



Behaviour Policy 2023 - 2024

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Core Purpose

This policy will enable the school to maintain an environment conducive to learning, one which safeguards students and protects their rights to be educated. We aim to create an inclusive, safe community that values every individual and inspires them to achieve their full potential.

This policy will apply at all times when students are the responsibility of school staff and when they are out of school as the responsibility of others and are acting in such a way as to bring the school into disrepute (whether or not they are in school uniform) e.g. to and from school, on educational visits, sporting events, etc. Schools have a statutory power, allowing them to regulate the behaviour of students when off school premises and not supervised by school staff.

Aims

This policy aims to:

- provide a **consistent approach** to behaviour management
- **define** what we consider to be unacceptable behaviour, including bullying and discrimination
- outline our **expectations** for good behaviour
- ensuring **fairness of treatment** for all to ensure the welfare of all
- summarise the **roles and responsibilities** of all staff with regards to behaviour management
- encouraging a **positive partnership** with parents
- outline our system for **rewards and sanctions**

All staff receive regular training to ensure that they follow the behaviour policy and guidelines with a professional and consistent approach.

Legislation, statutory requirements and statutory guidance.

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

➤ [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 pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

Review Period

This policy will be reviewed every 2 years by governors' learning and pastoral committee.

Key principles

- ✓ All staff have a legal right to manage the behaviour of students.
- ✓ This will be done politely but assertively, without room for negotiation.
- ✓ For some students misbehaving fulfils a need for attention or is a diversionary tactic to avoid challenge. Interventions therefore, should be very short and low key
- ✓ The focus will remain on students who are complying, by the use of praise more than sanction.
- ✓ Consistent approach in order to have a clear and fair system for students and to remain supportive to colleagues
- ✓ The behaviour policy applies to all students, including those with SEND, it is recognised however that some students will need more support to meet the demands of the policy than other.

Our approach

Sanctions

Sanctions do not change behaviour. Effective sanctions limit behaviour long enough for the new, desired behaviour to be rewarded. It is also not the severity of sanction that make them effective; it is the inevitability – the certainty that something will happen.

Rewards

The research tells us that rewards DO change behaviour. Emotional feedback is the most effective form of reward. Tangible rewards are not effective in the long term unless they are linked to emotional feedback.

This is the rationale behind a more positive approach to our behaviour policy that is reward, rather than sanction based.

Expectations of students

The school's behaviour policy is clear about our expectations.

We have two very clear school rules:

We expect all members of our school community to:

- **Act in a way that helps others to learn successfully.**
- **Behave in a way that allows everyone to be safe and happy.**

These rules are displayed in all of the schools teaching rooms and all students have discussed it and its meaning. Students who do not comply with the code of conduct understand that they can expect sanctions to be applied.

The school aims to be highly inclusive. In this environment, it is inevitable that some students will need intensive support to comply with behaviour expectations and that support is available in school. However, the governing body is clear that they will not tolerate behaviour in school that places other people at risk, that causes physical or psychological harm to others through bullying, or that reduces other student's chances of educational success through disruption to lessons.

To help students understand and comply with these rules we have developed a simple Behaviour Code which is displayed in all classrooms, this asks students to be:

Respectful, resilient and ready to learn.

It is displayed in all classrooms and details behaviours that we want to see in school and those that we do not.

Any breach of the school's rules can be sanctioned by the school.

Minor breaches of the rules could be:

Disruption in lessons.
Non-completion of classwork or homework
Poor attitude
Incorrect uniform

Serious breaches include:

Repeated minor breaches of the rules.
Any form of bullying.
Internal or external truancy
Lateness to lessons
Lack of respect towards staff or students
Use of foul or abusive language
Misuse of ICT systems
Assault.
Sexual harassment.
Sexual assault
Discriminatory behaviour
Vandalism
Theft
Dangerous behaviour
Smoking or vaping in school
Refusal to comply with the reasonable instruction of an adult in school
Bringing into school a banned item.
Taking photographs, making videos or making recordings in school without the permission of a member of staff.

Banned items are:

Knives or other weapons
Alcohol
Illegal drugs or legal highs
Fireworks
Pornographic or offensive material
Any item that a member of staff suspects has been brought into school with the intention of causing damage or injury.

Bullying

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. The harm may be physical, or emotional.

For details of the actions we take to prevent all forms of bullying see our anti-bullying strategy [here](#).

Chapel-en-le-Frith High School Rewards (Positive Behaviour System)

Our behaviour approach focuses on rewarding students who 'do the right thing'.

Students start each day with 7 x Achievement Points. These are automatically added onto Go4Schools each day. The aim throughout the day is to keep their Achievement Points.

Every time a student receives a warning in the classroom this removes one of their Achievement Points.

(A WARNING is given as part of the Classroom Behaviour Steps)

Achievement Points are 'banked' by students and can be traded for a variety of rewards.

Staff also award 'above and beyond' points each lesson to students who have gone 'above and beyond' in that lesson, these points are aggregated with the achievement points to form a total score.

These points, along with other data such as number of relocations, number of detentions, number of suspensions allow the school to monitor the behaviour of students at whole school level and plan interventions.

The points also form the basis of the school's approach to rewards. See separate rewards policy.

Behaviour management in the classroom

Classroom Steps – REMINDER – WARNING – SANCTION – RELOCATE - DUTY

REMINDER - This is seen as a supportive measure for all students, but especially for those with SEND. This stage is an appreciation that students can, and will, from time to time get things wrong, or make the wrong choices, but will correct this after being told. All staff will use the micro-script for issuing a **REMINDER**

WARNING - A **WARNING** removes an Achievement Point. It will be logged on Go4Schools and communicated to parents. All staff will use the micro-script for issuing a **WARNING**

SANCTION - If a **SANCTION** is given during a lesson the class teacher will log this on Go4Schools and it will be communicated to parents, a LUNCH DETENTION will be issued for the following day. All staff will use the micro-script for issuing a **SANCTION**

RELOCATION – If behaviour is still not acceptable after a reminder, a warning and a sanction have been issued students are asked to leave the lesson immediately to go to the Reset Room. All staff will use the micro-script for issuing a **RELOCATION**

The expectation is that the student will follow instructions and go to the Reset Room. Failure to show up, or refusal to go to the Reset Room will result in an **INTERNAL EXCLUSION**

DUTY CALL - A **DUTY CALL** will be used for a serious breach of the school's Behaviour Code, or a refusal to leave the lesson following a **RELOCATION**.

Once reminders, warnings, sanctions, or relocations have been issued they will not be withdrawn. Students need to understand that at that point the damage is done, learning has been disrupted and that they need to accept the consequences.

Behaviour management outside of the classroom or for incidents in the classroom that go beyond the classroom behaviour steps.

Where misbehaviour occurs outside of the classroom, or where an incident in the classroom is so serious that it cannot be dealt with using the classroom behaviour steps the incident is logged on CPOMS and assigned to a student's pastoral leader. The pastoral leader will investigate the incident and will issue an appropriate sanction.

Sanctions can be:

A verbal warning or rebuke.

A formal restorative conversation.

Restorative actions – for example cleaning off graffiti.

A meeting with parents.

A detention, either at lunchtime or after school.

An internal exclusion.

A suspension.

A permanent exclusion – in the most serious circumstances.

Reports

Where students repeatedly fall below expected standards of behaviour they may be placed on report.

1. Tutor Report
2. Pastoral Leader Report
3. Senior Leader Report

Tutors will be notified each Monday morning of students who need to go onto report.

Dealing with incorrect uniform

Tutors are asked to check uniform each morning:

- if uniform is incorrect and the child has a note from home giving a good reason, tutors can issue a uniform slip and take no action. Tutors should then check that the issue has been rectified the following day.
- If uniform is incorrect and can be rectified, e.g. by removing jewellery or borrowing a school jumper, tutors should do this.
- If uniform is incorrect without good reason and cannot be rectified tutors should issue a uniform slip and contact the deputy headteacher for advice.

Tutors will ask students each morning to remove nose studs, or other piercings and jewellery that are not allowed under our uniform policy.

This is the student's ONE chance to remove the item(s) without further sanction

If students repeatedly come to school wearing nose studs or incorrect jewellery then the form tutor will phone home to inform parents/carers of the uniform policy and the risk to their child of receiving further sanctions.

ANY student who is seen by ANY MEMBER OF STAFF wearing a nose stud or other items of jewellery that are not part of the uniform policy **after tutor time has finished** will be placed in LUNCH DETENTION.

Mobile Phones

Mobile phones are allowed in school providing that they are switched off before students enter the building and remain switched off until they leave the school building. Phones must be out of sight all day in bags. If a student brings their phone into school, they do so at their own risk. If they are lost, damaged, or stolen we cannot be held responsible.

If a student breaks the rules regarding mobile phone use the phone will be confiscated and taken to student reception for it to be kept safe until the end of the day.

Toilets

If a student genuinely needs the toilet, they are to place their mobile phone on the teacher's desk whilst they go to the toilet and be issued with a corridor pass. Students pick up their phone again on their return and put it back in their bags.

Equipment

Students are expected to bring with them every day: black or blue pens, green pen, pencil, rubber, ruler, and calculator. Some students may choose to bring: colouring pencils, glue stick, scissors, pencil sharpener, highlighter pens and maths sets.

Roles and Responsibilities in Managing Behaviour

Tutor:

- accurately record attendance through the tutor register on Go4Schools
- take the register at the start of registration at 8.35am
- mark LATE any student who arrives after the register has been taken
- take a proactive and high-profile role in maintaining standards of behaviour across the tutor group
- remind students on a regular basis of the school's Behaviour Code and Core Values
- monitor tutees' behaviour and discuss what is going wrong
- place tutees on Tutor Report as required
- monitor Tutor Reports and liaise with the Pastoral Leader regarding progress / engagement
- read profiles and behaviour plans
- flag up attendance concerns
- challenge incorrect uniform
- ask students to remove nose studs and other items of non-uniform jewellery

Class Teacher:

- welcome and engage students at the door of the classroom
- have a MAD memory activity ready
- take a class register and flag up any students who are missing, mark students arriving late as LATE.
- have a clear seating plan that is non-negotiable with students
- understand the needs of all students in the class by reading profiles, pastoral bulletins and other relevant documentation
- display the Behaviour Code and Classroom Behaviour Steps (student version) at the front of classrooms
- use the suggested NUDGE techniques to readdress behaviour in a non-confrontational way
- consistently follow the Classroom Behaviour Steps
- refer to the Behaviour Code and Core Values when speaking to students about unacceptable behaviour
- use the micro-scripts for issuing sanctions
- log WARNING, SANCTION and RELOCATE on Go4Schools
- fill out Report Books correctly
- challenge any behaviour that breaks the Behaviour Code as and when you see it, including on the corridors and whilst on duty
- ensure the Reset Room Timetable is accessible within each classroom for other teachers to use
- dismiss students one row at a time in an orderly manner
- stand at the classroom door to supervise exit from the lesson
- log on CPOMS behaviour that warrants a sanction above a LUNCH DETENTION
- ask for help when needed

Head of Department:

- take a proactive and high-profile role as part of the Middle Leadership Group in maintaining behaviour standards within your department and across the school
- support staff in dealing with classroom behaviour and in liaising with parents/carers when necessary
- ensure that staff in your department understand and consistently follow the Classroom Behaviour Steps within lessons
- monitor behaviour data in your department and use this to support staff with challenging students
- have an overview of behaviour and discuss during SLG line management meetings
- help to staff the Reset Room
- wear hi-vis jackets when on duty

The role of the Pastoral Leaders:

- take a proactive and high-profile role in maintaining standards within their house and across the school
- consistently challenge inappropriate behaviour and incorrect uniform
- be on duty on time and in the designated area
- wear hi-vis jackets when out on duty at break and lunchtime
- supervise changeover of lessons wearing hi-vis jackets
- with SLG ensure that tutor groups and individual students receive the correct rewards
- support tutors with uniform issues
- liaise with tutor/head of department/class teacher regarding the behaviour of students
- meet with SLG each week to discuss students on Behaviour Pathway

- ensure that students are placed on Pastoral Leader Report when Tutor Report has failed
- contact parents to inform them when a student is put on Pastoral Report
- meet with students who are on Pastoral Report every day
- liaise with parents, inviting them into school when necessary
- supervise the Reset Room
- supervise the Internal Exclusion Room
- respond promptly to a Duty Call and proactively patrol the building when on Duty

Role of Senior Leadership Group (SLG):

- take a proactive and high-profile role in maintaining standards of behaviour across the school
- ensure rewards are given out in accordance with Reward Steps
- produce a list of rewards and points each term in accordance with Rewards System
- consistently challenge inappropriate behaviour and incorrect uniform
- be on duty on time and in the designated area
- wear hi-vis jackets when out on duty at break and lunchtime
- supervise changeover of lessons wearing hi-vis jacket
- respond promptly to a DUTY request and proactively patrol building when on rota
- supervise the Reset Room
- supervise Lunch Detention Room
- implement the escalation process for behaviour
- invite parents into school where necessary
- discuss behaviour with Heads of Department during line management meetings
- support Heads of Department and individual staff with behaviour management when required
- deliver training with regards to behaviour management and the use of behaviour data
- allow time for staff to access additional training on behaviour
- deliver behaviour assemblies
- monitor the impact of the Behaviour Curriculum
- use the proforma to monitor tutor time each week
- weekly behaviour data sheet
- ensure that the Behaviour Policy is updated and fit for purpose
- report to Governors regularly on behaviour
- meet with link Governor for behaviour
- regular communication with parents regarding behaviour in school
- behaviour surveys

The role of the Headteacher

The Headteacher is accountable for the implementation of the policy, and will delegate the responsibility for its day-to-day management to the SLG and others

The role of the Governing Body

- Will establish; in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review.
- It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.
- Governors will support the school in maintaining high standards of behaviour.

The role of parents and carers

- Parents and carers will take responsibility for the behaviour of their child both inside and outside the school.
- They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

The role of students

- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.
- Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Teachers right to discipline students

‘Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules and who fail to follow reasonable instruction’ (Section 91 of the Education and Inspections Act 2006).

‘The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students’.

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

Links between behaviour and other underlying problems

Staff will consider whether the behaviour in question gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the schools’ safeguarding

policy and report this to the Designated Safeguarding Lead. They will also consider whether continuing disruptive behaviour might be the result of an undiagnosed educational or other need. At this point, the member of staff will speak to the student's pastoral leader and consider whether a referral to the school's SENCO is needed or whether a multi-agency assessment is necessary.

Malicious allegations against staff

Students that are found to have made malicious allegations against staff would have deemed to have committed a breach of school behaviour policy. Depending on the allegation this could be a serious breach of that policy.

- In all cases of malicious allegations against staff, the headteacher will be involved in the decision making.
- The member of staff concerned will be asked for their views.
- Parents of the child will be involved.
- The school will make a decision on an appropriate sanction.

This could include suspension or permanent exclusion and/or referral to the police if there are grounds for believing a criminal offence may have been committed.

Students photographing, videoing or recording staff without permission.

Students are not permitted to take photographs, make recordings or video recordings in school without permission. To do so is a breach of the school's behaviour policy.

Taking photographs, making recordings or video recordings of staff (for example in a classroom) will be considered a serious breach of behaviour policy, posting the material later on social media would be considered an aggravating factor.

Where this does occur:

- In all cases, the headteacher will be involved in the decision making.
- The member of staff concerned will be asked for their views.
- Parents of the child will be involved.
- The school will make a decision on an appropriate sanction.
- The school will work with the parents to endeavour to have the material concerned 'taken down' from any social media platforms.

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.

Students 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.

Managing behaviour outside of school.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits.

Teachers can also discipline students for misbehaviour outside school. Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Teachers may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing the school uniform or
 - in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Detentions

Teachers have the specific legal power to impose detention outside school hours.

The times outside normal school hours when detention without parental consent may be given are evenings (as previously), plus weekends and INSET days.

Parental consent is not required for detentions, although staff will continue to try and give at least 24 hours' notice for all detentions issued after school. The school is not responsible for students travelling home if they miss the school bus due to an after-school detention.

As with any disciplinary sanction, a member of staff must act reasonably when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- the detention is likely to put the student at risk.
- has known caring responsibilities which mean that the detention is unreasonable.
- suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Where force can be used authorised staff may only exercise the statutory power to use force where:

- they and the student are on the premises of a school at which education is provided for the student. The student need not necessarily be a registered student at that school. The power also applies to students from other schools who are on the premises; or
- they are off school premises but are in lawful control or charge of the student (for example on a school visit).

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property.

Employers providing work experience placements for school students only have common law rights to use force.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older student, a large student, more than one student or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other students who might be at risk and summon assistance from other authorised staff.

Reasonable Adjustment

Chapel-en-le-Frith High School is a diverse and inclusive school. This policy relates to all students at Chapel-en-le-Frith High School including disadvantaged, disabled, students with SEND, or an EHCP.

In line with the equality statement on the school's website and the Equality Act 2010, in the case of breaches of the behaviour policy, the Headteacher, in consultation with key members of staff, will consider reasonable adjustments on a case-by-case basis for breaches of this policy by students presenting as having additional learning needs. However, the Headteacher's decision will be final in these matters.

When dealing with any incident the school will seek to ensure that it is investigated thoroughly by an appropriate member of staff and that sanctions are applied fairly. It is acknowledged that similar offences may require different sanctions depending on the severity of the offence, the circumstances in which it occurred and the age, circumstances and needs of the student.

The school will take into account the particular needs of more vulnerable students, those with SEN, disability and/or different race, religion, gender identity, sexual orientation, or culture.

We will ensure that we will:

- not discriminate against particular racial groups in the application of our behaviour policy
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly-arrived students in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled students
- make special educational provision for students whose behaviour related learning difficulties call for it to be made
- identify students at-risk in advance through transition with our feeder primary schools
- not discriminate against students with regard to sexual orientation and gender reassignment
- plan proactively how our disciplinary framework should be applied for each of these identified students
- make sure that every vulnerable student has a key worker in school who knows them well, has good links with home and can act as a reference point for staff when they are unsure how to apply the behaviour policy.
- ensure that staff are briefed regularly through the pastoral bulletin on updates to behaviour profiles for identified students
- work together to develop behaviour flow charts for students who are struggling to behave in a positive way to ensure that other students' learning is not disrupted.

Searching and confiscation

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

Confiscation

Any prohibited items (listed earlier in this policy) 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 other 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.

If drugs or weapons are confiscated in school these are always passed to the police.

Searching a student

Searches will only be carried out by pastoral leaders or by member of the senior leadership group. Searches are always carried with a second member of staff present as a witness. This is normally a second pastoral leader or member of senior leadership group.

The authorised member of staff carrying out the search will be of the same sex as the student.

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 designated safeguarding lead, to try to 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 causing disorder.

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

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

‘Outer clothing’ includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots.

Staff will not ask students to remove scarves worn for religious reasons.

Searching students’ possessions

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

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search.

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 student was in possession of a banned item.
- If they believe that a search has revealed a safeguarding risk

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to ask a student to remove more than the outer clothing.

Any search going further than this on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Except in the most exceptional circumstances, it is unlikely school would agree to such a search taking place in school.

Persistent Disruptive Behaviour

In cases of persistent behavioural problems the following actions may be taken:

- The student's case will be discussed by the pastoral team to seek solutions.
- The students' case may be brought to a senior leadership group meeting for consideration, the aim of this step will be to ensure that all possible avenues for support have been considered.
- Additional funding may be sought from the DCC inclusion fund to fund interventions.
- Alternative provision will be considered.
- An off-site direction to another school for a trial period may be requested if appropriate (a "managed move")
- A multi-agency meeting (MEP) may be convened to discuss the case.
- Referral to Early Help (TAF Plan)

The school may choose to set up a Pastoral Support Plan (PSP) for a student who persistently breaches the school's behaviour policy. Such a plan is a formal reviewing and target setting process carried out over a 12-week period with a midpoint review. The school, parents, student and any external agencies involved are parties to the process. A PSP can be extended in exceptional circumstances.

Where a student on a PSP is not making good progress before the midpoint review school governors may be invited to meet with the student and parents at that review. This provides the family with a chance to challenge the provision the school is making if necessary and reinforces the seriousness of the process with the student.

In most cases failure to meet PSP targets at the end of a PSP will result in permanent exclusion from school, a managed move to another school, or the school seeking alternative provision.

The school monitors the patterns of behaviour of individual students. Where persistent breaches of the behaviour policy occur measures will be put in place to support improvements in behaviour. This information is communicated to staff through a weekly pastoral bulletin.

Sanctions for serious misbehaviour – authorised by the Headteacher.

The school works hard to avoid exclusion but for serious breaches of the behaviour policy, or repeated

breaches of the behaviour policy sanctions can be expected to escalate and the following sanctions may be used:

- Suspension.
- Off-site direction (directing that the students' education should take place elsewhere, for example at an alternative provision provider).
- Permanent exclusion.

The school will use permanent exclusion in line with paragraph 15 of the DfE guidance: **Exclusion from academies, maintained schools and pupil referral units in England** (February 2015)

15. A decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach, or persistent breaches, of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

In cases of serious misbehaviour which may constitute breaches of the law, the school will liaise with the police as appropriate.

Monitoring the impact of the Behaviour Policy

Chapel-en-le-Frith High School will monitor the distribution of behavioural incidents, rewards and sanctions by gender, ethnicity and SEN in order to ensure that our behaviour policy is effective and we will evaluate the impact of this behaviour policy and act on the results of these evaluations. Reports of this data are considered by governors committee on a half termly basis. The school's governing body will inform the local education authority of the pattern and frequency of any racist incidents.