

POSITIVE BEHAVIOUR POLICY



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Approved by:	Ms Tanya Douglas - Head Teacher	Date: September 2023
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1. Introduction

Chace Community School is a comprehensive, local authority 11 – 18 school. Our positive behaviour policy aims to give clear, consistent guidelines for staff, students, parents 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.

Rules are held under the phrase, Chace Expectations. The Chace Expectations are known to the school community, Parents, Staff and Governors through the Staff handbook, the school website and parent newsletters. Key messages are communicated via form time, assemblies, Life skills and social media platforms. If pupils adhere to this, they will receive rewards, however if they do not then the Chace Consequences will be implemented to help address and modify inappropriate behaviour/conduct in our community.

Chace Expectations (Summary)

<ul style="list-style-type: none">● We are respectful at all times; manners matter● We respect our uniform and wear it with pride	<ul style="list-style-type: none">● We are always punctual and walk calmly and sensibly around school● We take care of our school environment	<ul style="list-style-type: none">● We stay focused, track the teacher, and follow instructions in all lessons● We always complete classwork and home learning to an excellent standard
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2. The Legal framework

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

[Keeping Children Safe in Education 2023](#)

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

[Behaviour and discipline in schools: advice for headteachers and school staff 2022](#)

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

[Searching, screening and confiscation 2022](#)

[Use of reasonable force in schools 2013](#)

[The Equality Act 2010](#)

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. Working together with parents/carers, staff, students, governors and the local community we aim to provide a calm, safe, well-ordered environment where learning is the priority. A high quality education is the entitlement of all. In the classroom, around the school, on the way to and from school as well as representing the school on visits and journeys we expect students to behave sensibly, responsibly and with respect for others. We insist that all members of the school community are treated with respect and valued equally in line with our Chace expectations.

Students 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 implementing the Positive Behaviour policy consistently at all times with shared responsibility from parents/carers. Unacceptable behaviour is any behaviour or action which interferes with staff or students' 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.

Students at Chace are expected to display positive behaviour beyond the school gate and students' 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. The Safer Schools team and Local ward team work in collaboration with Chace, in order to resolve any conflict between students and engage with students in the school.

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.

4. Behaviour strategies and the teaching of good behaviour

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. There is a detailed version of Chace Expectation below. This includes all stakeholders expectations creating an environment where the student/s can thrive at Chace.

Chace Expectations in detail

As a student at Chace, you will:

Classroom Conduct	Corridor/Break/Line-up Conduct/Bus Stop
<ul style="list-style-type: none"> ● Arrive on time fully equipped for the lesson, sit immediately in your seating plan in silence, and start 'Do now' task. ● Listen carefully, in silence, when the teacher is talking ● Put your hand up if you need to say or ask something ● Complete all of the work you are asked to do to the best of your ability ● Respect each other's race, culture, gender and sexual orientation ● Pack up when the teacher tells you to and stand quietly behind the desk ● Not answer back to a teacher and always try to resolve any conflict calmly ● Maintain a polite attitude towards everyone in the classroom ● NEVER leave the room to get water or go to the toilet unless you have a medical pass and the permission of your teacher/taken by Behaviour Support Team (BST) <p>S - sit up ready to learn</p> <p>T - track and follow the teacher</p> <p>A - active participation</p> <p>R - respect everyone around you</p>	<ul style="list-style-type: none"> ● Be polite and respectful at all times ● Morning line-up conducted impeccably ● Wear the correct uniform at all times, including travelling to and from lesson and in the community ● Travel to and from lessons and social times quickly, courteously and calmly. Do not run. ● Talk at an appropriate volume. Don't shout and keep your hands and feet to yourself ● Respect the lunchtime supervisors and all other staff in our school community ● Hold doors open for people in front or behind you, and wait for your turn to pass ● Protect your planet by clearing away any rubbish after break/lunch, and recycle when possible ● Remember not to bring chewing gum into school as it will be confiscated ● Using the field - remain on the school side of the huts and do not cross the football pitch touchline unless you need to retrieve a ball. ● Always use the pedestrian crossing areas when crossing the road at school bus stops near Hop Poles roundabouts.

Teachers will	Parents/Carers will
<ul style="list-style-type: none"> ● Be well-prepared for lessons and set clear and interesting tasks ● Value all positive contributions ● Reward students for good behaviour, effort and high-quality work verbally and positive points ● Apply rules and consequences consistently ● Contact parents to praise students or raise concerns ● Follow the school behaviour system ● Respect everybody's race, culture, gender and sexual orientation ● Look after the building and surrounding environment ● Model the behaviour expected from students 	<ul style="list-style-type: none"> ● Support the school rules and values ● Support teachers in ensuring students are successful ● Help to make sure students arrive on time ● Send students in unless they are extremely unwell ● Check Google Classroom ● Check that students have completed their homework ● Remind students of targets ● Prepare students with the correct equipment at the correct times ● Ensure students have correct uniform

- Teachers prevent confrontation through de-escalation strategies, calm, clear instructions consistently following the positive behaviour policy

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

- Use of rewards
- Use of differentiated teaching strategies and resources 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 student/parents
- Mediation/conflict resolution meetings
- Form time intervention – mentoring/key worker meetings
- Referral to the Inclusive Learning Group to refer students and seek advice from a range of professionals including SENCO, BST, HOLs, SLT, EP, EWO, YOS, other services and the School Counsellor/Kooth online counselling
- 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

5. 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.

We aim to be a listening school to resolve any incidents promptly and appropriately in a way that is consistent and clear. 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 our management information system. When dealing with any unacceptable behaviour we want the student 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

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. Chace staff will talk to pupils alongside consequences to ensure the pupils understand that their actions have consequences. We will where possible talk and support the pupils through reviewing the incident and what better choices they could make 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.

	Lesson Consequences & Faculty Relocation (FR)
First warning	The teacher will make it clear that you have received their first warning and the specific reason linked to our Values, then put your name on the board with a one strike.
Second warning	<p>The teacher will make it clear that you have received their second warning and the specific reason linked to our Values, then put your name on the board with two strikes.</p> <p>Teacher will call for on-call to talk to any students with an EHCP on their second warning.</p>
Those students with EHCP	These students on their second warning will have on-call speak to them and reintegrate them back in lesson. Staff must do this on 2nd strike by using ARBOR on-call.
Third warning - Faculty Relocation (FR) Any disruption when in FR - conversion into full/part day relocation plus 60min det	<p>The teacher will make it clear that you have received your final warning and place a third strike next to your name after giving you the specific reason for this in a calm and sensitive manner.</p> <p>The teacher will log this on to the system, and then this will trigger being picked up and taken to FR, where you will complete the remainder of the lesson at the back of another classroom/area.</p> <p>Automated 30 min same day detention will be set, MOS will call home, and see the student to resolve in the detention in relevant venue.</p>

6. 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 students 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
- 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. Students are

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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

7. Consequences

Although rewards are central to the encouragement of good behaviour, consequences are used to correct poor behaviour and reinforce our expectations.

The use of Consequences should be characterised by certain features:

- It must be clear why the consequence is being applied in a calm, discreet manner.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group punishment should be avoided at all costs.
- It should be the behaviour rather than the person that is punished.

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.

Chace 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 F3 - Disability F3 - Marriage/Civil Partnership F3 - Pregnancy and maternity F3 - Racism F3 - Sexism F3 - On-line F3 - Physical F3 - Homophobic	HOL/SLT/HOF	-3
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

8. Exclusion Procedure

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in school sanctions and interventions.

If it is deemed necessary to suspend a student from school, an initial telephone call will be made to explain the circumstances and inform the parent/carers 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 age of the student
- The disciplinary record
- The nature of the offence
- The home background
- Exam obligations
- Special Educational Needs

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 refusal to follow the school's rules
- 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)
- Swearing aggressively and directly, verbal abuse or aggression towards a member of staff
- 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

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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

If a child 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. 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.

9. 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 student 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.

10. 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. Mobile phones and electronic devices may be brought to school but are not to be used by students on the school site. 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 student) 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. Students 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 student for any inappropriate item with his/her consent. The Headteacher reserves the right to search a student 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 student (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

11. Anti-Bullying Statement (Chace Anti-bullying Policy works in tandem with the Positive Behaviour and Equalities Policies)

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.

12. Reasonable Force

The use of reasonable force is conducted in line with the DfE's guidance, Use of reasonable force - July 2013. All members of school staff have a legal power to use reasonable force in certain circumstances. These circumstances are as follows:

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground, and;
- restrain a student at risk of harming themselves through physical outbursts Schools cannot use force as a punishment. It is always unlawful to use force as a punishment.

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

13. 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 Positive Behaviour Policy (updated September 2023) 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.

CHACE CONSEQUENCES are there to create a Culture of Excellence

Stage	Behaviour	Consequences
1	<ul style="list-style-type: none"> Off task behaviour Not walking into lesson in silence and when completing 'do now task' Failure to follow instructions. Includes not putting on clean PE kit provided for student that have forgotten their own Defiance Rudeness Disrupting learning Swearing in conversation with students Persistently not following STAR expectation All piercings must only be carried out at the start of the 6 week summer break. If Piercings are not mature for any reason - student must bring PE kit or put on the clean PE kit provided, and take part in an alternative role as directed by the PE teacher/MOS 	<ul style="list-style-type: none"> No further action for 1 or 2 warnings with appropriate staging and reasonable adjustments for those on SEN register (Students with EHCP on second warning - MOS calls for BST support via ARBOR) On third warning students will be placed in Faculty Relocation (moved to another lesson). MOS completes the ARBOR Faculty Relocation immediately. Students will then be picked up by BST and placed in Faculty Relocation. 30-minute same- day detention issued & teacher calls home the same day, attends the detention that day to resolve. Students who refuse to out on clean PE kit will be sent Faculty Relocated For 2 or more Faculty Relocation in lessons, teacher liaises with HoF in the first instance to support in resolving with meetings with parents/carers if needed Fresh start from next lesson Multiple Faculty Relocations (3 or more in more than 2 subjects will result in referral to ILG for Teach Ready Room with a minimum of 1 week before returning to mainstream lessons and timetable. This will be increased if not meeting the expectation in the Teach Ready Room. Those performing an alternative role in PE must take part and engage in the role provided, otherwise warnings will be issues for off task behaviour.
	<ul style="list-style-type: none"> Lateness to school 8.40-8.50am (Student Gate will Close at 8.40) 	<ul style="list-style-type: none"> Same-day 30-minute detention, students enter via main gates and MOS will direct late students to the main hall using the side doors. Attendance team will log and make parents/carers aware of detention.
	<ul style="list-style-type: none"> Morning - late to line-up after entering school on time before 8.40 Late to any line-up/registration 	<ul style="list-style-type: none"> Late to line-up/registration same-day 30-minute detention Persistent lateness will result in attendance and punctuality report via HoL/Tutor

	<ul style="list-style-type: none"> Extreme lateness to school after 8.50am 	<ul style="list-style-type: none"> Same-day 60min detention, persistent extreme lateness will result in HoL/tutor report
	<ul style="list-style-type: none"> Line-up: <ul style="list-style-type: none"> Uniform infringement (missing item) Poor conduct in line-up Non school footwear at anytime in school year not including known medical conditions) 	<ul style="list-style-type: none"> Immediate relocation until the issue is resolved, for those with footwear issues we will give the opportunity to swap the trainers/non school shoes with plimsols that can be swapped abc after the detention has been completed. In the event that there is a genuine reason and a note/communication has been made to the tutor or HOL then students will not need to serve the det, but will still need to swap non school footwear to plimsols. Those with medical pass due to a GP/NHS professional medical letter will not be affected by the above. Students refusing to swap into plimsols will remain in relocation until they either do, or they do. (30min det will still need to be served at the end of the day). Same-day 30-minute detention Persistent of multiple missing items will result in extended relocation and attached detention
	<ul style="list-style-type: none"> Uniform infringement (prohibited items – hoodies, hats, caps) or other banned items Includes not wearing a school jumper, and having a jacket on without a blazer. No sports tops/cardigans are a replacement for either a blazer or a jacket. 	<ul style="list-style-type: none"> Addressed in line-up, if these are seen after this the following apply, If prohibited item seen – confiscated by member of staff and returned same day. If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap. Persistent offences – collected by parent by appointment with HoL
	<ul style="list-style-type: none"> Walking away from member of staff at any time Extreme defiance outside lesson 	<ul style="list-style-type: none"> 60-minute detention (MOS sees HoF for inside lessons & HoL for outside lessons)
	<ul style="list-style-type: none"> Physical behaviour towards others (including play fighting) Behaviour that breaks equal opportunities Failure to follow Code of Conduct outside lesson 	<ul style="list-style-type: none"> Referred to BST and HoL for consequence: <ul style="list-style-type: none"> Detention Immediate Relocation for play fighting or abusive behaviour including any that breach the equal opportunities policy Phone Call home and/or meeting
	<ul style="list-style-type: none"> Failure to complete home learning 	<ul style="list-style-type: none"> Students can be held back to complete outstanding work for up to 20min max 3 missed home learning is Compulsory Study Support in LRC to complete missed home learning Persistent home learning issues, teacher liaises with HoF for further intervention Tutors and HoL look at trends across subjects and informs parents and place students on report
	<ul style="list-style-type: none"> Persistent lack of equipment/PE kit 	<ul style="list-style-type: none"> MOS logs on ARBOR Persistent issues, MOS referred to HOF for consequence, MOS contacts home
	<ul style="list-style-type: none"> Sight of phones and headphones including wireless versions 	<ul style="list-style-type: none"> If prohibited item seen – confiscated by member of staff and returned same day with no consequence. If a student refuses to hand over after 2 verbal requests (MOS passes details to reception/student services) BST issue same-day detention & confiscate item asap Failure to hand over to BST – Relocation for the remainder of the day and up to 60-minute detention & BST/HoF/HoL to contact home Persistent offences – referred to HoL
2	<ul style="list-style-type: none"> Antisocial behaviour outside school and at the bus stop (bringing the school into disrepute) 	<ul style="list-style-type: none"> Consequence to be determined by HoL and SLT <ul style="list-style-type: none"> 60-minute detention 1 or more days in relocation Fixed-Term exclusion Potential Police involvement
	<ul style="list-style-type: none"> Swearing in conversation with staff 	<ul style="list-style-type: none"> Immediate relocation for remainder of the day and 60-minute same-day detention issued
	<ul style="list-style-type: none"> Truancy 	<ul style="list-style-type: none"> Truancy a lesson will result in up to 60-minute same-day detention Multiple truancy in one day results immediate relocation and up to 120-minute same-day detention
	<ul style="list-style-type: none"> Failure to follow expectations in Faculty Relocation or Full or Part of the Day Relocation 	<ul style="list-style-type: none"> Disruption in Faculty Relocation will result in remainder of the the day relocation and 60min same day detention Same-day detention extended & BST to contact home Additional time in relocation Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed)
3	<ul style="list-style-type: none"> Multiple Faculty Relocations same day, over a week will trigger ILG Teach Ready Referral 	<ul style="list-style-type: none"> BST to move student to full day relocation on students readiness to go back in to lessons (as well as increasing detention) Teach Ready ILG Referral will confirm the time in Teach Ready provision before returning to mainstream
	<ul style="list-style-type: none"> Failure to attend detentions Walk away from MOS/tutor who brings you to detention venue, or walking out of detention without permission 	<ul style="list-style-type: none"> BST extend the detention the following day incrementally increasing up-to 2 hours or full day relocation including 2 hours (if this was the detention they needed to complete) Walking away/out - full day plus 60min-120min)
	<ul style="list-style-type: none"> Refusal to leave lesson for Faculty Relocation/Full day Relocation when requested by MOS/BST 	<ul style="list-style-type: none"> If student refuses to leave for BST /SLT – remainder of the day in relocation and detention (refusal to go is stage 5) Persistent incidents of the same behaviour will lead to increased full days in relocation, referral to ILG for Teach Ready Room or even fixed term exclusion
	<ul style="list-style-type: none"> Repeated Faculty Relocations within same week or same subject 	<ul style="list-style-type: none"> BST liaises with HoF or HoL (for multiple subjects) <ul style="list-style-type: none"> MOS/HOF call home or meeting Increased detention issued Monitoring Report Teach Ready Provision referral by HoL where the trigger pattern is met

4	<ul style="list-style-type: none"> Serious incidents inside and outside school including smoking, fighting poor behaviour on trips Persistent antisocial behaviour and bringing the school into disrepute Vandalism to property Equal Opportunity infringement - including bullying in line with our Anti-bullying policy 	<ul style="list-style-type: none"> Referred to HoL (outside lesson) or HoF (inside lesson) for consequence Consequence depends on severity of incident <ul style="list-style-type: none"> 60-minute detention & contact home Meeting with parent/carer Conduct Report 1 or more days in full day relocation/Teach Ready Provision Fixed term exclusion Police involvement Managed Move Alternative Provision
	<ul style="list-style-type: none"> Swearing or extreme rudeness or abusive language towards member of staff 	<ul style="list-style-type: none"> Member of staff immediately informs BST via on-call through ARBOR, reception or student services for BST to pick up and action. BST to immediately place in full day relocation in the first instance HoL (outside lesson) or HoF (inside lesson) to complete paperwork and follow up with further interventions/consequences (such as meeting with parents or restorative justice and complete appropriate form)
5	<ul style="list-style-type: none"> Persistent swearing or abusive language towards staff 	<ul style="list-style-type: none"> Fixed-term exclusion Managed Move Alternative Provision Teach Ready Room
	<ul style="list-style-type: none"> Refusal to accept full-day relocation Persistent Full Day relocations in half a term (x3 or more) 	<ul style="list-style-type: none"> Fixed-term exclusion (on return to school original relocation plus the detention may need to be completed) Extended time in full day relocation (plus 60min) Teach Ready Provision referral via ILG
6	<ul style="list-style-type: none"> Persistent failure to follow Chace Code of Conduct Persistent or one-off violent or threatening aggressive behaviour towards others Possession of dangerous items or substances Theft, including food from the diner Persistent Equal Opportunity infringement - including bullying in line with our Anti-bullying policy Failed Managed Move Challenging the Headteachers authority Under the influence of any banned substance or one that is age inappropriate (includes vaping and legal highs) 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 	<ul style="list-style-type: none"> 1 or more days Full day Relocation/Teach Ready Provision Unsuccessful managed move/other external provision will go immediately to Teach Ready Provision 1 or more days relocation (failed managed moved can be weeks or terms in relocation) Fixed term exclusion Managed move Permanent exclusion Police involvement

Full or Part DAY Relocation is an automatic 60min or longer depending on the students conduct during the day, with persistent incidents resulting in repeating the day in relocation or for serious occurrences of poor conduct a FTE will be issued (where it is for this reason, students will need to complete relocation time on returning to school. Full or part-day relocations – students will need to hand in their phone at the start of the relocation time and complete at least a 60min detention. If students miss a 2 hour detention then it will be a Full Day Relocation including the 2 hours missed. Phones must be handed in when in the relocation room, the metal detector will be used if students are believed to be being dishonest, this may extend the detention or relocation period.

Pastoral Support Programmes (PSP) procedures

Context

The purpose of a Pastoral Support Plan

The PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, 16-week school intervention designed to support pupils at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion

Who is a Pastoral Support Plan for?

A Pastoral Support Plan is for pupils who are not responding to the normal behaviour strategies, who may be disaffected and who are at risk of permanent exclusion. This may include pupils who:

- Have had a number of fixed period exclusions (On any second exclusion or for 5+days)
- Have low attendance which is impacting on their behaviour
- Are showing signs of rapid deterioration in their behaviour
- Are at risk of failure at school through disaffection

Before considering a PSP a Learner Profile should be set up by the Head of Learning if one is not already in place.

Prior to the initial meeting documents (Appendix B & C) should be completed by HOL and student 1 week prior to the scheduled meeting and handed to RSL.

RSLs will be responsible for all PSPs for their key stage. They will:

- Check progress on a daily basis.
- At the start of the PSP, the students will be made aware of who is responsible for checking their PSP. They will also be told that in the absence of their RSL they should see their HOL or KWo
- At the start of a RSL and KWo should establish a review cycle (2, 4, 8, 12 and 16 weeks. At 2 weeks the RSL and KWo should meet with the child to assess how PSP is working and make any necessary adjustments. At 4, 8, 12 and 16 weeks, the parent would also be present. KWo will set out the times of the review at the initial meeting.
- At least one PSP target should focus on the student's learning
- If a student loses their PSP they should get another card from KWo and find all teachers to get it signed before leaving the school
- PSP targets and recommendations coming from the initial meeting will be circulated to all staff by email by KWo.
- Rewards for successful completion of the PSP should be negotiated at the initial meeting, as appropriate.
- All PSPs will be tracked and which will record the dates of review meetings. This will be circulated to HOLs and SLT

Sanctions if a student does not adhere to PSP procedures

- not meeting target for the day
 - not having some lessons signed
 - Failure to see RSL at the end of the day
- 30 min next day detention.
- persistent failure to meet any of above criteria
- 1/or more full day relocation/Teach Ready Provision.**
- We will place students not meeting the targets or not completing the PSP every lesson in the Teach Ready Provision for extending amounts of time, with an aim to prevent further escalation.
- **Continual failure to follow the PSP student criteria may result in fixed term exclusion and the next review brought forward and a managed move to another school considered if appropriate.**

At 8 weeks there will be a formal review – DHT to chair this meeting

Prior to review meeting documents should be completed by HOL and student 1 week prior to the scheduled meeting and handed to RSL.

All of the commitments which were agreed at the initial meeting will be reviewed. School staff should share reports about student's progress towards the targets. Any supporting agencies should report on the commitments they made.

At 16 weeks there will be the final review – HT to chair this meeting

The 16-week review All of the commitments agreed at the previous meeting should be reviewed. School staff share reports about the pupil's progress towards their targets. The PSP is evaluated and judged to have either been successful or unsuccessful.

If the PSP is successful

- If the PSP has been judged to have removed the risk of permanent exclusion or disaffection, the pupil should be given credit for responding positively to the support offered.
- School staff may continue to support and monitor the pupil's behaviour as they may continue to have challenging behaviour despite the progress they have made.

If the PSP is not successful

- If the PSP is at risk of not being successful, alternatives such as a managed move to another school should be discussed at the 8-week review meeting.
- The PSP coordinator will need to contact parents/carers to arrange an additional meeting if the school feels that the programme is failing between review periods.
- If, after 16 weeks, the PSP has not managed to remove the risk of disaffection or exclusion and a managed move is not agreed, then the Headteacher may decide to end the additional support agreed at the initial meeting and permanently exclude the student.