

Chesterton Community College

Behaviour Policy

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Chesterton Community College
Behaviour Policy

Document Control 2

Document Control

New Version Number	Key changes from previous version	Date of ratification

Behaviour Policy

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1. Rationale

Exceptional behaviour in school and sixth form is vital in helping all students to realise their potential. Students, parents, teachers and governors have all made their views clear that effective learning takes place in a positive, caring and safe learning environment. We expect students' behaviour to be exceptional at all times and our policy reflects the requirement for the highest standards so that all can have the opportunity to do their best. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers, members of staff or other members of our community. We acknowledge that students who persistently exhibit challenging behaviour require support to help them improve and our policy allows for this.

2. Aims

Students at Chesterton Community College and Chesterton Sixth Form are entitled to an exceptional experience which leads to them being:

- › Engaged, curious and well-informed
- › Able to express themselves fully
- › Prepared for independence
- › Part of a cohesive environment

In order to achieve this, our behaviour policy aims to:

1. Establish a whole-school approach to maintaining high standards of behaviour that reflects and embeds the Chesterton Values of celebrating diversity, creating community and challenging our limits.
2. Ensure that students' behaviour will be outstanding, both in lessons and outside lessons; unsatisfactory behaviour will not be accepted at Chesterton Community College or Chesterton Sixth Form.
3. Demonstrate our commitment to zero tolerance for behaviours that negatively impact on the wellbeing of other students and staff, this includes, but is not limited to:
 - i. child-on-child abuse, including sexual violence and harassment
 - ii. abuse in intimate relationships between peers
 - iii. all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - iv. physical abuse or harm, which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
 - v. consensual and non-consensual sharing of nudes and semi-nude images and/or videos over social media

- vi. causing someone to engage in sexual activity without consent
 - vii. upskirting (which is a criminal offence) which involves taking a picture under a person's clothes without their permission
 - viii. initiation/hazing type violence and rituals
4. Highlight the supportive and protective aspects of our zero-tolerance approach. To make it clear to our community that reporting incidents benefits everyone, including:
- The victim(s): by stopping the problem and getting the help and support they need
 - Other people: by preventing it happening to someone else
 - The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life
5. Ensure that the behaviour of students who persistently demonstrate inappropriate or unsatisfactory behaviour will improve through the provision of intensive support.

Unsatisfactory behaviour is subject to sanctions and is recorded on SIMS/EduLink so that parents and carers are always aware of any incidents of poor behaviour. Students who behave in an unsatisfactory way risk sanctions being implemented that could include, but are not limited to, an extended day, the loss of social time, internal exclusion, and depending on the circumstances, suspension, referral to internal provision or alternative provision or permanent exclusion.

This Policy has been produced in line with the latest DfE guidance on [Behaviour in Schools; advice for Headteachers and School Staff](#) and [Guidance for Governing Bodies](#).

3. Outstanding behaviour, attitudes, contributions, and achievements

At Chesterton Community College and Chesterton Sixth Form we believe it is imperative to promote exceptional behaviours, attitudes, contributions, and achievements by recognising and celebrating the success of our students. We are committed to ensuring students are proud to contribute towards our shared values. Our rewards system aims to inspire students to be consistently motivated and to achieve positive outcomes, both academically and pastorally, by ensuring they are praised for positive behaviours and achievements, including:

- Positive attitude to learning
- Independent learning
- Academic achievement
- Character development
- Community spirit
- Exemplary attendance

Students who consistently demonstrate positive behaviours will be rewarded with house points and whole school recognition. Staff will award house points that will contribute towards a personal tally and when certain thresholds are reached this will be recognised with a specific reward (bronze, silver, gold or platinum).

House points fall into two categories of character development:

- 1) Challenge house points – awarded for working and thinking hard and persevering with challenging content and skills.
- 2) Community house points – awarded for leading and supporting others, acts of kindness and demonstrating a team approach

House points will also contribute towards tallies where tutor groups and house teams are rewarded.

In addition to this, student achievements and efforts are recognised with verbal praise, phone calls and emails home, half termly celebration assemblies, house point rewards (bronze, silver, gold and platinum), whole tutor group rewards and individual, tutor group and house reward events.

4. Roles and Responsibilities

The Governing Body

- › The governing body is responsible for monitoring behaviour and suspension data for the whole school on at least a termly basis. It also holds the Headteacher to account for the implementation of this policy.
- › The Deputy Headteacher, Isolation Room Staff and Heads of House all have key roles to play in the monitoring of behaviour and implementation of this policy.

The Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for:

- › Implementation of this policy in the school
- › Providing staff with training in behaviour management strategies
- › Monitoring school-level behaviour and suspensions and reporting it to Governors
- › Supporting staff with the behaviour of individual students
- › Accessing external agency involvement, where necessary

The Isolation Room Staff

The Isolation Room staff are responsible for:

- › Logging all behaviour data from across the school and at an individual student level
- › Reporting concerns about behaviour to the Deputy Headteacher and relevant Head of House and advising them when a particular threshold has been met and next steps need to be actioned
- › Works with the Deputy Headteacher and Heads of House to tackle poor behaviour through implementation of this policy
- › Making contact with home when an after school detention has been issued and following up with contacting home if a student does not attend their after school detention

Form Tutors and Class Teachers

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

School Support Staff

- School Support staff are expected to take calls from parents and carers about behaviour issues or concerns and report it to the students Head of House and Deputy Headteacher.

5. When behaviour does not meet our high expectations

Staff at Chesterton Community College and Chesterton Sixth Form invest time in building good relationships with students therefore establishing a positive working environment to enable students to make outstanding progress. There are occasions, however, where students may make the wrong choices and the table below explains our whole school approach to rectifying such behaviours that do not meet our expectations.

Behaviour	Examples of Sanctions/actions
<p>Failure to meet expected standards This may include, but is not limited to:</p> <ul style="list-style-type: none">➤ A student having their phone out of their bag for any reason or using earphones/air pods, whilst on the school site, this includes lesson time and social time*➤ Not following the uniform policy including wearing excessive makeup or wearing additional items of jewellery (only one set of studs and a watch are permitted) *➤ Chewing gum at school or eating in the classroom➤ Failing to bring their iPad to school➤ Inappropriate use of their 1:1 device➤ Homework not completed to the required standard	<p>First incident: A behaviour detention will be issued if expectations are not met.</p> <p>Further sanctions will be issued if expected standards continue not to be met.</p>

<p>➤ Littering, graffiti or low-level damage or vandalism to property/the environment</p> <p>*If items (jewellery, phone or air pods) are confiscated a parent/carer will be expected to collect the item(s) from Reception.</p> <p>Late to school and late to lessons: All students are expected to be punctual in their arrival to school/sixth form and lessons.</p>	<p>First incident: If students arrive late, without a valid reason, an afterschool detention will be issued.</p> <p>If a student is persistently late to school or lessons their Head of House will monitor their punctuality using the punctuality flow chart set out in the CCC Attendance and Punctuality Policy.</p>
<p>Poor behaviour outside of lessons e.g. on the way to lessons or during social time.</p> <p>Running inside the building; shouting; pushing; not following the one-way system on the stairs; wandering around inside the building during lunchtimes (students must be outside); other behaviours that have a negative impact on the calm school environment or cause a risk to the health and safety of others.</p>	<p>First incident - Behaviour detention</p> <p>Second incident - Further behaviour detention</p> <p>Third incident - Will usually mean a 1-day internal exclusion unless another sanction is felt to be more appropriate</p>
<p>Challenging behaviour in lessons that disrupts the learning of others:</p> <p>Continuous poor attitude to learning; off task despite behaviour conversation; interrupting the teacher by continuing to call out/disrupt so that the learning of others is compromised; significantly disrupts the learning of another student or students by continuing to talk to them about things not related to the lesson or stopping others learning in another way.</p>	<p>First incident: Behaviour conversation – in which the teacher clearly describes how the student can improve their behaviour</p> <p>Second incident: Behaviour detention – The teacher issues a ‘formal warning’ stating the sanction and why it is being given. This results in a one-hour afterschool behaviour detention. The teacher emails isoltion@ccc.tela.org.uk</p> <p>Third incident: Student sent to the Isolation Room - continued challenging behaviour causing disruption to the learning of others, following the teacher’s behaviour interventions, a student will be sent to the</p>

	Isolation room and is required to stay until 4pm. The teacher emails isolations@ccc.tela.org.uk
<p>Poor behaviour towards others including making life unpleasant for another student, students or member of staff</p> <p>This could include rudeness, disrespectful behaviour, name calling, rowdy, inconsiderate or intimidating behaviour; getting others to be unpleasant to someone else (including using technology) and taking or moving someone's property</p>	<p>First incident – Student removed from situation and sent to isolation room and behaviour detention issued.</p> <p>Second incident – Student removed from situation and sent to isolation, behaviour detention, one week of isolation at break and lunch time.</p> <p>Third incident – Parent/carer meeting and PSP, internal exclusion and extended period in isolation at break and lunchtime.</p> <p>Subsequent incidents may result in:</p> <ul style="list-style-type: none"> ➤ Internal exclusion ➤ Suspension and PSP ➤ Managed move ➤ Internal or alternative provision ➤ Permanent exclusion in extreme cases.
<p>Very serious one-off incident/poor behaviour (including during a lesson):</p> <p>Any behaviour which poses a threat to the safe environment or which is later reported to the college by the public or the police, bringing the college into disrepute.</p> <p>For example: defiance, swearing at a member of staff; fighting or other aggressive behaviour or serious unpleasantness to another student, students or others members of our community; bringing things onto site or using such items on the College site, that are forbidden by the College rules, this includes but is not limited to vapes, cigarettes, alcohol, drugs and weapons; theft, serious damage to school property or another student's property; serious misuse of technology.</p>	<p>Depending on the nature and severity of the incident:</p> <ul style="list-style-type: none"> ➤ Internal exclusion ➤ Suspension and PSP ➤ Managed move ➤ Internal or alternative provision ➤ Permanent exclusion in extreme cases.
<p>Incidents of alleged child on child abuse, including (but not limited to):</p>	<p>The sanctions given will depend on the individual circumstances. Our response will be:</p>

<ul style="list-style-type: none"> i) Sexual harassment or sexual violence ii) Abuse in intimate relationships between peers iii) Bullying (including cyberbullying, prejudice-based and discriminatory bullying) iv) Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm v) Consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media vi) Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party vii) Up-skirting (which is criminal offence) which involves taking a picture under a person's clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, viii) Initiation/hazing type violence and rituals 	<ul style="list-style-type: none"> > Proportionate > Considered > Supportive > Decided on a case-by-case basis <p>Sanctions/ responses, depending on the severity and frequency of the incidents, may include:</p> <ul style="list-style-type: none"> • Behaviour detention and/or loss of social time for a period of time • A period of internal exclusion (length dependent on incident) • PSP • Suspension (length dependent on incident) • Managed move • Internal or alternative provision • Permanent exclusion <p>The DSL/ DDSL will ensure that the victim's wishes and voice is carefully considered when dealing with the incident.</p>
<p>Truancy from tutor time or lessons or refusal to attend lessons</p>	<p>Internal exclusion and loss of break and lunchtime</p> <p>Subsequent incidents, depending on the severity and frequency:</p> <ul style="list-style-type: none"> > Internal exclusion and loss of social time > Suspension and PSP > Internal or alternative provision > Managed move > Permanent exclusion in extreme cases.
<p>Refusal to go to the Isolation Room</p>	<p>Internal exclusion or suspension and PSP</p>

	<p>Subsequent incidents, depending on the severity and frequency:</p> <ul style="list-style-type: none"> > Further internal exclusion > Suspension and PSP > Internal or alternative provision > Managed move > Permanent exclusion in extreme cases.
Failure to attend a detention or complete a sanction for no good reason (parent/carer communication required on the day).	<p>Behaviour detention rescheduled and sanction completed.</p> <p>If a student fails to attend for a second time and internal exclusion will be scheduled.</p>
Poor behaviour in a detention	<p>Student is removed from the detention and must repeat it the following day. A further behaviour detention is set.</p> <p>Should there be further poor behaviour an internal exclusion will be scheduled, and a meeting organised with parents/carers.</p>
Student incorrectly dressed for no good reason (parent/carer communication required on the day).	Student sent to isolation room. Uniform detention issued and correct uniform provided.
Student refuses to remove item of clothing that is not permitted.	Internal exclusion or suspension and PSP, meeting with parents/carers.
3 behaviour detentions in a school year	Internal exclusion
3 uniform detentions in a school year.	Internal exclusion.
3 internal exclusions in a school year.	PSP

Sixth Form only - In addition to the behaviours and sanctions/actions set out above, Sixth Form student behaviour and disciplinary procedures are outlined in full within the Chesterton Sixth Form Student Code of Conduct.

Behaviour which does not meet College expectations will fall within one of three categories, depending on the nature, severity and frequency of the incident(s):

- > Misconduct
- > Serious misconduct
- > Gross misconduct

Follow up and sanctions will be dependent on the nature of the incident(s) and range from a formal conversation about expectations with a student escalating to formal disciplinary action.

The College will always inform parents/carers if a student has been placed in detention. An email will be sent via Edulink so it is visible to both parents/carers and students. If parents/carers cannot be contacted, the detention will be rearranged for as soon as possible after the parents/carers have been contacted (usually the following day). All administration (including recording behaviour incidents, contacting parents/carers, setting up and ensuring completion of detentions) for whole-school sanctions is completed by a member of the Isolation Room staff. All whole-school sanctions happen in one place, usually the isolation room. Internal exclusions finish at 4pm. If a student has been sent to the isolation room from a lesson or has been caught truanting, then they will finish at 4pm.

6. Serious Incident Protocol

At Chesterton Community College and Chesterton Sixth Form we minimise the risk of child-on-child abuse by ensuring that our students are aware that we act promptly and involve all relevant external agencies. In line with our Safeguarding and Child Protection Policy, we have a zero-tolerance approach towards these incidents and the ELA Trust procedures will be actioned in order to investigate all allegations.

It is very important that this behaviour is reported to a member of staff verbally or via email or via our website using the ‘something isn’t right’ reporting form.

Reporting this behaviour benefits everyone, including:

- **The student themselves:** by stopping the problem and getting them the help and support they need
- **Other people:** by preventing it happening to someone else
- **Alleged perpetrator(s):** by catching problematic behaviour(s) early as it can help them avoid criminal offences later on in life

We will support and listen to everyone involved. Both the victim and the alleged perpetrator(s) will be offered support, so that they can change their behaviour.

6.1 Procedure for recording child-on-child abuse

Recording child-on-child abuse	Serious Incident Protocol
Incidents of sexualised behaviour will be coded amber (see appendix A); for example cyber/virtual bullying with a sexual element or unwanted flirting, gesturing or making sexual remarks about someone’s body, clothing or appearance.	1. Statement taken from the alleged victim 2. Statement taken from the alleged perpetrator 3. The College will engage with appropriate external bodies/professionals 4. A face-to-face meeting with the victim’s parents/carers will be arranged, which will be minuted with agreed outcomes. This will be followed up in writing.
Incidents of serious sexualised behaviour will be coded red (see appendix A); for example, an emerging pattern (one or more previous reports) of telling sexually offensive jokes or physical contact with another’s intimate areas	5. A face-to-face meeting with the perpetrator’s parents/carers will be arranged, which will be minuted with

<p>Reducing the risk of child-on-child abuse:</p> <ul style="list-style-type: none"> ➤ PSHE – delivered during tutor time to all students, drop down days and specialist guest speakers or SLT ➤ Research and training – Lead DSL ensures that relevant and up to date research and training is shared across all stakeholders ➤ Reporting – A number of platforms/staff are available to deal with any reports of abuse. All reports are logged through the behaviour system and MyConcern and are categorised as high level concerns which are reported to the DCEO. ➤ Recording – once investigated, incidents are logged on MyConcern for all and reported as part of the termly trust reporting process. 	<p>agreed outcomes. This will be followed up in writing.</p> <p>6. College DSL will log the concern on MyConcern as a high level concern-red within 24 hours of the incident.* Notification and updates regarding the concern are sent to the high level concern group overseen by the DCEO.</p> <p>7. Supported action guided by DCEO and external bodies/professionals.</p> <p>* Step 6, the high-level concern-red must be logged within 24 hours of the incident being reported and as a result may be completed prior to steps 3-5.</p>
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7. Malicious Allegations

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

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

In all cases, where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the College (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children’s Social Care may be appropriate.

The College will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our safeguarding and child protection policy for more information on responding to allegations of abuse against staff or other students.

8. Behaviour management within the classroom

When a student's behaviour falls below the expected standard, the teacher will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. The teacher will endeavour to create a predictable environment by always challenging behaviour that falls short of our high standards, and by responding in a consistent, fair and proportionate manner within the classroom, so that students know with certainty that misbehaviour will always be addressed.

8.1 Step 1 - Having a "behaviour conversation"

The teacher will begin by saying "We are having a behaviour conversation..." and will then be clear about what the student is doing that is disturbing the learning of others and what the student needs to subsequently do to improve their behaviour. The teacher will explore why the student is disturbing learning and will support the student to make the right choices.

8.2 Step 2 – Issuing a "formal warning"

A student will be issued with a 'formal warning' if they are disturbing the learning of others in the lesson. The language a teacher uses should be similar to: "You are significantly disturbing the learning of others and I am issuing you with a formal warning. Please go to the isolation room at the end of the day for a detention. If you continue to significantly disrupt the learning of others, you will be sent immediately to the isolation room".

8.3 Step 3 – Sending a student to the isolation room during a lesson

The teacher emails the isolation room to let the member of staff know that a student will be arriving. If a student refuses to leave the lesson, the teacher will send an email to support@ccc.tela.org.uk and a member of the senior leadership team will remove the student. Once the student has arrived to the isolation room they will use their iPad to continue their classwork, using the resources uploaded to Teams.

8.4 No debate on poor behaviour/sanctions

Teachers will not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance, the teacher should email the support email address, detailed above, and appropriate sanctions will be issued as outlined previously.

9. Challenging students where uniform or equipment does not meet the expected standards

All staff are required to challenge students where there are uniform issues whenever they see them during the school day, in lessons and social areas. If a student cannot wear the correct uniform for any reason, the parent/carer must provide their child with a note on the first day explaining the problem and the date by which their child will be back in correct uniform. The student will be expected to borrow the correct uniform from the school to wear

in the short term until parents/carers can rectify the problem. This ensures that correct uniform is worn at all times.

If a student has a genuine reason for being incorrectly dressed but was unable to bring a note from the parent/carer, for example due to the parent/carer leaving the house early, the student will borrow correct uniform from the school and the student must bring in a parent's/carer's note for the tutor the next day to explain the non-compliance. Any student not in the correct uniform should report to the isolation room straight away in the morning to borrow correct uniform for the day.

If a student is wearing incorrect uniform and there is not a valid explanation or note from their parent/carer, the student will borrow uniform from the school and will be issued a one-hour afterschool detention that day.

Where a parent/carer is unable to rectify the uniform problem due to financial hardship, the school may be able to provide financial support. A student who wears incorrect uniform three times without good reason, will be issued with an internal exclusion.

Refusal to wear the correct uniform, including refusal to wear clean clothing lent by the school, will be treated as defiance and sanctioned accordingly as outlined above. Students with extreme hairstyles or inappropriate piercings will be required to spend an extended period of time in the isolation room until the problem is resolved.

10. Confiscating items

Any prohibited items (listed in Appendix B) found in students' possession will be confiscated. These items will not be returned to students. See Appendix B: CCC Student Search Protocol.

We will also confiscate any item which are harmful or detrimental to College discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

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

11. The Isolation Room – detentions, removals from lessons or internal exclusion

Detentions: whilst in detention students will complete schoolwork or can read a book. Students will work at an allocated desk and will work in silence. Failure to do so will result in further sanctions.

Detentions are compulsory and can only be changed due to exceptional circumstances. If a student fails to attend a detention, further sanctions will be issued.

When removed from lessons: students will complete work set by their teacher or that set by a member of the isolation room staff. Students will hand in their phone upon arrival and sit at an allocated desk where they will work in silence. Failure to do so will result in further sanctions.

A student will not be allowed back to a lesson from which they were removed by the teacher. On most occasions students will return to their timetable for the following lesson but where behaviour has been extreme or sustained, they will remain in the isolation room to prevent further escalations of behaviour.

When completing an internal exclusion: students will complete work set by their teacher or that set by a member of the isolation room staff. They will also complete some reflective and/or restorative activities. Students will hand in their phone on arrival and sit at an allocated desk where they will work in silence. Failure to do so will result in further sanctions.

12. Authorising internal exclusions and suspensions

An internal exclusion takes place in the isolation room.

A suspension involves the student being excluded from the College premises for a set period. For example, 1 day.

Only the Executive Headteacher can authorise suspensions for a serious incident of poor behaviour.

If a teacher sends a student to the isolation room during a lesson, a member of the senior leadership team will confirm whether the student is to remain in internal exclusion for the remainder of the day or whether they can attend their next lesson. A student will not be sent back to the lesson from which they were sent to the isolation room.

When a student is suspended, parents/carers will be notified “without delay”. This extends to social workers and/or virtual school heads as applicable for looked-after children and children with a social worker.

When a pupil is suspended, the local authority will be notified – regardless of the length of suspension.

Student suspensions are conducted in line with the DfE’s [latest guidance on suspension and permanent exclusion guidance](#).

13. PSP – Evidence, reviews and outcomes

A PSP is a Pastoral Support Programme which lasts for a minimum of 6 weeks and up to 15 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of a lesson and the Head of House reviewing these with the student at the end of each day. A student on a PSP is in danger of losing their place within the mainstream population. This may include being put on a managed move, being placed in internal provision or alternative provision or being permanently excluded. S/he will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that will be set. If a student is suspended, they will go onto a PSP upon return to College.

PSP process:

- Clear targets will be set for the PSP.
- PSPs will be formally reviewed at 2-week intervals by the Head of House. Parents/carers will be invited to the review meetings. The Head of House may decide after a review to suspend the PSP, after 6 weeks, if targets are being met. Evidence for the PSP will be gathered on weekly PSP reports which the student is responsible for maintaining and bringing every day. Each lesson will be commented on by the teacher and the student meets the Head of House each day to review.
- If there is some poor behaviour recorded on the report, an emergency review of the PSP may take place. The College will decide on whether this should happen. This may result in further action being taken such as, a managed move, internal provision or alternative provision or, in extreme cases, may result in the student being permanently excluded.
- If a student is successful on a PSP, but then qualifies for a second one through poor behaviour further action will be taken such as, a managed move, internal provision or alternative provision or, in extreme cases, may result in the student being permanently excluded.

14. Managed Moves

A managed move is an agreement between schools, parents/carers, the student and the Local Authority, for that student to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to alternative provision or in some cases permanent exclusion.

A managed move is strictly time-limited to 15 weeks. While on the managed move, the student will access mainstream education and their progress will be regularly reviewed.

There are a number of reasons why a managed move will take place which are discussed with families on an individual basis. If a student is unsuccessful on their managed move, a programme of either internal provision or alternative provision will be put in place for the student moving forwards.

15. Internal provision and alternative provision

Internal or alternative provision is for a student whose poor behaviour has put her/him in a position where s/he cannot continue in mainstream lessons. Instead, for a period to be determined by the College, the student will be educated outside of normal lessons. The aim is for the student to be re-integrated to the mainstream curriculum. For this to happen, the student has to demonstrate good behaviour/attitude to learning over an extended period of time.

- The Deputy Headteacher will work with the student and parent/carer on specific arrangements for internal or alternative provision.
- The amount of time spent in internal or alternative provision will be determined by the College.
- This period of time may be influenced by the student's behaviour and engagement with the provision.
- The most likely outcome for a student who does not respond well to internal or alternative provision is permanent exclusion from College.

16. Student support

The College recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The College's Special Educational Needs Co-ordinator (SENCo) and Designated Teacher (DT) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others (such as the Virtual school or social workers), to identify or support specific needs.

When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review this on a regular basis.

17. Additional guidance

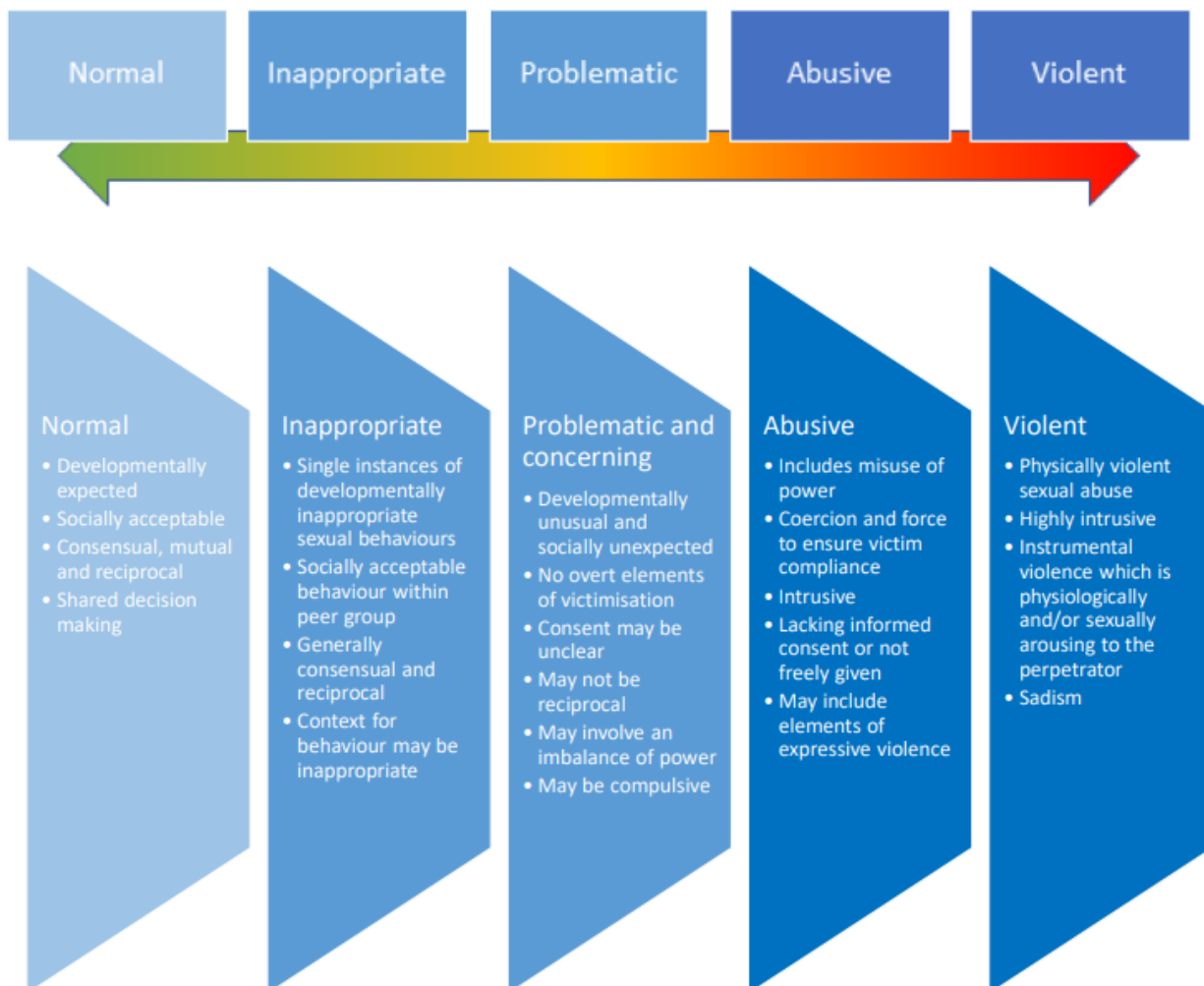
- Phones, airpods/headphones or other equipment will be confiscated until the end of the day if a student is in breach of the policy. These can be collected from Reception at the end of the day. Parents/carers will have to collect items if the College has had to confiscate them for a second time and on subsequent occasions in a school year.
- The College reserves the right to withhold the privilege of any student to take part in organised extra-curricular activities (including sport, music, drama, trips, Year 11 Prom) if behaviour has not met the expected standards.
- Students will complete schoolwork or environmental work when in detention.

- Issues related to failure to complete homework and attendance and punctuality appear in the Homework Policy and in the Attendance and Punctuality Policy.
- Students are expected to bring the correct equipment to College. Where a student does not have the correct equipment, a teacher will provide it for that lesson, if possible. Students who regularly come to College without the correct equipment will be supported by their tutor and/or Head of House.
- Further details on misuse of technology can be found in the Acceptable Use Policy.
- The College believes a restorative approach is often highly effective in preventing further challenging behaviour. Students will take part in restorative conversations with those involved (students, staff, or other adults) under the supervision and support of a member of staff.

Appendix A: Harassing behaviour of a sexual nature – Assessment Tool

Sexualised behaviour should be seen as a continuum, ranging from 'normal' to 'inappropriate' and 'abusive' (Hackett, 2010).

Using the information you've gathered, consider where the child or young person's behaviour sits on the continuum:



Appendix B: CCC Search Protocol



Search protocol

This guidance has been constructed in consultation with advice from the Department for Education as outlined in the document "Search, screening and confiscation" (July 2022).

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. This means that students have the right to expect a reasonable level of personal privacy if a search is conducted.

Chesterton Community College staff will adhere to the guidance within the document, which is summarised below.

The College is *not* required to inform parents/carers before a search takes place or to seek their consent to search their child. Authorised College staff can search students for any item, banned or not, *if* the student *consents* to the search.

Headteachers and authorised staff have the power to search students and their belongings for banned items (knives & weapons, alcohol, illegal drugs, stolen items, vapes, cigarettes, tobacco, cigarette papers and lighters, fireworks, pornographic images or any other item that could be used to commit an offence, cause injury to a person or damage to property) *without* the student's consent where there is reasonable grounds for suspecting that they have a banned item with the following conditions:

- Only authorised staff will carry out searches of students and their belongings namely, members of the Senior Leadership Team, Heads of House or members of the safeguarding team. All searches will have at least one member of the Senior Leadership Team present to either conduct the search or bear witness to it.
- A search will be carried out by a member of staff who's the same sex as the student and with another staff member as witness. This will be out of sight of other students. In extremis, a search may be carried out by a staff member of the opposite sex and/or without a witness present but *only* where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where, in the time available, it is not reasonably practicable to summon another member of staff.
- Students can be asked to remove outer layers of clothing. This includes the coat, hoodie, jumper, cardigan, hat, and shoes. Under no circumstances should a student be asked to remove their shirt, trousers or skirt
- Students can be asked to empty their trouser pockets but staff will not do this
- Staff can ask students to empty their bags or coat pockets, alternatively staff can do this themselves
- A search will be carried out in the presence of the student unless there is significant risk that serious harm would be caused if the search is not conducted immediately without the student.
- If a banned item is found, it must be confiscated and not returned to the student. It must be secured in an envelope/bag with a contents list signed and dated by the member of staff and the student to acknowledge what was taken. This must then be passed to Colleen Lehane.
- College staff can confiscate any item they consider to be harmful or detrimental to College discipline.

If any search is conducted, the following form must be completed and submitted to Colleen Lehane on the same day that the search took place. A record of the search must be logged on My Concern and a copy of the completed document uploaded.

Following a search being conducted, College staff will notify parents/carers. If any banned items are found this will be dealt with as outlined in our Behaviour Policy.



Student Search

Name		Year		House	
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Date		Staff		Location	
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Nature of concern	
Item(s) found	
Item(s) confiscated, sealed in an envelope and passed to CL	

Staff*		Witness*		Student	
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* At least one of which must be a member of the Senior Leadership Team