Chilmington Green School
The best in everyone™
Part of United Learning

Behaviour Policy

Review Timetable

The Policy will be reviewed every year, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	October 2026
Policy ratified by Local Governing Bodies	October 2026 DRAFT
Renewal Date	October 2027
Author	Jon Rutland

Contents

1.	Expectations	1
2.	Policy implementation	1
3.	Behaviour expectations: Our approach	1
4.	Bullying	3
5.	Contextual Safeguarding	3
6.	Rewards	4
7.	Graduated Approach	4
8.	Sanctions	5
9.	Allegations against staff	9
9.1	Malicious accusations against staff	9
10.	Supporting pupils following a sanction	9
11.	Use of reasonable force	9
12.	Prohibited items and searches	10
13.	Drugs	12
13.1	Confiscation of drugs	13
13.2	Parental involvement	13
14.	Removal from classrooms	13
15.	Specific behaviour issues	13
15.1	Child-on-child sexual violence and sexual harassment	13
15.2	Behaviour incidents online	13
15.3	Suspected Criminal Behaviour	14
16.	Discrimination	14
17.	Communications with parents and record keeping	14
18.	Communication of this Policy	15
19.	Individual Reasonable Adjustment to the Behaviour Policy Appendix 1	15
20.	Appendix 2 Behaviour Flow Char for Lesson Removal	17
21.	Chilmington Green School Home-School Agreement (Appendix 3)	17

1. Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students. In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

2. Policy implementation

Chilmington Green School's Local Governing Body (LGB) and staff work to create a community underpinned by our School Values: Ambition; Respect; and Determination. We have high expectations of our students' conduct and by working in partnership with parents and students we encourage a learning environment which will bring out the best in everyone. We want all students to reach their full potential and, as a school, we celebrate the success and achievements of those within our community. We want students to feel safe, secure and happy. In line with our school vision and ethos, we do all that is possible to encourage students, promote good behaviour, and foster positive attitudes.

The senior leadership team of the school will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

All staff will implement this policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour. The LGB and Principal will ensure that appropriate and timely training is given to all staff in order to support their successful implementation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of policy, procedures and expectations. Students will be regularly reminded of these expectations for behaviour, routines and conduct. We aim to create a culture of community where students feel supported in reporting any incidents of disruption, bullying or harassment, affecting themselves or others. We expect students to admit and take responsibility for breaches of behaviour standard, and where needed, take positive steps to make amends, particularly where it involves mistreatment of other students.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside of Chilmington Green School. We will encourage them to work with us to assist in the maintenance of high standards of behaviour. We are willing to adopt innovative approaches to this partnership with those parents who are hardest to reach.

All at Chilmington Green School will ensure that the concerns of students are listened to and appropriately addressed. The LGB, Principal and staff will ensure there is no differential application of the behaviour policy and procedures on any grounds, particularly ethnic, cultural, religious, gender, disability or sexuality. The LGB will support Chilmington Green School in maintaining high standards of behaviour.

3. Behaviour expectations: Our approach

Our approach at Chilmington Green School is premised on the following principles:

- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Providing a safe environment, free from disruption, violence, bullying and any
- form of harassment;
- Ensuring fairness of treatment for all;

- Encouraging consistency of response to behaviours;
- Promoting early, effective intervention;
- Encouraging a positive partnership with parents to develop a shared approach.

Chilmington Green School has a culture where all students are well-known. We always endeavour to use relationships and networks of support in the management of behaviour, based on our belief that this is more likely to result in long-term positive behaviour. Our staff adopt proactive strategies in the classroom to minimise low-level disruptive behaviour. Good behaviour and discipline are more likely when students are happy, confident and have positive relationships with those around them. This is the key focus of our pastoral system. At Chilmington Green School each student has a form tutor and Head of Year who are responsible for their wellbeing and pastoral care. Our Pastoral Team support all students in achieving expected behaviours. Our Pastoral Team includes tutors, Heads of Year, senior leaders with pastoral responsibilities, SENCO and Inclusion staff.

We expect students to display positive, respectful behaviours at all times, towards one another, towards staff and others in our school community. Our behaviour expectations are taught to students upon their induction to Chilmington Green School in Year 7, at the start of every academic year, and regularly through assemblies, tutor time, and in line-up. We explain to students how we expect them to behave, why it is important, and what will happen if they do not behave as expected.

We have a clear and consistent behaviour system to ensure all students are able to learn in a disruption free environment in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm and focused manner. We place great value on the student teacher relationship and want to ensure all students are known, supported and make excellent progress.

There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student such as early trauma or being placed in the care system. Schools have had a duty to provide reasonable adjustments for disabled students since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person.

Students who have additional needs, whether formally diagnosed or not, have a Provision Plan in place with generic strategies relating to the need and specific strategies to support the individual. Students are supported by their classroom teachers, as well as through the Pastoral and SEN teams. Their care, provision and support is discussed regularly at Student Support meetings.

We have clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations. We put in place reasonable adjustments for students where appropriate. Examples of reasonable adjustments to support behaviour would include:

- 1:1 support with a designated member of staff to explore strategies to support meeting behaviour expectations
- Student information sent through to all teachers outlining the concerns and suggesting strategies to support
- Pastoral or TA support in the lessons
- Break and Lunch support
- Careful consideration to seating plans
- Referral to outside agencies including SEN and Mental Health

The reasonable adjustment plan will be decided on a case by case basis by the SENCO and/or Pastoral Team. See Appendix 1

Staff at Chilmington Green School work together, with students, parents and, where relevant, external agencies to support our students. Referrals to outside agencies are made to access specialist support where this is needed. Chilmington Green School will work positively with external agencies, including other schools, in order to optimise our chances of success in terms of meeting behaviour expectations. The choice of agency will depend entirely on the needs of the student, the presenting behaviours and the likelihood of success.

We are keen not to replicate national figures where particular vulnerable groups like LAC, FSM, and SEN, are over-represented in behavioural statistics, such as exclusion/inclusion rates. This is achieved by agreed protocols for working with young people who are vulnerable to breaches of discipline, which will ensure that:

- Communication with these students is sensitive to their needs;
- We provide support for independent learning, a common source of conflict;
- The student receives guidance / coaching in coping with 'flashpoints' and patterns of negative behaviours;
- We work closely with families and other external agencies.

Most importantly, we need to create high aspirations for these individuals, which offer an alternative route and a motivation to avoid negative behaviours.

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the school and will be sanctioned as 'serious' behaviour in line with this policy. Please refer to our Anti- Bullying Policy. Friendship issues are often described as bullying by parents and students, where they are an issue we will start with restorative approaches before moving to using disciplinary methods.

5. Contextual Safeguarding

Staff will always consider the context and motive of a student's misbehaviour and whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead.

Staff will also take into consideration whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents/carers, accordingly, putting in place additional support, as appropriate.

The school takes its responsibilities for safeguarding extremely seriously, and all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be managed in accordance with the procedures set out in our school policies and procedures, particularly the Safeguarding Policy.

Any students who are found to have deliberately invented or made malicious accusations, whether against other students, staff, or other individuals, will be sanctioned in accordance with this policy.

6. Rewards

At Chilmington Green School we believe in the best in everyone. We aim to recognise and reward the positive contributions that our students make to our community, ranging from small acts of kindness to academic excellence.

Students will be rewarded for positive behaviours such as: consistently demonstrating our School Values. Achievement and success will be celebrated in various ways: in class; in assemblies; in our regular newsletter; by awarding of School Values badges and Subject badges; and other rewards. Rewards may be used to recognise effort, achievement, or to encourage students and create a positive climate for learning.

Teachers will constantly attempt to maintain an ethos based on praise, encouragement and recognition of positive behaviours. Teachers will seek to make full use of the reward system in all lessons. To remind students of this it is suggested that a section of the white board be used to record the initials of students who have been awarded School Values points in that lesson.

Heads of Year lead Celebration Assemblies termly. This is an opportunity to recognise and reward the achievements and improvements of individuals, tutor groups and year groups.

Staff recognise positive contributions to our community using a range of formal and informal rewards.

Examples of informal rewards may include:

- A smile
- Verbal praise
- Recognition
- Stickers
- Positive comments on work
- Compliments
- Tone of voice
- Phone calls home
- Emails home

Examples of formal rewards may include:

- School Values points via Arbor
- Certificates and Postcards
- Subject Badges
- School Values Badges
- Newsletter item
- Staff letters
- Prize Giving Award
- Recognition during termly Celebration Assemblies
- Rewards events/trips

Once rewards are earned, they should not be removed for any subsequent action.

7. Graduated Approach

The school has a graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues.

Tier 1: School and classroom-wide systems for all children and adults e.g. in lessons warnings are given to improve behaviour, and a second warning in any one lesson results in a withdrawal session. In social times and lesson change times, expectation cards will be signed for minor infractions and detentions issued for more significant ones.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable. E.g. extra transition for vulnerable Year 6 students before they join Year 7. Tutor time sensory intervention group for students whose sensory issues are impacting their behaviour and learning in class.

Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans. External agencies would routinely be involved where a student is felt to need specific and individual behaviour allowances and support.

8. Sanctions

The following section will appear as a long list of possible sanctions, which we need to set out in detail so that parents, students and teachers understand the procedures used. However, the intention is not to make sanctions the centre of how we operate; positive relationships, mutual respect and rewarding good behaviour and good effort with learning are the core of our approach.

We believe our classrooms should be positive learning environments for all. Staff take a proactive approach to behaviour management and all students are given the opportunity to adjust their learning behaviours through our behaviour system (Appendix 1). This system for behaviour management ensures that our students are able to thrive in the classroom, free from low-level disruptive behaviours.

Strategies for addressing in-class disruptive behaviour might include verbal warnings, moving seats in the classroom, or removal from the classroom. Where students have failed to complete tasks that are within their capability, students may be asked to complete these out of lesson time.

8.1 Internal Withdrawal

Internal Withdrawal is a supervised learning environment used to protect learning, address inappropriate behaviour and support students to return successfully to lessons.
A student who continues to disrupt learning after a first and final warning will be removed from the lesson and placed in Internal Withdrawal. A serious or unsafe behaviour incident may result in immediate removal without completing the warning sequence.

The following arrangements apply to lesson removals:

- First removal that day: the student remains in Internal Withdrawal for the remainder of the lesson and receives a 30-minute detention. (If the lesson is a double lesson, the student will not return till after the lesson has finished).
- Second removal on the same day: the student remains in Internal Withdrawal for the remainder of the school day and receives a one-hour detention.

Authorised pastoral or senior staff may also place a student in Internal Withdrawal for a specified period, including part or all of a school day, as a proportionate sanction for serious or repeated inappropriate behaviour inside or outside the classroom. The reason, duration and authorising member of staff will be recorded.

Decisions will take account of the student's individual circumstances, special educational needs and disabilities (SEND), and agreed reasonable adjustments.

A student may be placed temporarily in Internal Withdrawal during an investigation where supervised separation is necessary to maintain safety, prevent further disruption or protect those involved. This is a precautionary measure and does not imply responsibility for the incident. The placement will last only as long as necessary and will be reviewed regularly, with a clear review point recorded.

Throughout any placement, students will receive suitable curriculum work, appropriate supervision and access to food, drinking water and toilet facilities. Where appropriate,
Chromebooks will be available to access learning resources such as the United Learning Curriculum website, Seneca, Sparx Maths and Sparx Reader. Paper-based work will be provided where required.

8.2 Detention

If there are concerns about a student's behaviour out of lessons, then a detention may be issued, or the privilege may be withdrawn from them for a timed period or a pre-arranged break or lunch. This is the course of action which would be used in an instance of unsafe behaviour towards others or themselves, or non-compliance with duty staff. This time would then be used for a reflection on that behaviour. Any member of staff may issue a detention. Any member of staff may issue a detention.

Detentions may be issued for:

- Removal from a lesson.
- Lateness to school.
- Incomplete home learning or other academic work.
- Inappropriate mobile phone use.
- Unkindness, disruption, unsafe behaviour or failure to follow reasonable staff instructions.
- Misbehaviour outside school where it falls within the scope of this policy.
- Failure to attend or successfully complete an existing detention.

This list is not exhaustive. The response will be determined by the school's senior leadership team.

Behaviour during break, lunch or transitions may also result in a supervised loss of social time or withdrawal of a relevant privilege for a defined period. Students will be given an opportunity to reflect on their behaviour and understand the expectations for returning to the activity.

After-school detentions take place on school weekdays, beginning at 15:10, and are normally issued in 30-minute blocks:

- 30 minutes: 15:10–15:40
- 60 minutes: 15:10–16:10
- 90 minutes: 15:10–16:40

Students will receive suitable work or reflection activities and will be supervised throughout. Where a detention or loss of social time takes place during lunchtime, students will have sufficient time to eat, drink and use the toilet.

Schools are no longer required to give parents and carers 24 hours' notice of a detention and parental permission is not required. When issuing an after-school detention staff will consider: the welfare of the student; whether the student has caring responsibilities; whether the parents should be informed of the detention; any travel arrangements. Inconvenience to the parents does not matter, as long as the child has a means to get home safely.

8.3 External Withdrawal

As a step on the way to formal suspension (see Exclusions Policy), Chilmington Green School has an arrangement with Wye School, our sister United Learning School in Ashford, that means we host each other's students on occasion in our Internal Withdrawal rooms where they are supervised for the day working on curriculum tasks related to what they would be doing in class that day. This sanction is more serious than Internal withdrawal of Chilmington Green School students in the Chilmington Green School Withdrawal room, and less serious than a suspension. It is not optional, the Principal has the power to direct a student to be educated off-site, and it is parent's responsibility to ensure their children get to that off-site education. A student not attending a day in External Withdrawal would be marked as unauthorised absent on the register.

8.4 Expectation Cards

At Chilmington Green School we encourage students to take responsibility for their learning by being prepared for learning. Each student is given a Expectation Card at the start of each term. Any lateness, uniform or equipment infringements result in a signature on the card from staff. Likewise, low level behaviour outside of the classroom, e.g. littering, may result in a signature. Repeat offences will result in a lunchtime detention. Detention will also be issued if a Expectation Card is not presented when required by staff. We expect the majority of our students to have blank cards at the end of each term and celebrate this by entering students with blank Expectation Cards into a termly prize draw.

8.5 Sanctions for serious incidents

For serious incidents we have a set of sanctions which can be applied. As with minor incidents, this is not done on a tariff basis as our aim is to modify behaviour and this is best done by considering individuals and what is most likely to have a positive impact. We will always notify parents of serious incidents and work with them throughout this sanction process.

Serious incidents of misbehaviour include, but are not limited to:

- Persistent disruption of learning
- Persistent pattern of minor behaviour incidents
- Bringing the school into disrepute
- Failure to attend a detention
- Defiance of staff
- Threatening or intimidating behaviour
- Child-on-child abuse
- Bullying
- Discrimination
- Verbal abuse to staff / students / offensive language
- Sexual harassment, or other harmful sexual behaviour
- Malicious accusations against staff
- Damage to school or community property
- Smoking, possession/use/dealing of drugs, alcohol, legal highs, pornography or any type of weapon
- Violence

Sanctions for these could include, but are not limited to:

- Lunchtime detention
- After school detention
- Removal from class for a limited time
- Internal Withdrawal for a limited time
- External Withdrawal
- Placing student on report to monitor the identified behaviour issues
- Meeting with parents
- Reparation and/or reimbursement: this will be the chosen sanction in the event of damage or bringing the school into disrepute
- Community service
- Interview with Head of Year or member of the Senior Leadership Team
- Suspension
- Managed move- following Kent County Council protocols
- Permanent exclusion

Please refer to our Exclusions Policy for details of how Suspensions and Permanent Exclusions are triggered and implemented.

Reasonable adjustments for students with SEN and Disability needs are made in two ways, in seeking to identify and mitigate causes of any behaviour issues, and, in seeking to apply the behaviour policy in a way

that considers individual needs as well as ensuring enough consistency to allow the school to operate smoothly and safely for all students and staff.

8.6 The power to discipline beyond the school gate

This behaviour policy can extend to activities outside the school day and off the school premises when a student is:

- taking part in any school organised or school related activity including School trips
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Even where the conditions above do not apply, this behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school. This also extends to circumstances outside of school such as bullying, including cyber-bullying.

The nature of sanctions for behaviour and the associated procedures will be decided by Chilmington Green School, except in the case of suspension and exclusions (see Exclusions Policy). All sanctions are characterised by a clarity about why the sanction is being applied and the changes of behaviour required to avoid future sanctions. Sanctions will not operate purely on a tariff basis, as all sanctions will be decided based on a consideration of all contextual information and on projected impact.

8.7 Direction off-site

Guidance from the Department for Education around alternative provision and exclusions gives the Principal the power to direct a student off-site to be educated. Such a direction is compulsory but should be reviewed by the Local Governing Body approximately every 10 weeks. The direction off- site should be to a place of education, such as a local school or a centre for alternative provision or tutoring. Any costs for education would be met by the school, with transport to the provision being the parental responsibility as with school normally. Attendance at the off-site provision will be dual registered so the student remains on the Chilmington Green School roll. As part of the Ashford Schools In Year Fair Access Panel, Chilmington Green School can arrange off-site direction placements with other local schools. They are routinely 12 weeks long and end on a Friday. At the end of an off-site direction parents and the student should meet school staff to plan a transition back into Chilmington Green School main site.

Department for Education guidance states that an off-site direction is not a sanction but a means of helping a student modify their behaviour and would usually be accompanied by referrals to outside agencies for support or an increased support for the child through small group work or one to one tutoring. Off-site direction can be used as a way of preventing suspensions and permanent exclusions and aim to keep a student in education whilst they modify their behaviour.

8.8 Managed Move

A managed move is a permanent transfer to another school, and only used when the pupil has been attending the proposed new school under an off-site direction and a review of the direction has established that the pupil has settled well into the school and should remain there on a permanent basis. Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a pupil at any mainstream school to transfer to another mainstream school as a managed move. Managed moves should be a permanent move, voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply.

Students with SEN and disabilities are subject to the behaviour policy and can expect to be given sanctions if they break it in line with the wider use of sanctions in the school. Reasonable adjustments have been set out in this policy and aim to provide additional support to ensure students can achieve and learn as well as possible, and that their impact on the wider school is not harming the education or safety of other students or staff. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation.
- where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so.
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have e.g. time with the pastoral or SEN team rather than an internal withdrawal, a shorter suspension, a move to tutoring rather than a longer suspension. The safety of all students and staff, and the ability to run the school smoothly, will be important considerations in any variations proposed in sanctions

9. Allegations against staff

Chilmington Green School takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Safeguarding Policy.

9.1 Malicious accusations against staff

Chilmington Green School has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

10. Supporting pupils following a sanction

Students have a pastoral team that they can access to discuss behaviour incidents. The pastoral team will support wellbeing and log any safeguarding concerns. Behaviour incidents are supported with a restorative conversation when necessary and practical. These restorative conversations will not be a replacement for the sanction but to help the student move forward and understand their behaviour. Following a period of suspension the student, parent/ carers and the school will meet to address the incident. These meetings are *Moving Forward Meetings.*

Reasonable adjustments for students with SEN and disability needs are made in two ways, in seeking to identify and mitigate causes of any behaviour issues, and, in seeking to apply the behaviour policy in a way that considers individual needs as well as ensuring enough consistency to allow the school to operate smoothly and safely for all students and staff. The SEN department will be asked to support moving forward meetings if necessary.

Students will be issued a reflection booklet to complete and bring back to the moving forward meeting to help the student to reflect and move on from saction.

11. Use of reasonable force

In conjunction with the DfE guidance on Screening, Searching and Confiscation, the school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Members of staff can also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Use of force remains the last resort and staff should use all alternative methods available to them as circumstances allow.

Where the use of force, i.e. restrictive physical intervention, has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff.

Staff should inform the Principal should reasonable force be used.

12. Prohibited items and searches

12.1 The law relating to searches

Principals (or authorised members of staff which at Chilmington Green School would be the pastoral team) have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

12.2 Searching with Consent

The school may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where 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.

Formal written consent from the student for this sort of search is **not** required – it is enough for the member of staff to ask the student to turn out pockets or look in a bag. If a member of staff suspects a student has a banned item in his/her possession and they instruct the student to turn out his or her pockets or bag and s/he refuses, the member of staff can apply an appropriate sanction.

12.3 Searches Without Consent

Schools have the statutory power to undertake a search of a student or their possessions without their consent if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
- "Legal high" drugs, including those which are edible (regardless of whether they are technically legal or illegal), and/or anything pertaining to be a drug

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This could include a mobile phone or other device if there is a suspicion it has been used to harm staff, students or there is a safeguarding need to access it.

In keeping with our ethos, staff at Chilmington Green School will always ask for consent to search personal property. Where consent is refused, they will consider, in the case of students, notifying parents/carers, who may persuade their child to give consent or, if they wish to proceed along formal lines, calling the police, where prohibited items are concerned.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a student and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions will be carried out with due consideration for the student's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-student relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Should the police request to search a student, staff must always be present if the parents/carers cannot be contacted and attend themselves, and normal safeguarding procedures followed.

Healthy Food & Drink Expectations

Parents are welcome to send their children to school with food and drink for the day but we would ask that they stick to the same healthy food rules that school meals follow. This means that **no** caffeinated drinks are allowed (colas, energy drinks), **no** sweets including chewing gum (other than one as part of a balanced packed lunch), **no** overly chemical products such as the American style candies that have high chemical and sugar contents. Foods and drinks brought on site that break these rules will be confiscated and not returned.

12.4 Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that

is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

The school reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation and disposal or retention of confiscated articles

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

12.5 Confiscation of articles

Chilmington Green School will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' to determine what should be done with items that have been confiscated during a search, the circumstances under which the police should be involved, and when the use of force can be applied.

13. Drugs

The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, vapes and vaping products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with separately in our Supporting Students with Medical Conditions Policy. The school will take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include permanent exclusion or suspension from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to suspension or permanent exclusion. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

The school may carry out searches for drugs in accordance with this policy. Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. “dealing”) this does not in any way confer a criminal judgment or conviction.
Chilmington Green School will take a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

13.1 Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

13.2 Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

14. Removal from classrooms

Should students engage in disruptive, defiant or rude behaviour the student maybe removed from their classroom. The student is expected to leave the classroom and head to the withdrawal room. The withdrawal room is supervised and provides a continuation of meaningful education. Please see appendix 2 for a flow chart of behaviour that could lead to removal from the classroom.

15. Specific behaviour issues

15.1 Child-on-child sexual violence and sexual harassment

Chilmington Green Shool’s culture means that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Inappropriate language will be challenged by staff.

15.2 Behaviour incidents online

Chilmington Green School may choose to apply behaviour sanctions and utilise re-education to activity online including all forms of social media should behaviour online impact the school. Students personal use of online platforms that may affect the school, pupils or staff in any way negatively may be sanctioned in line with the behaviour policy.

Such examples of prohibited use, e.g.:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school’s behalf

- using school logos or trademarks.

Chilmington Green School will consider where a pupil commits inappropriate online behaviour whilst not at school as a behaviour incident if the behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Chilmington Green School complies fully with government guidance relating to the Prevent Duty; children must be kept safe from terrorist and extremist material. As such it may report concerns to outside agencies.

Chilmington Green School acknowledges that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Should an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

15.3 Suspected Criminal Behaviour

Where criminal behaviour is suspected the school has a duty to report this to Police and other external agencies. The school may need to preserve evidence for this purpose. The DSL should be informed by staff immediately. As most of our students are under 16, other laws and guidance also need considering e.g. there are safeguarding reasons why not all matters are reported to the police, sometimes social services or another agency is more appropriate in context.

16. Discrimination

Reports of racist behaviour, and other forms of discrimination, in person or online, are taken seriously. Chilmington Green School does not accept any form of discriminatory behaviour and works with staff, students, and the wider community to challenge these behaviours. Any allegations of discrimination are investigated in a timely and sensitive manner. Staff investigating such allegations gather the necessary evidence to make an informed decision as to the sanction given. Racism and other forms of discrimination are dealt with as a serious incident, in line with this policy.

Students receive education on racism and discrimination as part of the PSHE and Tutorial programme throughout their education. Staff also receive training on how to prevent and respond to allegations of racism and discrimination and how these should be reported.

Staff and students are vigilant to racism and other forms of discrimination and report any concerns they hear or see, whether in person or online. Staff and students can report incidents directly to the Pastoral and Safeguarding staff teams. Students can also report incidents via teams Safeguarding email on their tutor page.

We keep records of allegations of racism and discrimination. Where these allegations are judged by staff investigating to be founded, the incident is recorded on Arbor as a behaviour incident for the perpetrator. As a school, we work with Kent County Council to tackle racism and other forms of discrimination. We submit an annual declaration on racist incidents which includes details of the incidents and actions that have been taken.

17. Communications with parents and record keeping

Where there are behaviour issues requiring parental support, we may invite parents to a meeting. The aim of these meetings is always resolution, and, to this end, the focus should be on honest sharing of views and agreed outcomes which can result in positive change.

Communications with parents, such as meetings, telephone calls and emails, should be recorded on Arbor, our management information system (MIS), under Communications /Notes, or CPOMs our safeguarding system, where practicable.

We will use our MIS to record behaviour incidents and events. Records should be brief and concise; be accurate and objective; contain only relevant material; be dated.

It may, at times, be necessary to take student statements following an incident. Staff should consider that all records can and will be viewed by a number of stakeholders.

Records will be entered on our MIS and/or individual records placed in student files. Records may be used to track patterns of behaviour within Chilmington Green School over time and to assess the impact of behaviour modification strategies. In addition, they will be used to track behaviour patterns of individuals and groups of learners in particular by gender, SEN, looked after and pupil premium status. This is an essential part of school self-evaluation, and we will use this to plan interventions and improvements.

18. Communication of this Policy

It is essential that this policy is clearly communicated to all stakeholders and regularly reviewed and discussed by staff and students. To achieve this, we will:

- Teach our students the expected behaviours and how to behave well;
- Ensure students are aware of and understand our behaviour system;
- Reflect on the behaviour system and behaviour expectations in assemblies and tutor activities;
- Deliver staff training our behaviour system and ensure it is consistently applied;
- Support all staff in developing a proactive approach to preventing student misbehaviour;
- Ensure parents and students sign our Home-School Agreement (Appendix 2);
- Make this policy readily available to all staff;
- Put this policy and the Exclusions Policy on the school website;
- Record incidents on our MIS and in student files;
- Report on behaviour and review policy with the LGB regularly.

19. Individual Reasonable Adjustment to the Behaviour Policy Appendix 1

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Chilmington Green School is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan (or their SEN provision plan will be updated) for the student. This document

communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

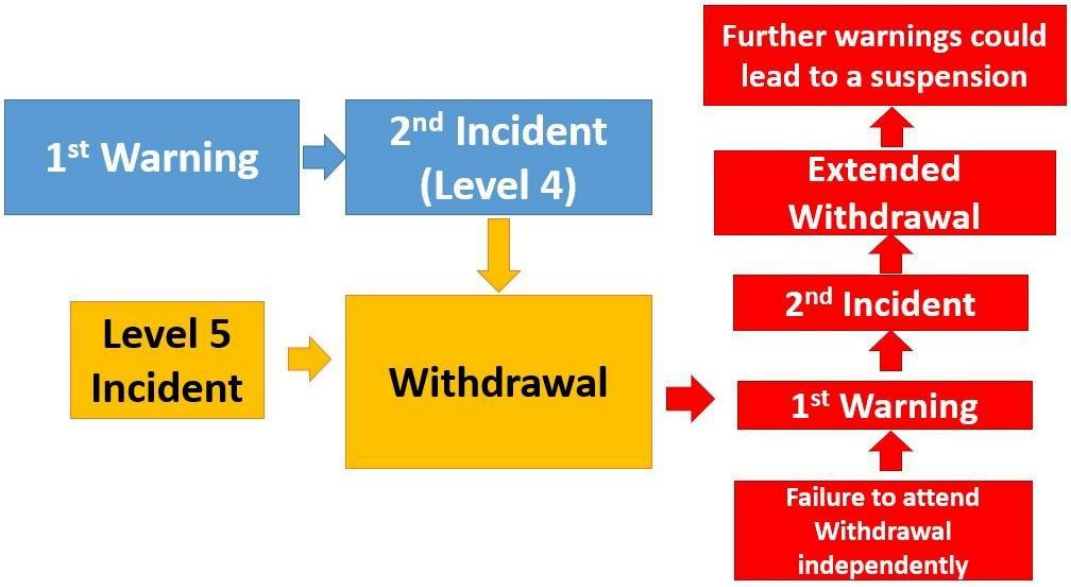
Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff and parents.

Examples of specific supportive learning strategies	**Examples of adjustments to the Behaviour Policy**
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to pastoral staff support when required
Seating Plan adjustment	Time out card
Short and repeated instructions	Shorter time spent in internal withdrawal room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Withdrawal room time does not roll over to the following day
	Access to a laptop in the Inclusion room
Chunked tasks	Restorative discussion with the teacher to take place immediately where practical

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.
If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting if considered a long term need.

20. Appendix 2 Behaviour Flow Char for Lesson Removal

Poor behaviour in lessons will be challenged as follows:



21. Chilmington Green School Home-School Agreement (Appendix 3)

As a parent I will:

- Support Chilmington Green School's behaviour policy and system.
- Be responsible for my child's behaviour in and outside of school.
- Work with the school to support my child.
- Ensure my child comes to school with the correct uniform and equipment for learning.
- Treat all members of the school community with tolerance, understanding and respect in any written or verbal communications.
- Contact my child's Form Tutor/ Head of Year whenever necessary and keep contact and other information on the Arbor Parent Portal up to date.
- Attend parents' evenings and information evenings.
- Ensure my child attends school regularly and punctually.
- Email or telephone school as soon as possible before school starts on each day of absence.
- Not take my child on holidays in school term time.

As a student I will:

- Try my hardest to achieve the best I can at everything I do in order to fulfil my potential.
- Be kind and thoughtful towards other students and staff every day.
- Be honest.
- Try new things.
- Have good attendance and pay attention in my lessons.

- Take on board the advice given to me about my work to help me improve.
- Be polite and respectful to other people in school and in the community.
- Wear my uniform with pride and represent my school positively.
- Always follow the requests of a teacher or other member of staff in any educational context whether on the school site or on a school external activity.
- Behave well at all times and not act in any way which will distract others from learning.
- Always arrive on time to school, lessons and assemblies.
- Come to lessons with the correct equipment.
- Remain on the school site as required.
- Uphold the School Values: Ambition; Creativity; Confidence; Respect; Enthusiasm; Determination