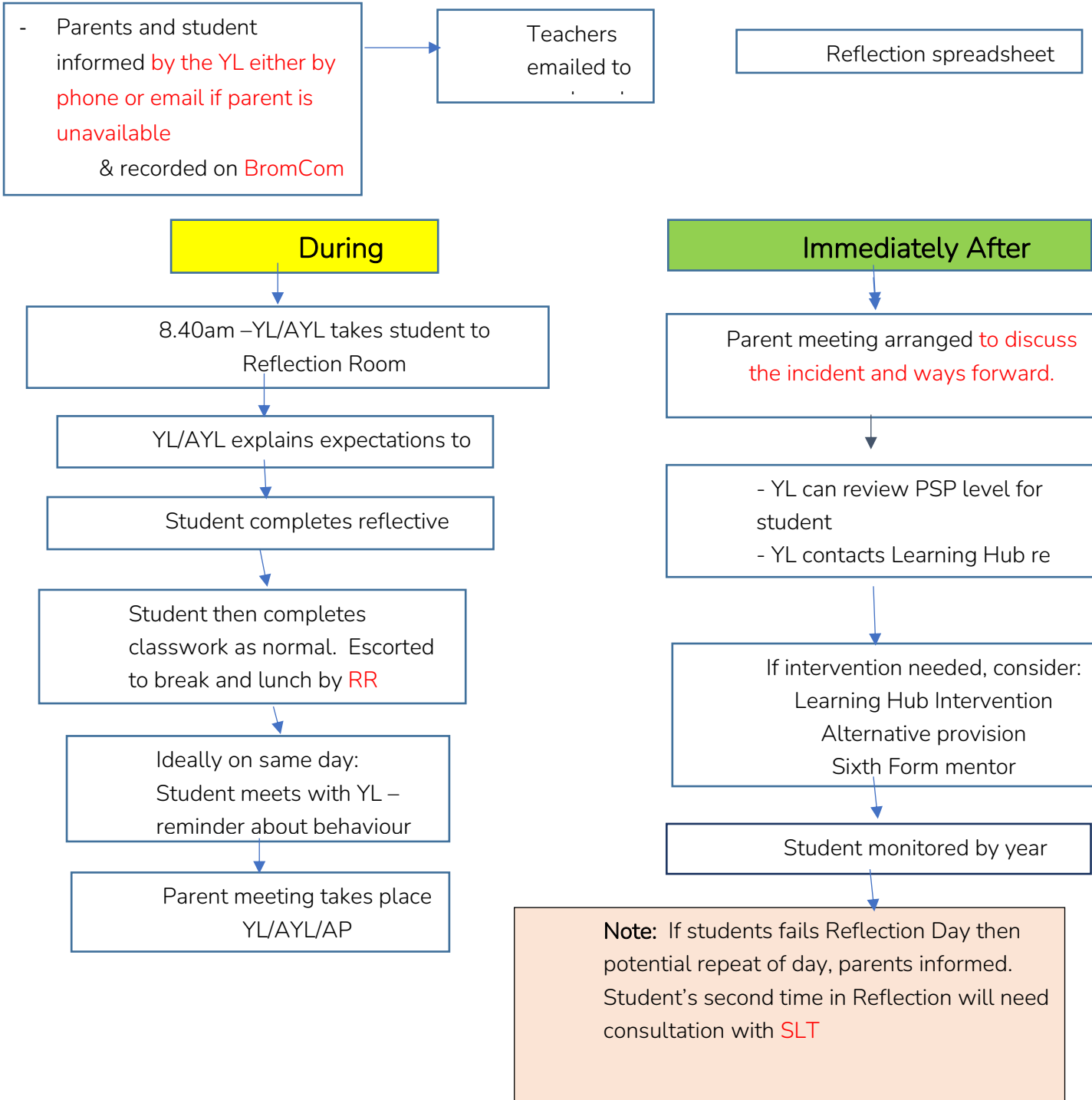
### Step 2 – Reflection Agreed by AP/VP.

Process during and after is outlined below:

Reflection timings:

- For all years 8.40am – end of the school day

Initial, concurrent activity by the Year group:



## Appendix 8

### Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents (see appendix 3 for a behaviour log).
- Be used in line with government policy 'Use of reasonable force' July 2013.

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.

## Appendix 9

### Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

#### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves. At least one of the staff conducting the search will be a member of SLT.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; **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 Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student 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 student the opportunity to ask questions.
- Seek the student's co-operation.

If the student 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 DSL/deputy DSL//AP/VP i/c behaviour, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 3, 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 student'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.

### **Searching students' possessions**

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

- Desks
- Lockers
- Bags

A student'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 3) and items identified in the school rules.

An authorised member of staff can search a student'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.

### **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.

If they believe that a search has revealed a safeguarding risk. Information must be recorded on CPOMS.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). 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

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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 DSLs will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.