Chesterton Community College

Behaviour Policy

2026 - 2027

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In consultation with	Senior Leadership Team Local Governing Board

Chesterton Community College

Behaviour Policy

Document Control 2

Document Control

New Version Number	Key changes from previous version	Date of ratification
2	Section 3 – links updated to relevant legislation	
	Section 4 – roles and responsibilities information updated	
	Section 6 – Breaching mobile phone policy information added. Terminology updated throughout – managed move removed and replaced with direction offsite with the intent to managed move (DOWIMM). Incidents of alleged child abuse section updated (pg.12/13) using wording from KCSiE 2026	
	Section 7 (pg. 16) – safeguarding separation added. 7.8 updated and changed from managed move to direction offsite with the intent to managed move (DOWIMM).	
	Section 8 – serious incident categories and procedures updated. 8.2 - safeguarding separation information added	
	Approval changed from Local Governing Board to Executive Head.	

Behaviour Policy

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1. Rationale

Excellent behaviour in school and sixth form is vital in helping all pupils to challenge their limits and realise their potential. Pupils, parents, teachers, and governors have all made their views clear that effective learning takes place in a positive, caring, safe and supportive learning environment.

Within ELA Trust schools, our pupils behave consistently well, demonstrating positive attitudes and commitment to their education. We have unapologetically high expectations and our policy reflects the requirement for the highest standards at all times so that all can have the opportunity to achieve and thrive. We want our pupils to be proud of the schools to which they belong and play an active role in our communities. They are part of a school culture where pupils are able to learn disruption free, difference and diversity is valued and celebrated, and where every pupil is supported to excel in all areas of school life.

Where a pupil struggles to meet our expectations, it is our role to support them, taking intelligent, fair, and highly effective action and responding promptly, predictably and with confidence in order to maintain our calm and safe learning environment.

2. Aims

Pupils 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:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- 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.
- Ensure that pupils' behaviour consistently well, both in lessons and outside lessons by outlining the expectations and consequences of behaviour and providing a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

3. Legislation, statutory requirements, and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

4. Roles and Responsibilities

All members of the school community, regardless of their role, have a responsibility to promote and maintain positive behaviour.

4.1 The Local Governing Body

The local governing body is responsible for:

- Monitoring this behaviour policies effectiveness and holding the headteacher to account for its implementation.

4.2 The Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships

- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or head of house promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. Recognising 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 successes of our pupils. We are committed to ensuring pupils are proud to contribute towards our shared values. Our rewards system aims to inspire pupils 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

Pupils 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, pupil 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.

6. When behaviour does not meet our high expectations

Staff at Chesterton Community College and Chesterton Sixth Form invest time in building good relationships with pupils therefore establishing a positive working environment to enable pupils to make outstanding progress. There are occasions, however, where pupils 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
Failure to meet expected standards This may include, but is not limited to: › The use of 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 or submitting work which is not the pupil's own work › Littering, graffiti or low-level damage or vandalism to property/the environment** *If items are confiscated a parent/carer will be expected to collect the item(s) from reception. **Where poor behaviour leads to damage to school property the school will expect pupils to pay for the cost of repairing any damage and families will be invoiced.	**First incident**: A behaviour detention will be issued if expectations are not met. Further sanctions will be issued if expected standards continue not to be met.
Breaching the mobile phone policy A pupil is seen with their mobile device. This can include the student using their device or the device being seen on their person	**First incident:** device confiscated and after school detention issued **Second incident:** device confiscated, internal exclusion issued finishing at 4pm and device must now be handed in to reception every day for the remainder of the half term **Third incident:** device confiscated, internal exclusion issued finishing at 4pm, formal meeting with parents/carers and device banned from site Further incidents will be classed as repeated failure to meet expected standards and may result in severe sanctions:

	• Suspension and PSP • Respite placement at another trust school • Direction offsite with the intent to managed move (DOWIMM) • Internal or alternative provision • Permanent exclusion in extreme cases
Late to school and late to lessons: All pupils are expected to be punctual in their arrival to school/sixth form and lessons.	**First incident**: If pupils arrive late, without a valid reason, an after-school detention will be issued. If a pupil 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.
Poor behaviour outside of lessons e.g. on the way to lessons or during social time. Running inside the building; shouting; pushing; not following the one-way system on the stairs; wandering around inside the building during lunchtimes (pupils 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.	**First incident** - Behaviour detention **Second incident** - Further behaviour detention **Third incident** - Will usually mean a 1-day internal exclusion unless another sanction is felt to be more appropriate
Challenging behaviour in lessons that disrupts the learning of others: 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 pupil or pupils by continuing to talk to them about things not related to the lesson or stopping others learning in another way.	**First incident: Behaviour conversation** – in which the teacher clearly describes how the pupil can improve their behaviour **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 after school behaviour detention taking place the same day. The teacher completes the MS form to log the incident **Third incident: Pupil sent to the Isolation Room** - continued challenging behaviour causing disruption to the learning of others, following the teacher's behaviour interventions, a pupil will be sent to the Isolation room and is required to stay until

	4pm. The teacher emails isolation@ccc.tela.org.uk And completes the MS form to log the incident.
Poor behaviour towards others including making life unpleasant for another pupil, pupils or member of staff This could include rudeness, disrespectful behaviour, name calling, rowdy behaviour, being deliberately hurtful, inconsiderate or intimidating, getting others to be unpleasant to someone else (including using technology) and taking or moving someone's property	**First incident** – Pupil removed from situation and sent to isolation room and behaviour detention issued. **Second incident** – Pupil removed from situation and sent to isolation, behaviour detention, one week of isolation at break and lunch time. **Third incident** – Parent meeting, internal exclusion and extended period in isolation at break and lunchtime. Subsequent incidents may result in: › Internal exclusion › Suspension and PSP › Respite placement at another trust school › Direction offsite with the intent to managed move (DOWIMM) › Internal or alternative provision › Permanent exclusion in extreme cases.
Very serious one-off incident/poor behaviour (including during a lesson): Any behaviour which poses a threat to the safe environment or which is later reported to the school by the public or the police, bringing the school into disrepute. For example: defiance, swearing at a member of staff; incidents relating to protected characteristics; fighting or other aggressive behaviour or serious unpleasantness to another pupil, pupils or others members of our community; bringing things onto site or using such items on the School site, that are forbidden by the School rules, this includes but is not limited to vapes, E-cigarettes, cigarettes, alcohol, drugs, weapons, stolen items or pornographic images; theft, serious damage to school	Depending on the nature and severity of the incident: › Internal exclusion › Suspension and PSP › Respite placement at another trust school › Direction offsite with the intent to managed move (DOWIMM) › Internal or alternative provision › Permanent exclusion in extreme cases.

property* or another pupil's property; serious misuse of technology. * Where poor behaviour leads to damage to school property the school will expect pupils to pay for the cost of repairing any damage and families will be invoiced.	
Incidents of alleged child on child abuse, including (but not limited to): i) Bullying (including cyberbullying, prejudice-based and discriminatory bullying) ii) Abuse in intimate personal relationships between peers iii) Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm iv) Physical assault and harm, or the threat of harm with a weapon v) Harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry vi) Abuse relating to protected characteristics vii) Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI. viii) 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 ix) 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	It is very important that this behaviour is reported to a member of staff either verbally, via email by emailing worried@ccc.tela.org.uk or by submitted a form using the 'something is right' button on the safeguarding page on our website. We will support and listen to everyone involved. Both the victim and the alleged perpetrator(s) will be offered support. The sanctions given will depend on the individual circumstances. Our response will be: • Proportionate • Considered • Supportive • Decided on a case-by-case basis Sanctions/ responses, depending on the severity and frequency of the incidents, may include: • Asking the pupil to apologise to anyone the comment was directed at • Support to educate the pupil to improve their behaviour through discussions. • Monitor the behaviour for any recurrence. • Escalate the sanction if the pupil refuses to apologise in the first instance • A verbal warning • A letter or phone call to parents • Behaviour detention and/or loss of social time for a period of time

sexual gratification, or cause the victim humiliation, distress, or alarm x) Initiation/hazing type violence and rituals	• A period of internal exclusion (length dependent on incident) • PSP • Safeguarding separation • Suspension (length dependent on incident) • Respite placement at another trust school • Direction offsite with the intent to managed move (DOWIMM) • Internal or alternative provision • Permanent exclusion The DSL/ DDSL will ensure that the victim's wishes and voice is carefully considered when dealing with the incident.
Truancy from tutor time or lessons or refusal to attend lessons	Internal exclusion and loss of break and lunchtime **Subsequent incidents, depending on the severity and frequency:** › Internal exclusion and loss of social time › Suspension and PSP › Internal or alternative provision › Respite placement at another trust school › Direction offsite with the intent to managed move (DOWIMM) › Permanent exclusion in extreme cases.
Refusal to go to the Isolation Room	Internal exclusion or suspension and PSP **Subsequent incidents, depending on the severity and frequency:** › Further internal exclusion › Suspension and PSP › Internal or alternative provision › Respite placement at another trust school › Direction offsite with the intent to managed move (DOWIMM) › 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).	Original behaviour detention rescheduled and second behaviour detention set. If a pupil fails to attend for a second time and internal exclusion will be scheduled.

Poor behaviour in a detention	Pupil is removed from the detention and an internal exclusion is scheduled for the following day. **Subsequent incidents, depending on the severity and frequency:** › Meeting organised with parents and further internal exclusion › Suspension and PSP › Internal or alternative provision › Respite placement at another trust school › Direction offsite with the intent to managed move (DOWIMM) › Permanent exclusion in extreme cases.
Pupil incorrectly dressed for no good reason (parent communication required on the day).	Pupil sent to isolation room. Uniform detention issued and correct uniform provided.
Pupil refuses to remove item of clothing that is not permitted.	Internal exclusion or suspension and PSP, meeting with parents
3 behaviour detentions in a term or school year	Internal exclusion
3 internal exclusions in a school year.	Pupil put on to Head of House report (HOH) lasting 4 weeks. If poor behaviour continues whilst on the HOH report, following this, the pupil will then be put on a PSP. Depending on the nature and extent of the poor behaviour the HOH report may be stopped before the end of the 4 weeks and replaced with a PSP.

The school reserves the right to withhold the privilege of any pupil to take part in organised activities and extra-curricular activities (including sport, music, drama, trips, Year 11 Prom) if behaviour has not met the expected standards.

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

Behaviour which does not meet School 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 pupil escalating to formal disciplinary action.

6.1 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

6.2 Online misbehaviour

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

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

6.3 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the designated safeguarding lead (DSL) or behaviour lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

7. Consequences for poor behaviour

When a pupil's behaviour falls below the expected standard, staff will respond in order to restore a calm and safe learning environment, and consequences will be used to prevent recurrence of misbehaviour. Consequences are an important tool in maintaining good order; they provide staff with the opportunity to work with the pupil to correct their behaviour and help them to take responsibility for their actions.

Staff will always ensure that any consequence is fair, proportionate, and appropriate in any given situation. De-escalation techniques will be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When issuing behaviour sanctions, staff will also consider what support could be offered to the pupil to help them to meet behaviour standards in the future.

Consequences which are used, but are not limited to:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Negative behaviour points logged on Edulink
- Removal from the classroom or activity
- Safeguarding separation
- Restriction of activity or restriction of access to particular areas
- School-based community service or restorative activity
- Referring the pupil to the senior leadership team
- Email, letter or phone call home to parents/carers
- Internal exclusion
- Head of House report
- Pastoral Support Plan (PSP)
- Fixed term suspension
- Respite at a trust school, where a pupil is not excluded from school but is directed to another trust school
- Directed to internal provision on the school site (the Gateway)
- Managed Move to another mainstream school
- Directed to alternative provision
- Permanent Exclusion (PEX)

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.1 Behaviour management within the classroom

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 pupils know with certainty that misbehaviour will always be addressed.

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 pupil is doing that is disturbing the learning of others and what the pupil needs to subsequently do to improve their behaviour. The teacher will explore why the pupil is disturbing learning and will support the pupil to make the right choices.

Step 2 – Issuing a "formal warning"
A pupil 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".

Step 3 – Sending a pupil to the isolation room during a lesson
The teacher emails the isolation room to let the member of staff know that a pupil will be arriving. If a pupil 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 pupil. Once the pupil has arrived at the isolation room they will use their iPad to continue their classwork, using the resources uploaded to Teams.

No debate on poor behaviour/sanctions
Teachers will not debate poor behaviour/sanctions with pupils. Where a pupil is argumentative, the teacher will give a clear choice by asking, "are you choosing not to follow my instructions?" If the pupil 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.

7.2 Detentions

Pupils can be issued with a detention at break, lunchtime or after school during term time.

When imposing a detention, the school will consider whether doing so would:

- Compromise a pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibility

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

The school does not require parental consent to issue a detention however parents will always be informed if a pupil has been placed in detention. An email will be sent via Edulink so it is visible to both parents and pupils. 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 for whole-school sanctions (including recording behaviour incidents, contacting parents/carers, setting up and ensuring completion of detentions) 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 pupil has been sent to the isolation room from a lesson or has been caught truanting, then they will finish at 4pm.

7.3 Removal from lessons (sending a pupil to the isolation room)

In response to serious or persistent breaches of this policy, pupils may be removed from the classroom for a period of time. Removal is a serious sanction and staff will only remove pupils from the classroom once the other behaviour management strategies, outlined above, have been attempted, unless behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

When removed from lessons: pupils will complete work set by their teacher or that set by a member of the isolation room staff. Pupils 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 pupil will not be allowed back to a lesson from which they were removed by the teacher. On most occasions pupils 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. The senior leadership team will determine whether a pupil can return to their next lesson or whether they need to remain in internal exclusion for the remainder of the day. If sent to the isolation room, pupils will also lose their break and/or lunchtimes on that day, depending on the time that they were sent.

7.4 Internal exclusions

Internal exclusion (spending the day completing learning in the isolation room and staying until 4pm) will be used in response to serious incidents or in response to persistent poor behaviour which has not improved despite using interventions and sanctions.

When completing an internal exclusion, pupils will complete work set by their teacher or that set by a member of the isolation room staff. They may also complete some reflective and/or restorative activities. Pupils 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.

Pupils who accumulate multiple removals or internal exclusion will be placed on report so that their behaviour can be closely monitored by staff and parents/carers. Support, guidance, and interventions will be given in an effort to prevent these behaviours from being repeated or escalating.

7.5 Fixed Term Suspension or Permanent exclusion

Fixed term suspension and permanent exclusion are the highest level consequences that a school can use and will be used in response to serious incidents or in response to persistent poor behaviour which had not improved despite using other sanctions or interventions.

A fixed term suspension involves the pupil being excluded from the school premises for a set period, for example, 1 day. A readmission meeting must take place with the pupil and parents/carers present before the pupil can return to school. Only the Headteacher can authorise a fixed term suspension or permanent exclusion.

When a pupil is suspended, parents 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.

Pupil suspensions are conducted in line with DfE guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

7.6 Head of House reports and Pastoral Support Programmes (PSP)

If a pupil accumulates multiple removals or internal exclusions they will be placed on report so that their behaviour can be closely monitored by staff and parents/carers.

The Head of House report (HOH) is the first step and lasts for 4 weeks. It involves a pupil being set targets to achieve and each teacher will comment on whether the targets have been met

at the end of each lesson. The Head of House will review these with the pupil at the end of each day. If the pupil is successful at the end of the 4-week period, in that there is evidence that their behaviour has shown dramatic improvement, then the pupil will come off of report. If poor behaviour continues whilst on report and the pupil is still receiving behaviour sanctions then the pupil will be place on a final report known as a PSP.

A PSP is a Pastoral Support Programme which lasts for a minimum of 6 weeks and up to 15 weeks. A pupil on a PSP is in danger of losing their place within the mainstream population. This may include being directed to a respite placement at another trust school, being put on a managed move, being placed in internal provision or alternative provision or being permanently excluded. The pupil 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 pupil is suspended, they will go onto a PSP upon being readmitted.

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 Deputy Head 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 daily PSP reports which the pupil is responsible for maintaining and getting signed every day. The teachers will write a comment against each target for every lesson throughout the day and during break and/or lunchtimes if targets have been set for these times, and the pupil will meet their Head of House at the end of each day to review the day.
- If there is some poor behaviour recorded on the report, an emergency review of the PSP may take place. The school will decide on whether this should happen. This may result in further action being taken such as, respite at another trust school, a managed move, internal provision or alternative provision or, in extreme cases, may result in the pupil being permanently excluded.
- If a pupil is successful on PSP but then qualifies for a second one through poor behaviour further action will be taken such as, respite at another trust school, a managed move, internal provision or alternative provision or, in extreme cases, may result in the pupil being permanently excluded.

7.7 Respite at another trust school

If poor behaviour continues, despite support and interventions being put in place, the school may determine that a respite placement is required. This will involve the pupil being educated at another school within the trust for a period of time, determined by the school. The aim of the placement is to enable the pupil to continue within the mainstream environment whilst providing them with a fresh start/reset. After the set time, the pupil will be re-integrated back into their school.

7.8 Direction offsite with the intent to managed move (DOWIMM)

Direction offsite with the intent to managed move (DOWIMM) is an agreement between schools, parents/carers, the pupil and the Local Authority, for that pupil to change school or educational programme under controlled circumstances. These are often used as an alternative to alternative provision or in some cases permanent exclusion.

A DOWIMM is strictly time-limited to 8 weeks. While on the placement, the pupil will access mainstream education and their progress will be regularly reviewed.

There are a number of reasons why a DOWIMM will take place which are discussed with families on an individual basis. If successful at the end of the 8 weeks, the pupil will officially transfer schools in a managed move and will go on roll at that school. If a pupil is unsuccessful on their DOWIMM a programme of either internal provision or alternative provision will be put in place for the pupil moving forwards.

7.9 Internal provision and alternative provision

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

- The Deputy Headteacher will work with the pupil and parent on specific arrangements for internal or alternative provision.
- The amount of time spent in internal or alternative provision will be determined by the school.
- This period of time may be influenced by the pupil's behaviour and engagement with the provision.

The most likely outcome for a pupil who does not respond well to internal or alternative provision is permanent exclusion from School.

8. Serious Incident Protocol

At Chesterton Community College and Chesterton Sixth Form we minimise the risk of child-on-child abuse by ensuring that all incidents are met with a suitable response and ensuring that pupils are aware that we act promptly and involve all relevant external agencies.

A serious incident is any concern which:

- Involves a referral to the Local Authority Designated Officer (LADO)
- Child-on-child – threat, bullying, sexual, physical, etc
- Any Police involvement with a child/family
- 3-day or more fixed term exclusion/permanent exclusion

- Any concern needing a risk assessment or safety plan e.g. suicide attempt (risk to life), self-harm
- Any involvement with CAMHS
- Inappropriate AI generated content
- Any discrimination against protected characteristics
- Carrying, threatening with, or using weapons (or expressing intent to do so)

This is not an exhaustive list, and a precautionary principle will be applied.

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

Reporting this behaviour benefits everyone, including:

- **The pupil themselves:** by stopping the problem and getting them the help and support they need
- **Other people:** by preventing it from 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.

8.1 Procedure for recording a serious incident

1. Designated Safeguarding Lead (DSL) classes the incident as 'high-level' and ensures it is logged on My Concern. The high-level concern group are notified.
2. Statements taken from the alleged victim, alleged perpetrator and any identified witnesses. Statements reviewed by DSL, Behaviour Lead and Headteacher as well as being added to the concern file.
3. School will engage with the appropriate body/professionals and guidance from the COO and Director of safeguarding to ensure robust and proportionate appropriate next steps are taken in line with safeguarding and behaviour policies. Any suspension of 3 or more days must be authorised by the CEO, or by the COO if the CEO is unavailable.
4. Communication home as appropriate with alleged victim's and alleged perpetrator's parents/carers e.g. phone call, or face to face meeting, which is minuted with agreed outcomes and followed up in writing via email and added to the concern chronology.
5. On-going support guided by appropriate body/professionals, COO and Director of Safeguarding. At any point the intervention stage or behaviour sanction can be escalated or a prevent referral completed upon discussion with the Director of Safeguarding. Record any referrals through the My Concern referral tab.

8.2 Safeguarding separation

In certain circumstances, it may be necessary for the school or sixth form to temporarily forbid a pupil from attending the premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils.

This is not an exclusion on disciplinary grounds it is for safeguarding purposes. The school or sixth form will work with the pupil and their family to ensure that adequate educational provision is arranged during the period of time that they are not permitted to attend the school site.

9. Malicious Allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils 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 pupils.

10. Confiscation, searches, and the use of reasonable force

Searches and confiscations are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.1 Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned; however, parents will be asked to collect these items from main school reception.

10.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or Deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the DSL (or deputy) or the behaviour lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a T-shirt)
- Hats, scarves, gloves, shoes or boots

10.3 Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

10.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in on My Concern.

10.5 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

10.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

10.8 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil before the strip search takes place, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

10.9 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

10.10 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

10.11 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

11. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The School's Special Educational Needs Co-ordinator (SENCo) and Designated Teacher (DT) may evaluate a pupil 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 pupil. We will work with parents to create the plan and review this on a regular basis.

12. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavors to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

12.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rules or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

12.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

12.3 Pupils with an education, health and care (EHC) plan

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

13. Training

Our staff are provided with regular training on managing behaviour, through the continuing professional development sessions planned and delivered throughout the academic year. Additional training and support can also be accessed throughout the year, provided by the behaviour lead and/or senior leadership team.

Training topics include:

- Behaviour management techniques and their application
- Understanding the needs of our pupils
- Trauma informed training
- How SEND and mental health needs can impact behaviour

Effective behaviour management also forms part of the regular CPD plan delivered at weekly staff briefing, Head of House meetings, Head of Faculty meetings and as part of trainee and ECT development sessions.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, suspensions and permanent exclusions
- Use of internal provision, respite placements, managed moves and alternative provision
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the local governing body.

Appendix A: 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 pupils have a right to respect for their private life. This means that pupils 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 school is *not* required to inform parents before a search takes place or to seek their consent to search their child. Authorised School staff can search pupils for any item, banned or not, *if* the pupil *consents* to the search.

Headteachers and authorised staff have the power to search pupils and their belongings for banned items (knives & weapons, alcohol, illegal drugs, stolen items, vapes, E-cigarettes, 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 pupil'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 pupils 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 the same sex as the pupil and with another staff member as witness. This will be out of sight of other pupils. 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 it is not reasonably practicable to summon another member of staff.
- Pupils can be asked to remove outer layers of clothing. This includes the coat, hoodie, jumper, cardigan, hat, and shoes. Under no circumstances should a pupil be asked to remove their shirt, trousers or skirt.
- Pupils can be asked to empty their trouser pockets but staff will not do this.
- Staff can ask pupils to empty their bags or coat pockets, alternatively staff can do this themselves.
- A search will be carried out in the presence of the pupil unless there is significant risk that serious harm would be caused if the search is not conducted immediately without the pupil.
- If a banned item is found, it must be confiscated and not returned to the pupil. It must be secured in an envelope/bag with a contents list signed and dated by the member of staff and the pupil to acknowledge what was taken. This must then be passed to Colleen Lehane.
- School staff can confiscate any item they consider to be harmful or detrimental to School 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, School staff will notify parents. If any banned items are found this will be dealt with as outlined in our Behaviour Policy.

Student Search Recording Form

Name		**Year**		**House**	

Date		**Staff**		**Location**	

Nature of concern	
Item(s) found	
Item(s) confiscated, sealed in an envelope and passed to CL	

Staff*		**Witness***		**Pupil**	

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