BEHAVIOUR AND ANTI-BULLYING POLICY

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Approved by:	Ms Tanya Douglas - Head Teacher	**Date:**	Summer 2026
	Mrs Tracey Jenkins - Chair of Governors		
Last reviewed:	Summer 2026		
Next review:	Summer 2027		

1. Introduction

Chace Community School is a comprehensive, local authority 11 – 18 school. Our behaviour policy aims to give clear, consistent guidelines for staff, parents, pupils and governors about our expectations and procedures for managing behaviour to improve learning and raise achievement. This policy gives us a clear framework within which to work towards achieving our aim for Chace to be an inviting, purposeful, successful learning community where the values underpin the school motto; excellence has no limits.

Our behaviour curriculum is taught under the phrase, Chace Expectations. The Chace Expectations are known to the school community through the staff handbook, the pastoral handbook, the school website and parent newsletters. Our behaviour curriculum is taught via form time, assemblies, life skills lessons and enrichment days.

If pupils adhere to the Chace Expectations, they will be rewarded via our extensive rewards system. If pupils do not meet the Chace Expectations, then the Chace Consequences will be implemented to help address and modify inappropriate behaviour/conduct in our community.

2. The Legal framework

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

Keeping Children Safe in Education 2025

The Equality Act 2010

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2026

Behaviour in schools: Advice for headteachers and school staff - 2024

Search, screening and confiscation: advice for schools 2022

Restrictive interventions, including use of reasonable force, in schools - April 2026

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 maintained schools must publish their behaviour policy online.

3. Principles

Successful learning and high achievement depend on good behaviour. At Chace we insist on high standards of behaviour to promote high achievement. By working together, we aim to provide a calm, safe, well-ordered environment where learning is the priority. A high quality education is the entitlement of all. We insist that all members of the school community are treated with respect and valued equally in line with our Chace expectations.

The Chace Rewards, Expectations and Consequences underpin the Chace Values. All assemblies are linked to the values, with key sections being linked where possible to the Lifeskills units and other educational opportunities. The aim is to allow high quality teaching

and learning to take place. By being on roll at Chace, all parents/carers are automatically signed up to the schools Partnership Agreement. We expect all parents/carers to support the school and any changes regardless of how long their child has attended Chace. A new home school agreement will be issued in September 2025 for parents/carers to sign.

Pupils should be courteous and show consideration for others. They should exercise self-discipline and be responsible for their behaviour and actions, making learning the priority at Chace. All staff are actively involved in consistently applying the behaviour policy with shared responsibility from parents/carers. Unacceptable behaviour is any behaviour or action which interferes with staff or pupil's entitlement to be safe, respected equally and able to work and learn at Chace. Such behaviour undermines our aims and will be dealt with according to the agreed procedure outlined in the Chace Consequences.

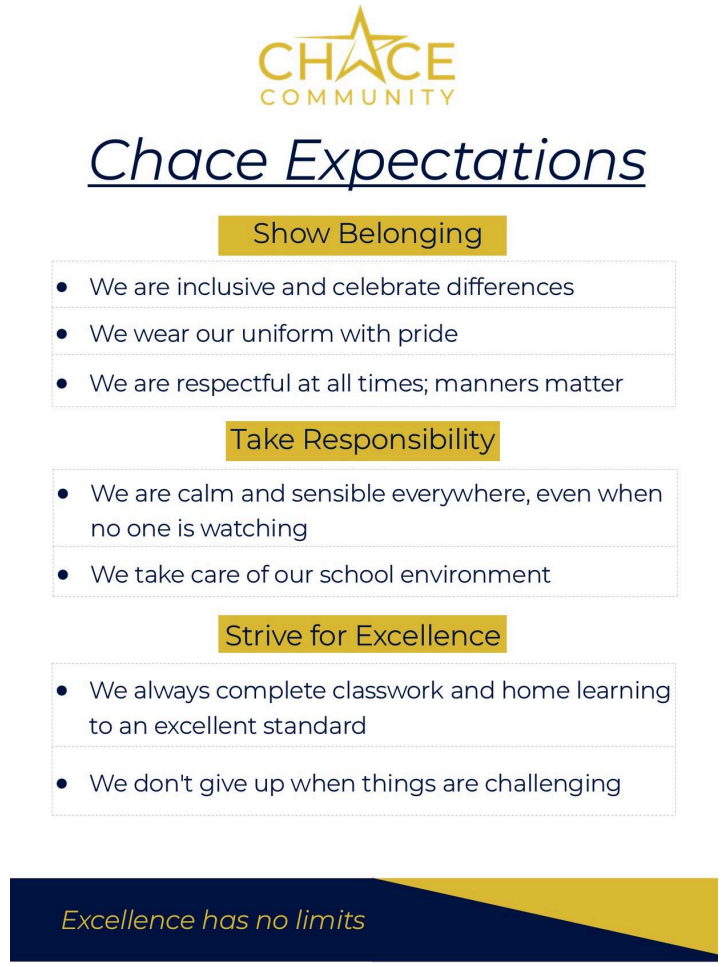
Pupils at Chace are expected to display positive behaviour beyond the school gate and pupil's behaviour may be dealt with by the school when a student is:

- Taking part in any school-organised or school related activity
- Travelling to and from school, regardless if they are still in school uniform
- Wearing school uniform or identifiable as a Chace student in some other way
- Whilst not being in school within school operating hours, including being in the proximity of the school before or after 8.00-3.10pm
- Behaving in a way that brings the reputation of Chace into disrepute
- Posing a threat to another pupil or member of the public

The Headteacher works alongside the Police and other community agencies in the event of antisocial or criminal behaviour whether in or out of the school gates. This is also to support the Police and other community agencies in the wider role of the school in pupils being positive and active citizens in the community.

4. Chace Expectations

To encourage positive behaviour in our school community, the key features of the approach is having positive relationships and knowing the whole child. This is used alongside the Chace Rewards, Chace Consequences and Chace Expectations.



5. Chace Rewards

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour will enable pupils to see the rewards of positive behaviour and to develop appropriate behaviours of their own.

We use rewards at Chace to:

- Celebrate achievement and improvement
- Share this celebration of achievement and improvement with parents
- Develop a positive ethos within the year group and the school
- Increase motivation
- Increase attendance
- Recognise service to the school
- Aid the monitoring of student progress by year heads and tutors
- Contribute to the development of students' responsibility for their own learning.

The school's rewards system summarises the different levels of rewards. Pupils are awarded points by staff for various achievements such as sustained effort, outstanding performance in lesson, participation in school activities and excellent attendance (97% plus). Point's totals are checked weekly by tutors and students are awarded a bronze, silver, gold and platinum stars. The cumulative total of points for each student will be passed back to the Form Tutor to inform students and celebrated in assemblies and around the building.

Positive achievement	Person responsible	No. of points
P1 - Positive behaviour linked to one of the values P1 - Belonging P1 - Responsibility P1 - Excellence	All staff	1
P2 - Consistent positive behaviour linked to one of the values P2 - Belonging P2 - Responsibility P2 - Excellence	All staff	2
P5 - Significant and consistent positive behaviour P5 - Positive contribution to school life P5 - Positive award - nominations/prizegiving	HOL/HOF/SLT/Governors	5

A range of strategies are used at Chace in order to support students which could include but are not exclusive to:

- Use of rewards
- Adaptive teaching strategies taking into account SEND/EAL/High Starters
- Consistent use of seating plans
- Respite with the Student Support Centre and personalised timetables
- Positive target setting, behaviour contracts and monitoring reports (Form Tutor, HoL, SLT)
- Secondary Behaviour Support Service (SBSS)
- School Behaviour Panel
- Meetings with pupils/parents
- Mediation/conflict resolution meetings
- behaviour contracts
- Form time intervention – mentoring/key worker meetings
- Referral to and involvement with outside agencies such as Behavioural Support SENCO; Education Psychologist (learning/behaviour); Education Welfare Officer (attendance concerns); School Nurse; CAMHS; Service for Adolescents and Families in Enfield (SAFE), Youth Offending Service, Social Care and BSS
- Teach Ready Room – full time or hybrid learning
- Implementation of a Pastoral Support Programme (PSP)
- Governors' Discipline Committee hearing

6. Classroom management

Positive learning behaviours in lessons are underpinned by high quality teaching, staff knowing students, building positive relationships, having high expectations and following school policies consistently. We have clear expectations of all learners at Chace, the values and Chace expectations make the expected behaviours clear. Chace Consequences used when these expectations are breached. Challenging and changing behaviour is part of the learning process and we aim to restore and maintain a positive working relationship within a calm, safe learning environment.

Where there are breaches of our behaviour expectations outlined in Chace Consequences, then incidents are dealt with initially by the member of the staff who must log the incident on Arbor. When dealing with any unacceptable behaviour we want the pupil to:

- Take responsibility for their actions
- Understand how their behaviour has affected themselves and others and their learning
- Work with the member of staff working with them to prevent future incidents

7. Warning System

Below is the level of warnings pupils will receive in a lesson. Teaching staff should be using warnings in the spirit of the law rather than the letter of the law. If a pupil is relocated from your lesson, they will receive a 30 minute same day detention. Teachers will attend a resolution meeting at that detention between 3:10 pm - 3:20 pm for a fresh start to the next lesson.

	Lesson consequences & faculty relocation
Discreet reminder	A non-verbal or discreet reminder for student to remain focussed and on track
First warning	The teacher will make it clear that a student has received their first warning and the specific reason linked to our three values. Name is on the board with one tick next to it. *(Students with an EHCP will be given the option of a reset with a member of the BST team).*
Second warning	The teacher will make it clear that that student has received the final warning and place a second tick next to the student's name. The teacher will use the emergency alert and the student will be relocated to another lesson. The teacher will log this as an F2 and a 30 minute same day detention will be issued. The teacher will attend the detention at the end of the day for a resolution meeting and will contact home regarding the issue.
Red line behaviour	Incidents of an extreme nature, where the safety of students and staff is at risk - e.g. violence or dangerous behaviour. Immediate emergency alert pushed - student is to go straight to relocation.

8. Chace Consequences

The Chace Consequences support all the above and strive to support pupils to modify their behaviour by accepting the consequences and reflecting on making better choices in the future. Staff will, where possible, speak to pupils to ensure the pupils understand that their actions have consequences and review how they may modify their behaviour in the future.

This is a key part of the Chace Consequences and the Pastoral and Behaviour Support Team (BST) are critical in their roles in supporting pupils in modifying their behaviour by having these discussions, particularly after serious incidents.

Inappropriate behaviour/conduct is detailed clearly in the Chace Consequences and are staged in severity and opportunities are always given, following clear warnings for students to reflect on their behaviour, correct it and to make the 'right choices'.

Whilst it is important to note that each incident will be dealt with individually, the Chace Consequences give clear guidelines of actions and the consequence of those actions. At all times the student's personal safety and welfare are considered to be of paramount importance. Individual staff are involved in discussion about any incident concerning them and are kept informed of decisions made where appropriate.

Detentions are issued as a consequence of not meeting Chace expectations. Detentions range in length from 15 minutes to two hour SLT detentions. Text will be sent to parents/carers regarding same day detentions. Please note that schools are legally allowed to issue detentions of up to one hour after school on the same day. Two hour SLT detentions are set with advance notice to parents/carers.

Chace consequences are as below:

Chace Consequences - actions and consequences	**Person responsible**	**No. of points**
F1 - Failure to meet Chace expectations F1 - Lateness to lesson F1 - Lack of equipment F1 - No home learning F1 - Littering F1 - Phone confiscation F1 - Poor classwork	All staff	-1
F2 - Lateness to school	Attendance team	
F3 - Extreme lateness to school F3 - Lesson truancy - 15 minutes	Attendance team/HOL/HOF	-2
F3 - Equal Opportunities and Bullying F3 - Ageism F3 - Anti Semitism F3 - Gender Reassignment F3 - Religion or Belief F3 - Sexual Orientation	HOL/SLT/HOF	-3

F3 - Disability F3 - Marriage/Civil Partnership F3 - Pregnancy and maternity F3 - Racism F3 - Sexism F3 - On-line F3 - Physical F3 - Homophobic		
F5 - Significant failure to meet Chace expectations - day in relocation F5 - Fighting F5 -Abuse of staff F5 - Abuse of Social Media F5 - Banned substances F5 - Banned items F5 - Sexual Harassment F5 - Theft F5 - Under the influence F5 - Vandalism F5 - Damage to ICT equipment	HOL/SLT/HOF	-5

9. Mobile phones

Pupils are discouraged from bringing mobile phones into school for the following reasons:

1. **Academic underperformance** - mobile phones are a significant distraction in lessons, leading to students not focussing in lessons.
   Behavioural issues - increased issues with online safety, child-on-child abuse, bullying, filming and photographing others without consent.
2. **Wasted staff time/negative interactions** - staff having to challenge students regarding mobiles leads to conflict between staff and students. This in turn results in worsening relationships and increased frustrations.
3. **Truancy** - students may communicate with other students during the day and encourage each other to truant, particularly in toilets. This results in lost learning time.
4. **Parent/student contact** - students may try to message parents about issues, rather than going to staff to help them solve problems.

If pupils and families choose to allow pupils to bring mobile phones to school, they will be expected to place them in a Yondr pouch, which will be sealed at the gate as they enter school. These will be opened at the end of the day when students are leaving the school site.

If any pupils are found with a mobile phone during the school day, the following will occur:

Compliance

1. If a mobile is seen or found via a wand search, the pupil will hand the mobile over.
2. The phone will be taken to student services and locked away.
3. Parents will be able to get the phone returned after school on Friday. A member of staff will be present to return mobiles in reception.

Non compliance

1. If a mobile is seen or found via a wand search and the pupil refuses to hand over the phone, the student will be sent to relocation.
2. A second attempt to get the mobile will occur. If the mobile is handed over, the student can return to their next lesson. This is, however, be logged as a relocation and detention will be issued for the end of the day.
3. If the student continues to refuse, the student will remain in relocation and parents will be contacted.
4. Parents will be requested to help with the process, in order to support the school.
5. If parents are unsuccessful, the pupil will remain in the relocation room. If at the end of the day, the pupil is still refusing to comply, they will be suspended.

10. Suspension and Exclusion Procedure

The school may use suspension and permanent exclusion in response to serious incidents or in response to persistent breaches of the Behaviour policy where other strategies and interventions have not resulted in improvement.

If it is deemed necessary to suspend a pupil from school, an initial telephone call will be made to explain the circumstances and inform the parent/carer of the sanction. This telephone call will be followed up with an official letter as soon as practicably possible. We follow DfE guidelines on suspensions, and the final decision to externally suspend can be made only by the Headteacher or through delegation to a Deputy Headteacher as a result of absence. When deciding to suspend a student, the Headteacher will ensure there has been a thorough investigation and that a record is kept of their actions and those of other staff.

When establishing the facts in relation to a suspension decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than it did not happen. (DfE exclusion guidance, paragraph 8).

The standard of proof applied in school suspension is the balance of probability. There are two types of suspension from school: suspension and permanent exclusion. The length of a suspension will be decided by the Headteacher with reference to:

- The student's age and stage of development
- The student's previous behaviour record
- The nature and seriousness of the incident
- Whether the student has SEND needs or other vulnerabilities
- The home background
- Exam obligations
- The impact on the safety and learning of others

The following incidents or offences will normally lead to a suspension (internal or external). This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Persistent or serious breaches of the Behaviour Policy
- Persistent refusal to complete sanctions in line with the Behaviour Policy.
- Refusal to complete an SLT detention
- Deliberate damage or vandalism (in or out of school)

- Verbal abuse and/or threatening behaviour against an adult
- Physical actions or violence towards a student (in or out of school)
- Persistent bullying (including cyber, racist, sexist or homophobic) or a single case of extreme bullying (in or out of school) (permanent exclusion may also be deemed appropriate)
- Racist abuse
- Discriminatory abuse – homophobic, transphobic, biphobic, abuse relating to disability
- Sexual misconduct – sexual violence, sexual harassment, upskirting, non consensual sexual activity
- Bringing the school into disrepute (in or out of school)
- Bringing an object made or adapted for another use to threaten or cause injury
- Bringing into school, or viewing in school, inflammatory or inappropriate material that will cause offence
- Filming, recording or taking inappropriate photographs of other students/staff without permission.
- Theft from the school, a student or a member of staff
- Bringing a prohibited item into school
- Making a false allegation against a member of staff
- Wilful and repeated transgression of protective measures in place to protect public health
- Seriously compromising the school's IT system ('hacking')

The following codes are applied in line with DfE guidance:

Reason for Suspension:

PP Physical assault against a student
PA Physical assault against an adult
VP Verbal abuse / threatening behaviour against a student
VA Verbal abuse / threatening behaviour against an adult
OW Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
BU Bullying RA Racist abuse
LG Abuse against sexual orientation or gender reassignment
DS Abuse relating to disability
SM Sexual misconduct
DA Drug and alcohol related
DM Damage
TH Theft
DB Persistent disruptive behaviour
MT Inappropriate use of social media or online technology
PH Wilful and repeated transgression of protective measures in place to protect public health

Where a suspension exceeds five school days, the school will arrange suitable full-time education from the sixth school day. This may include placement at another Enfield school or appropriate alternative provision.

If a pupil is suspended from school, either for a fixed period or permanently, the parents/carers are responsible for ensuring their child is not in a public place during school hours of 8:40am - 3:10pm. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Permanent Exclusion

Permanent Exclusion is used by the Headteacher as the 'final step' in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and

failed, including the use of a Pastoral Support Programme. It is not usually used but can be for 'single serious' incidents or 'persistent serious breaches' of the school's behaviour policy. It may be used in very serious cases of:

- violence, including threatened violence
- 'persistent, malicious disruptive behaviour including open defiance and refusal to agree with school policies' which prevents other students from learning or presents a Health and Safety risk to themselves and others
- selling/possessing/supplying drugs on school premises
- sexual abuse or assault
- carrying an offensive weapon.
- Any one off serious incident causing serious disruption, harm or where there has been or a potential for serious harm to anyone in the school community.

When the Headteacher notifies the Governors' Discipline Committee of a Permanent Exclusion (PEX) they must be satisfied that **all** the following criteria are met at a hearing convened within 6-15 school days from the PEX:

- there has been a serious breach of the school's discipline policy;
- there have been similar incidents in the past (unless this is a serious single incident);
- strategies have been used to support the student to change/improve behaviour;
- if the student remained at Chace there would be serious harm to the education, welfare and safety of staff/students.

11. Smoking, drugs/alcohol related incidents

Smoking and Vaping presents a risk to the health and safety of all members of the school community and is therefore not permitted on the premises. Students are not allowed to smoke or Vape on their way to and from school or whilst in school uniform. This rule is made explicit in the Chace Consequences. If a student ignores this rule his/her/their parents/carers are informed and Chace Consequences issued.

In the event of a drugs/alcohol-related incident when the student is breaking the law being in possession, selling/supplying or using drugs on school premises, and could be putting others at risk, or a student is at risk from or under the influence of solvent/drug abuse fixed term or permanent exclusion will be used as a consequence to indicate the seriousness of the incident and steps will be taken as appropriate:

- Inform and involve parents
- Involvement of outside agencies as appropriate (e.g. Emergency services (police/ambulance), drugs counsellor, Social Services, Community Police, Youth Offending Service).

If a pupil is considered to be under the influence of any illegal substance parents are called into school as a matter of urgency to take their child home to monitor his/her condition. They are advised to take the student to the GP/A&E and follow up with a member of staff who they were speaking to on the following day.

12. Searching students and confiscation of inappropriate item

Personal items that distract students from learning including inappropriate jewellery or clothing should not be brought into school. Such items seen on the school site will be confiscated, recorded and stored securely. The law protects the school from liability for damage to, or loss of, any

confiscated items provided the member of staff has acted lawfully.

Prohibited items include:

• Knives and weapons
• Illegal drugs
• Legal intoxicants (legal highs)
• Vapes/e-cigarettes and cigarettes, including tobacco and cigarette papers
• Lighters
• Alcohol
• Fireworks
• Pornographic images
• Stolen items

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) In addition to the prohibited items listed in this policy, the following items are also not allowed in school. These items, if seen in school, will be confiscated by school staff. Pupils may receive a sanction.

· Aerosol and perfume sprays, including deodorant and antiperspirant sprays
· Energy drinks
· Chewing gum
-Sharp objects

The school has a common law right to search a pupil for any inappropriate item with his/her consent. The Headteacher reserves the right to search a pupil without his/her/their consent if there is significant suspicion that 'prohibited items' have been brought to school. Prohibited items include weapons, alcohol, illegal drugs, fireworks and any other item deemed not to be appropriate to have in school by the Headteacher such as stolen goods or 'legal highs'. Permanent exclusion may be used as a sanction if a student is caught with a dangerous or offensive weapon in school or in school uniform.

In the case of searching a pupil (with or without consent) two members of staff should be present including at least one member of SLT. At least one member of staff should be the same gender as the student in question if possible. If a student refuses to be searched in this situation further consequences may be applied and the Police may be involved.

Searching students is conducted in line with the DfE's latest guidance, Searching, screening and confiscation, July 2022

13. Anti-Bullying

Chace Community School is committed to ensuring that all members of the school community feel safe, respected and valued. Bullying, including child-on-child abuse, is not tolerated.

We believe that bullying is wrong and that no-one, students, staff, visitors or parents/carers should have to tolerate being bullied. Our Anti-Bullying Policy reflects our commitment as a community to challenging bullying, supporting the recipient and changing the attitude/behaviour of the bully.

Bullying is any action/behaviour which hurts someone and makes him/her feel inferior. Bullying is:

- name calling, spreading rumours, saying unkind, insulting things intended to offend or hurt someone or undermine him/her because of religion, race, gender, friends, family, size, clothes, accent, tastes, background
- leaving someone out and ignoring him/her intentionally to make one or more pupil feel inferior.
- inappropriate physical contact or threatened violence intended to frighten or demanding money
- body language which causes offence or is intimidating e.g. giving dirty looks; gestures.

If a student is being bullied he/she should:

- tell the bully to stop and say that he/she/they doesn't like it
- get support by telling an adult at home and get help by telling a teacher who will listen and support the recipient.

If a member of staff, visitor or parent feels that he/she is being bullied he/she should:

- complete a written statement
- complete a violence and abuse form, if appropriate
- forward the statement to the line manager or appropriate member of SLT.

Cyber bullying is bullying through use of communication technology e.g. mobile phone text messages, emails or websites. Cyber bullying can take many forms for example:

- Sending threatening or abusive text messages or emails, personally or anonymously
- Making insulting comments about a person on a social networking site
- Making or sharing videos and pictures via mobile or the internet without their permission

Such actions may contravene the Harassment Act 1997 or the Communications Act 2003 and may require police involvement. Use of the web, text messages, email to bully another student or member of staff will not be tolerated. Students learn about the cyber bullying in Lifeskills lessons, form time activities and drop down days.

If a bullying incident occurs using communication technology inside or outside of school time one or more of the following procedures will be followed:

1. Advise the student not to respond to the message
2. Report any form of abusive message direct to the Head of Learning and parents and/or Police will be informed
3. Secure and preserve any evidence
4. Inform the service provider of social networking websites or e-mail provider using the 'Report Abuse' button
5. Inform mobile phone providers
6. If the incident has caused a great deal of distress and/or is deemed especially serious advise the student to 'Click CEOP' and make a report.
7. Implement sanctions as appropriate and make use of conflict resolution techniques
8. Record incident internally and inform the local authority e-safety officer as necessary
9. Follow Child Protection procedures as necessary

All reports of bullying will be treated seriously and the person doing the bullying will be interviewed and Chace Consequences used as appropriate. We will also involve parents as appropriate in serious cases and a record of any incident of bullying will be kept on file.

Where bullying continues after initial sanctions, then the Chace Consequences at the next stage maybe issues with consultation with the HOL/SLT and Police if necessary for extreme circumstances as we do not tolerate bullying at Chace and keep records of bullying incidences using our management systems. See the Anti-Bullying Policy for further details.

A range of strategies are available to support those who have been bullied at Chace e.g. peer mentoring (staff and students); support groups run by outreach agencies and counselling signposted when appropriate.

We also use assemblies delivered by tutors, HOL and the Police to educate pupils about bullying and the steps they can take to get support from the school. Often the terminology around bullying or one-off incident or incidents are over a long period of time can be misinterpreted as bullying. We take the firm stance with incidences that are found to be bullying and will issue the severest consequences when the strategies and sanctions resulting from stage 1-6.

14. Reasonable Force

The school follows DfE's guidance, Restrictive interventions, including use of reasonable force, in schools - April 2026

All staff have a legal power to use reasonable force; however this sits within a broader framework of restrictive interventions, which includes:

- Physical restraint
- Non-physical restrictions (e.g. blocking movement)

The school's approach prioritises prevention, de-escalation and safeguarding, with restrictive interventions used only as a last resort.

Any use of reasons force or restrictive intervention must be:

- Necessary - there is a real risk of harm, serious damage, or significant disruption
- Proportionate - appropriate to the level of risk presented
- Reasonable - lawful and in line with guidance
- Time-Limited - used for the shortest possible duration

Restrictive interventions must never be used as a punishment or to enforce compliance

When can reasonable force be used?

Staff may use reasonable force or other restrictive interventions to:

- Prevent injury to a student or others
- Prevent serious damage to property
- Prevent a student committing a criminal offence
- Prevent serious disruption to the school environment

Prevention and De-escalation

The school is committed to minimising the need for restrictive interventions through:

- Strong behaviour systems and routines
- Early indemnification of need
- De-escalation strategies
- Support for students with SEND or additional vulnerabilities

Recording and Reporting

In line with April 2026 guidance, the school will record and maintain clear records all significant incidents involving:

- Use of reasonable force
- Restraint
- Seclusion

In the records, the school will record:
- What happened and why
- Actions taken
- Duration of the intervention
- Any injuries or follow-up required

The school will:
- Montitor all incidents to identify patterns and trends
- Use data to inform training and prevention strategies
- Report to governors as part of safeguarding and behaviour oversight

The school will inform parents/carers as soon as possible, usually on the same day

Any staff member who may have to restrain a student must complete our restraint form, available from the headteacher's PA.

15. Monitoring and Review

This Behaviour Policy is monitored regularly by SLT and Governors and is reviewed annually in consultation with members of the school community. This updated Behaviour Policy (updated Jun 2026) supports and is to be read in conjunction with the Equality, Health and Safety, Safeguarding, Anti-bullying, Curriculum policies.

The school will collect data on the following:

· Behavioural incidents, including removal from the classroom
· Attendance, permanent exclusion and suspension
· Use of student support units, off-site directions and managed moves
· Incidents of searching and confiscation
· Surveys for staff, students and parents/carers on their perceptions and experiences of the school's behaviour culture

The data will be analysed on an annual cycle by the Deputy Head teacher.

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. Monitoring this policy This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.