Chigwell School

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Behaviour Policy
Including Use of Restraint

Contents

1. Introduction
2. Responsibility Statement and Allocation of Tasks
3. The Role of Parents/Carers
4. The Role of Pupils
5. General Discipline and Good Behaviour
6. Support for Pupils
7. Corporal Punishment and Use of Reasonable Force/Restraint
8. Staff Training
9. Records
10. Support in the Pre Prep and Prep School
11. Support in the Senior School
12. Sanctions
13. Searching Pupils as Part of an Investigation
14. Allegations Against Staff

1. Introduction

This policy sets out how Chigwell School promotes good behaviour, and it outlines the sanctions that may be given if necessary. It applies to all sections of the School: Pre Prep, Prep, Senior, EYFS and boarding. It sets out clear expectations regarding behaviour and recognises that adjustments may be required for those pupils with SEND. The policy states that the School rejects the use of corporal punishment and it takes account of the DfE document, Behaviour in Schools: advice for Headteachers and School Staff (February 2024).

The School has high standards and clear rules for behaviour which reflect the School's aims. The policy aims to:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, discriminatory, prejudice or identity-based bullying);

This policy should be read in conjunction with the Guidance on Identity-Based Harm (see Appendix).

The policy has regard to the following guidance and advice:

- *Keeping Children Safe in Education (KCSIE) (DfE, September 2025),*
- *Working Together to Safeguard Children 2023 (DfE, updated in February 2024),*
- *Information Sharing Advice for Safeguarding Practitioners (DfE, May 2024),*
- *Behaviour in schools: advice for headteachers and school staff (DfE, February 2024),*
- *Restrictive interventions, including use of reasonable force (DfE, April 2026),*
- *Searching, Screening and Confiscation: advice for schools (DfE, July 2022),*
- *Sharing nudes and seminudes: advice for education settings working with children and young people (UKCIS, March 2024),*
- *Mental Health and Behaviour in Schools (DfE, November 2018), Equality Act 2010: advice for schools (DfE, June 2018),*
- *PACE Code C 2023,*
- *Special educational needs and disability 0-25 years code of practice (DfE, September 2024),*
- *Relationships Education, Relationships in Schools (DfE, July 2025),*
- *What the law allows and responding to the behaviour of pupils with special educational needs and disabilities (SEND)*.

Good behaviour in school is central to a good education. The School manages behaviour well in order to provide a calm, safe and supportive environment so that all pupils can learn and thrive. We create an environment where positive behaviours are celebrated, and pupils are taught explicitly what good behaviour looks like. When pupils do misbehave, the School responds promptly, predictably and with confidence to maintain a calm, safe learning environment, and we then consider how we can support pupils so that such behaviour can be prevented from recurring.

The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity.

2. Responsibility Statement and Allocation of Tasks

The Board of Governors has overall responsibility for all matters which are the subject of this policy. In discharging its responsibilities under this policy, the Board of Governors expects school leaders and staff to undertake the following roles:

School leaders will:

- be highly visible, routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

- play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
- ensure staff have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour;
- encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams, to inform effective implementation and design of behaviour policies. This links to the whole school approach to mental health and wellbeing.

School staff will:

- play a key role in developing implicitly in every interaction with pupils;
- Take all opportunities to build positive relationships with pupils;
- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct.

3. The Role of Parents/Carers

The School seeks to work in partnership with parents/carers over matters of behaviour, and it is part of the parents'/carers' obligations to the School to support the School values, conventions and rules, and this policy. Parents/carers will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but the School may be prevented from doing so immediately e.g. by the police if they are involved.

Parents/carers will be notified of disciplinary sanctions imposed:

- for significant minor breaches of discipline (i.e. concerns or more serious sanctions or persistent minor breaches such as misdemeanours);
- for serious breaches of discipline and any rights of review, as required and / or within School reports.

Parents/carers will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

4. The Role of Pupils

Every pupil will be made aware of the school behaviour standards, values, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.

Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Consideration for Pupils with Special Educational Needs and/or Disabilities (SEND)
The School recognises that reasonable adjustments may be needed when dealing with behavioural issues in relation to pupils with SEND. We wish to provide proactive support and create an inclusive environment for pupils with SEND.

Teachers refer to the EHCP or IEP for advice about individual needs, as recorded on iSAMS, our internal database, about such pupils in order to apply specific strategies pertinent to their needs. Guidance is also available from the Head of Learning Support.

Where appropriate, School staff will work with pupils with SEND and their parents in the production of any necessary behaviour support plans. Behaviour support plants will outline any adjustments from the new DfE restraint guidance.

5. General Discipline and Good Behaviour

Teachers will maintain discipline within classrooms, respond to minor misdemeanours outside the classroom when they see fit, and promote good behaviour. Often a word of encouragement, explanation or reprimand is all that is required to modify behaviour, but sometimes a brief detention may be issued for minor offences. The School has a register of sanctions imposed for serious misbehaviour and this is used to help identify patterns.

Rather than a series of rules, Chigwell School has a Code of Conduct (see Appendix A) which sets out the expected standards of behaviour. It is printed in the termly calendar (the 'blue book') and displayed around schools. Tutors refer to it with their tutees.

Bullying
The School does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, action will be taken immediately to stop any further occurrences of such behaviour (see the Anti Bullying and Anti Cyberbullying Policy).

Promotion of Good Behaviour
The Chigwell Code of Conduct is displayed in classrooms to encourage appropriate behaviour in and around the School. All staff are expected to promote and encourage good behaviour by following these principles:

- It is expected that class teaching is delivered in a way that promotes good behaviour and fosters pupil self-motivation and positive attitudes
- Staff are expected to have high standards themselves and be positive role models – treating all pupils with respect, greeting pupils in the morning, etc
- All staff are expected to monitor behaviour in and around the School, praising and encouraging good behaviour as well as correcting minor misdemeanours but sanctions are only issued by teaching staff
- House points may be awarded for good behaviour throughout the Pre Prep and Prep Schools, and additionally golden books, certificates, stickers and praise stamps are used. Positive notifications may be awarded for good behaviour throughout the Senior School.
- Good work and behaviour in the Prep School can be rewarded with a Headteacher's Gold Award certificate.
- Early lunch passes, Chigwell branded stationery, post cards home and Head visits are awarded to Lower School pupils once positive milestones are achieved
- Good acts of behaviour or a Pastoral Award can be given by Heads of Key Stage
- Notes in the diary and commendations are also awarded at KS2
- In KS2, the Chigwell Charter gives specific guidance as to the rewards for good behaviour
- Reward postcards are sent in the Senior School when pupils hit significant positive behaviour milestones (see appendix B)
- All teachers are encouraged to give positive feedback through iSAMS, which is communicated to parents/carers
- 'Catch them being good' is an effective means of encouraging good behaviour
- Pupils will receive effort grades each term in the Senior School and annually in the Prep School
- Pupils will be rewarded for the highest effort grades and the most improved effort grades throughout the year.

In addition:
Teaching Assistants - All teaching assistants are aware of the current Behaviour Policy and are given appropriate training to implement this policy effectively. Teaching Assistants deal with minor incidents in accordance with this policy and then inform the class teacher. Class teachers are responsible for issuing a sanction, if appropriate.

Support Staff - Support staff are asked to report all incidents of misbehaviour regardless of the nature or severity of the incident. They can do this using ISAMS. Colleagues who do not have access to ISAMS, should report incidents to a teacher as soon as possible so that the incident can be logged.

School Trips
For health and safety reasons, a child may not be allowed to participate in a school trip if their behaviour is considered not conducive to the trips. If there is a concern of this nature, parents/carers will be informed in advance of the visit taking place, with a view to resolving the behavioural problem. Sometimes, it may be necessary to undertake a Risk Assessment to decide if a child participates in a school trip/activity.

6. Support for Pupils

The School uses various support systems to help pupils who are struggling to meet our expectations around behaviour. These include behaviour support plans, mentoring, regular review meetings, and other systems that are devised with the parents/carers.

Liaison with Parents/Carers and Other Agencies
The School works collaboratively with parents/carers to ensure that pupils receive consistent messages about how to behave both at home and at school. We expect parents/carers to support their pupils' behaviour, and to co-operate with the School. We work to build a supportive dialogue between home and the School, and parents/carers will be informed if there are concerns about a pupil's welfare or behaviour. If parents/carers have any concern about the way that their child has been treated, they are encouraged to contact the class teacher or Form Tutor. If they continue to be concerned, they should contact the Head of the Prep School or the relevant head of year or Housemaster/mistress in the Senior Schools. In some cases, external professionals and other agencies, such as the Child and Adolescent Mental Health Services (CAMHS), the Emotional Wellbeing Mental Health Service (EWMHS) or social services, may be involved in supporting a pupil. The School will work with these agencies and will make staff aware of agreed strategies.

School staff will follow the School's safeguarding policy if they consider that a child's behaviour gives cause to suspect that a child is suffering or is likely to suffer harm.

Safeguarding and Child on Child Abuse
Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying or identity-based harm);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
- causing somebody to engage in sexual activity without consent;
- consensual and non-consensual sharing nudes and semi-nude images and/or videos (also known as youth produced sexual imagery);
- upskirting and/or attempts to commit upskirting; and
- initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys", can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as

normal and not coming forward to report it. The School has created an Identify-based harm guidance which looks to correct instances in which pupils behave inappropriately towards each other. (See Appendix E)

Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures regarding child-on-child abuse are set out in the School's Child Protection and Safeguarding Policy. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the School's Child Protection and Safeguarding Policy and procedures will take priority.

7. Corporal Punishment and Use of Reasonable Force/Restraint

Corporal punishment is not used or threatened at this school. Teachers in our school do not hit, push or slap children.

Use of Reasonable Force/Restraint
Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal office;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

In these circumstances, force can only be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom were allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see later in policy - Searching Pupils as Part of an Investigation). In these circumstances, "reasonable" means using no more force than is needed. Force will not be used as a punishment.

In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities. This may include seeking to understand the underlying triggers of challenging behaviour, with a view to developing strategies to reduce the likelihood of restrictive interventions being required.

Where reasonable force is used by a member of staff, the Head must be informed of the incident, and it will be recorded in writing. The pupil's parents/carers will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's parents/carers will be informed about any use of force on the day of the incident or as soon as reasonably practicable.

The Head of Pre-Prep and Prep School or Deputy Head (Pastoral) in the Senior School will take responsibility for making arrangements for debriefing once the situation has stabilised. A member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support. All incidents should be recorded immediately. The report should include details of when and where the incident took place, circumstances and significant factors which led to the incident, the duration and nature of any physical restraint used, the names of all involved, pupils and staff, a description of any injuries sustained by pupils or staff and subsequent medical attention. A copy of the report should be filed in the child's file and in the record of restraint.

8. Staff Training

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
This includes:

- how staff can support pupils in meeting high standards of behaviour;
- how staff can ensure that this policy and sanctions are applied in a way that is consistent, fair, proportionate and predictable; and
- where applicable to reflect the need of particular pupils.

The level and frequency of training depends on the role of the individual member of staff.

9. Records

All records created in accordance with this policy are managed in accordance with the School's Record Keeping Policy.

The School will keep a separate record of exclusions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include the date and nature of the offence, name and year of the pupil concerned, the sanction imposed and the reason for it, and the name of the person administering the sanction as follows:

- Lower and Senior School - in the Reward and Conduct records on the iSAMS database.
- Pre-Prep and Prep School - in the Reward and Conduct records on the iSAMS database.

The School will keep a separate record for allegations and concerns reported in respect of:

- Sexual harassment or sexual violence
- Bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents.

The records created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

10. Support in the Pre Prep and Prep School

The School employs a number of sanctions to support the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately for each individual situation taking into account the child's age and developmental stage. Sanctions must comply with good educational practice, promote good behaviour and compliance with the School rules and be reasonable in all circumstances and proportionate to the misdemeanour.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We encourage children to always try their best in all activities. If they do not do so, we may ask them to re-do a task.
- If a child is disruptive in class, the teacher reprimands them, reinforcing their expectations. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down and are able to work sensibly again with others. Should the disruption continue, the child may be removed to another class for set periods of time and full internal exclusion may apply.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Additional sanctions following such incidents may also include:

- supervised study during lunchtimes
- supervised playtimes, where the child is closely monitored by an adult or taking separate playtimes for a fixed period
- missed playtimes
- eating lunch separately from peers
- reporting to the Senior Deputy Head. Phase leaders in the Prep or Head on a regular basis so that behaviour can be monitored.
- removal of privileges, e.g. the child is given directed activities during breaktimes and golden time
- For repeated offences we operate a stepped procedure whereby children (and if necessary, parents/carers) are informed of the next sanction should the misbehaviour continue and a behavioural plan would be put in place
- Parents/carers are informed of all behavioural issues

At all times improvements in children's behaviour are recognised, acknowledged and praised. Every effort is made to ensure that children who are having difficulty following school rules are put in situations where good behaviour can be achieved. Teaching staff are aware that a 'whole class' sanction is unacceptable, and they should ensure that a child is not humiliated in front of their peers.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom and updated where necessary. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during class time.

All behaviour concerns, are logged on iSAMS under 'Concern or 'Discussion' by the member of teaching staff. These must include the action taken by themselves and/or HoD as well as the sanction and/or support offered to pupil. In all examples, when a concern is logged, the class teacher will explain the reasons to the pupil.

Following a sanction in the Pre Prep and Prep, staff and parents may consider appropriate strategies to help the child involved understand how to improve their behaviour and meet the behaviour expectations of the School.

11. Support in the Senior School

Positive Rewards
We believe that building good relationships with students and recognising positive behaviour is fundamental to our ethos. Therefore, we aim to recognise and reward good behaviour through the awarding of positive feedback on ISAMs.

Behaviour Concern
For behaviour concerns, the member of staff should log the concern on iSAMS under 'Concern' and must include the action taken by themselves and/or HoD as well as the sanction and/or support offered to pupil. In all examples, when a concern is logged, the class teacher will explain the reasons to the pupil.

Behaviour concerns that occur outside of the classroom should be logged in the same way.

Teachers should use the 'unkind behaviour' record category where necessary.

Form Tutors, Heads of Year, Housemasters/Housemistresses' and SMT will monitor pupil concerns. Pupils will be placed on a Support Plan when they reach the threshold (see Appendix C)

Misdemeanours

Misdemeanours are given for uniform infringements, lack of equipment, chewing gum, late to lessons and mobile phone use. In all examples, when a concern is logged, the class teacher will explain the reasons to the pupil.

Monitoring of Behaviour
Behaviour is monitored using the Data dashboard. Heads of Department, House masters/mistresses and pastoral leads continually look for patterns in behaviour. If a trend is identified pastoral stakeholders work collaboratively to put interventions in place. Interventions could be further teaching through assembly, reorganising / bolstering teaching of the Wellbeing (PSHE) programme, communications with parents/carers, etc.

Unkind behaviour (bullying log) is monitored closely with careful consideration to implementing support for all parties when an incident arises. This log is scrutinised by the SMT once a term, and by the Safeguarding Governor. Serious sanctions are reported to Governors termly.

12. Sanctions (see Appendix D)

These may take the form of detention or exclusion from various activities.

Detention: a teacher (and/or HOD) may arrange their own informal detention or, when appropriate, may employ one of the school detentions, which should be recorded on ISAMs under 'concern'. (see later).

Exclusion:

- From a club, school activity, trip, school team, etc.
- From a lesson when the teacher would contact through TeamSOS - a senior member of staff to come to collect the pupil. The pupil may then work with the HOD for the remainder of the lesson, or the TeamSOS duty teacher.
- From a series of lessons, following a serious allegation. Following investigation and after the punishment has been served, the pupil will be referred to the Assistant Head / Deputy Head (Pastoral) or Head of Lower School.

Where incidents recur, pupils may be referred to their House or form tutor. Where repeated disruption occurs, Housemasters/Housemistresses, Heads of Year and Heads of Department are consulted and appropriate action taken.

A record of sanctions is held centrally.

Serious disciplinary problems are referred to the pupils' Housemaster/Housemistress, Head of Year, Head of Lower School or the Assistant Head / Deputy Head (Pastoral).

Should there be need for a final sanction in the form of a suspension, this would be decided by the Head. In rare cases, a grave offence could lead immediately to suspension.

Lunchtime Detentions
Lunchtime Detention is given for those pupils who have failed to meet our high expectations and standards.

- 3 concerns generate a lunch time detention, and the tutor will email home.
- 5 misdemeanours generate a lunch time detention.

After School Detentions
These are held after school and are for serious issues, repeat offences and lack of homework. Parents/carers are notified in writing when a pupil is awarded an after-school detention.

- 3 homework concerns generate an after-school detention.
- 3 lunch time detentions generate an after-school detention.

Head's Detention
These are the most serious form of detention that takes place at school on a Saturday morning. For pupils in Year 7 and above, this is taken by the Head or a senior member of staff, and the detention is given in consultation with the Housemaster or Housemistress or Head of Year.

Suspension / Fixed Term Exclusion
For a serious breach of discipline or an accumulation of less serious offences where repeated sanctions have proved ineffective, suspension is given. This may be for one day or longer, depending on the severity of the behaviour. This decision is made by the Head of the Pre Prep and Prep School or Head of Lower School or Deputy Head (Pastoral) along with the Head. If suspension is ineffective, the School may be forced to exclude the pupil. Parents/carers always have access to the Complaints Procedure.

Exclusion
The following is a list of examples of serious misconduct that might merit exclusion. The list is not exhaustive.

- Involvement with illegal drugs, psychoactive substances or associated items (which includes testing positive for illegal drugs)
- Criminal or illegal behaviour
- Alcohol abuse
- Theft
- Indecent, offensive, abusive, bullying (including cyber-bullying) or harassing behaviour
- Physical assault, fighting, violent or threatening behaviour
- Misbehaviour that deliberately or recklessly causes pain or injury to another person
- Possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- Sexual harassment or misconduct, including non-consensual sharing of nudes or semi-nude images and/or videos or the generation and/or sharing of explicit images of others (for example using AI);
- Racist, sexist, homophobic or other discriminatory behaviour
- Serious breach of any of the School's codes of conduct, rules, policies or procedures
- Deliberate or reckless damage to property
- Persistent rudeness or disruptive behaviour
- Cheating in an examination
- Persistent or serious dishonesty with staff
- Persistent or serious rudeness to a member of staff or other adult with whom the pupil has contact or dealings in the course of a School-related activity
- A serious or repeated refusal or failure without good cause to comply with a reasonable request or instruction given by a member of School staff
- Making malicious accusations against staff

A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the pupil has been guilty of serious misconduct. The Head shall act with procedural fairness in all such cases.

The parents of a pupil who is permanently excluded pursuant to this policy will have a right of appeal. Any appeal to a decision pursuant to this policy will be dealt with under Stage 3 of the School's Parent Complaints Procedure and should be made in writing to the Chair of Governors within 7 days after the date of the School's decision to exclude. For clarity, the pupil will remain excluded from the School pending the outcome of the appeal. The outcome of the appeal process is final and there shall be no further right to appeal.

13. Searching Pupils as Part of an Investigation

Schools have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for

School staff may search pupils for any item with their consent, although the ability of a child to give consent will be dependent on their age. The Deputy Head (Pastoral) must be informed on each occasion that a search is carried out and the Deputy Head (Pastoral) keeps a record of such incidences.

Senior staff authorised by the Head have the power to search pupils or their possessions, without consent, where they suspect that the pupil has a "prohibited item". The Deputy Head (Pastoral) must be informed on each occasion that a search is carried out, informing the Deputy Head (Pastoral) whether or not consent was obtained. The Deputy Head (Pastoral) keeps a record of such incidences. We will confiscate any such items.
Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs or associated items
- stolen items
- tobacco and cigarette papers
- vapes
- explosive items or fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

14. Allegations Against Staff

Allegations of abuse by staff are taken seriously. The School will ensure they deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the member of staff who is the subject of the allegation. Please see the Child Protection and Safeguarding Policy.
Pupils who are found to make malicious and false allegations against members of staff may be permanently excluded from the School.

This policy applies to behaviour within the school site, the vicinity of the School and on trips and visits. It also includes interactions between pupils outside of school and any behaviour that is likely to bring the School into disrepute. Please also see the Student Disciplinary Code which applies to boarders and is published in the Boarding Handbook.

For and on behalf of the Governors
D.A.P. King

Appendix A

CODE OF CONDUCT

As a member of the Chigwell School community, I will

Show respect to others by
Listening to their views and opinions
Treating their property considerately
Not belittling others or their beliefs

Treat others with kindness by
Helping other people
Sharing consideration for other people's feelings
Not taking advantage of others

Endeavour to stand up for what is right by
Speaking to someone if I see something wrong
Encouraging others to speak up too
Not condemning others for trying to do right

Celebrate difference in others by
Finding out about their culture, beliefs or opinions
Not using difference as a slur or an excuse for hurtful comment

Help to keep Chigwell a safe place for all by
Keeping to school rules on site
Observing school guidelines online

Accept responsibility for my actions by
Thinking about the consequences of what I am doing
Being prepared to change if I get something wrong
Not blaming others or making excuses for my actions

Appendix B

Rewards

Positives – This is not an exhaustive list	
An improvement in a subject area An excellent attainment in a subject area (particularly judged against individual potential) Excellent participation / contribution Demonstrating courage or resilience Demonstrating proactivity or innovation Act of kindness Demonstrating curiosity Excellent effort Contribution to the school community	
Positives	
10 positives on iSAMS	Tutor sends postcard home
20 positives on iSAMs.	HOY visit for Chigwell stationary set
30 positives on iSAMs.	HOY visit for lunch pass
40 positives on iSAMs.	HOY sends postcard home
50 positives on iSAMs.	HOLS visit for voucher and sends letter home
60 positives on iSAMs.	DH (Pastoral) sends postcard home
70 positives on iSAMs.	Head visit

Appendix C

Chigwell Support Plan

Classroom Teacher

Concern

Concern regarding academic progress (in line with MIDYIS/ALIS baseline data) regarding classwork, homework, CAs and exams.

Concern regarding behaviour.

Class teachers should log the concern on iSAMS under 'Concern' and **must include** the **action taken by themselves** and/or HoD as well as the sanction and/or support offered to pupil.

Please add 'unkind behaviour' record category where necessary.

Class teacher should liaise with HoD regarding ongoing concerns.

Tutor/HoY/HM

Monitoring Academic and Behaviour Concerns

After every 3 Concerns = lunch detention

Tutor meets with pupil.

Tutor sends standard email to parents outlining concerns received. Template will be provided.

After 9 Concerns = after school detention

Pupil concerns will be reviewed at the ARG/HM/HoY meetings and support plan may be recommended.

Parents invited in for a meeting with tutor/HoY/HM and pupil placed on a Support Plan.

3 after school detentions = Saturday detention

Standard letter sent by Head to parents. Meeting organised parents/Hoy/HM

After 3 Saturday Detentions

Meeting with parents and Head.

If concerns are in one subject area tutor/HoY/HM to liaise with HoD.

Support Plan Process

Stage 1

Pupil completes review sheet.

- Meeting with parents/FT/HOY/HM
- Support Plan information shared with teachers.
- Teachers continue to log concerns on iSAMS
- **Reviewed after two weeks**
- Change in behaviour monitored and assess whether move to stage 2 required.

Stage 2

- Review meeting with parents/FT/HoY/HM
- Updated Support Plan information shared with teachers.
- Teachers continue to log concerns on iSAMS
- **Reviewed after two weeks**
- Change in behaviour monitored and assess whether move to stage 3 required.

Stage 3

- Review meeting with parents HoY DH
- Updated Support Plan information shared with teachers.
- Teachers continue to log concerns on iSAMS
- **Reviewed after two weeks**
- Change in behaviour monitored and assess whether move to stage 4 required.

Stage 4

Meeting with parents, DH and Head

Pupils can come off the support plan after a review meeting.

Appendix D

Sanctions
Class Teacher & Tutor Intervention* (for example break detention)
Poor behaviour in lesson/form (Including DEAR, Assembly, Chapel) Lack of focus Lack of progress / work ***HOD/HOY/HM to support with persistent issues** **Teacher adds to Concerns**
Lunch Time Detention
5 x misdemeanours (uniform, phone use, gum, lack of equipment, lates) 3 x concerns
After School Detention
3 x lunch time detention 3 x homework concern Truancy Plagiarism Failure to sign in/out (Missing in Education) Failure to attend/complete HOD/HOY/HM intervention
Saturday Detention
3 x after school detention

Appendix E

Identity-Based Harmful Behaviour Guidance

To be read alongside the policies:

Pupils
Behaviour Policy
Anti-Bullying and Anti-Cyber Bullying Policy

Staff
Anti-Harassment/Dignity at Work Policy

The School recognises that our community is characterised by its diversity and that this brings significant educational benefits to all, enabling the creation of learning experiences enriched by different life experiences, varied perspectives, flexibility and creativity.

The School community, including pupils, staff, governors and parents, will include disabled people, people of different sexes and genders, races, ages, faiths and people who will be Lesbian, Gay, Bisexual or Transexual (LGBTQ+). A wide range of characteristics are protected under the Equality Act (2010), and the School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all. It is the School's policy to accept and celebrate diversity; any form of intolerance, particularly one that negatively impacts a person's identity, constitutes a serious breach of our core values. Such actions undermine the School's commitment to creating an inclusive environment where every member of the community feels valued regardless of their protected

characteristics. All incidents that negatively impact a person's identity will be treated with appropriate gravity as violations of our culture in line with our Behaviour and Anti-Bullying and Anti-Cyber-Bullying policies.

Chigwell School appreciates that everyone has the right to be treated with dignity and respect and we aim to provide an environment where individual differences and the contributions of all members of our community are recognised and valued. We are committed to maintaining an environment that is free from discrimination, and we will not tolerate any behaviour amounting to bullying or harassment of colleagues or other staff performing services for the School.

Scope

This guidance covers harassment or bullying both in and out of the School, such as on school trips, at School-related social functions, online or by email. It covers bullying and harassment by staff and also by third parties such as parents, pupils or visitors to our premises. Bullying and harassment may be verbal, non-verbal, written or physical.

Expectation

Staff (for the purposes of this guidance this includes all employees, workers, contractors and visitors), volunteers and pupils of Chigwell School are expected to:

1. Respect and promote equal opportunities for all

2. Value difference and promote inclusion across the community

3. Question stereotypes

4. Recognise and oppose bias, discrimination, bigotry, prejudice and identity-based harmful behaviour

5. Work to counter overt and hidden discrimination

What is Bullying and Identity Based Harmful Behaviour?

The School subscribes to the Anti-Bullying Alliance's definition of bullying, which is: "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power".

Bullying can take many forms: it can be physical, verbal or psychological, can happen face-to-face or online, (for instance, cyber-bullying via text messages or the internet), and is often motivated by actual or perceived difference and prejudice against particular groups; for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.

Bullying commonly – but not exclusively – occurs persistently over time, can be done openly or can be hidden, can be child-on-child, adult-on-child, child-on-adult or adult-on-adult, and it is often difficult for those being bullied to defend themselves.

What is bullying to one person may be viewed as a joke to another. It is possible for a group or individual to bully another by thoughtlessness or lack of consideration; what they may think is amusing may not be received in this way. The School will not pass bullying off as 'banter', 'having a laugh' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Anyone can be bullied, but there are various risk factors which increase the likelihood of it happening. For children and young people, these include individual characteristics such as temperament, personality or aspects of physical appearance like weight, hair colour or wearing glasses. Bullying can also be based on identity-based characteristics such as race, religion or belief, disability, sexual orientation, gender or gender identity. We refer to this type of bullying as identity-based bullying, but it is also known as bias bullying or prejudice-related bullying due to its association with prejudiced or

stereotyped views of particular social groups. At Chigwell School we define a prejudice-related incident as:

- any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual on the basis of one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010:

- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and origins), religion or belief, sex, sexual orientation.

The School seeks to ensure that no member of the School community, or any person through their contact with the School, will be a target of unkind behaviour based purely on their identity-based characteristics or perceived characteristic.

However, we also recognise that incidents may occur between individuals, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitively) or occur by accident (not intentionally). Usually, following a relational conflict incident, individuals show remorse and there is a general willingness to make things right or to resolve the conflict.

Relational conflict may involve the use of derogatory and discriminatory language against another person's identity. Such language may be sexist, racist, homophobic, biphobic, transphobic, disablist, prejudicial against a particular faith or belief, or an attack on a person's appearance or socio – economic group. This language and behaviour may be directed towards people because of their sex, race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; or because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior and could potentially have a negative impact on how the victim perceives their identity. The School refers to this as 'Identity-based harmful behaviour'.

The School recognises that hurt caused by behaviour targeted at identities (such as but not limited to race, gender, sexual orientation, ability, disability, appearance, religion and beliefs etc) may affect the target's ability to thrive as well as their sense of belonging and wellbeing.

Not all relational conflict, falling out or negative behaviour targeted at a person's identity leads to bullying, but the School is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although identity-based bullying and identity-based harmful behaviour can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually); individuals who witness these incidents/behaviours are often referred to as 'bystanders'. The role of the bystander can be broken down into the following participant roles:

- assistants: who join in and assist the perpetrator
- reinforcers: who do not actively attack the victim but give positive feedback to the perpetrator, providing an audience by laughing and making other encouraging gestures
- outsiders: who stay away, not taking sides with anyone or becoming involved, but allowing the negative behaviour to continue by their 'silent approval'
- defenders: who show anti-bullying behaviour, comforting the victim, taking sides with them and trying to stop the unwanted negative behaviour.

The School recognises, in certain circumstances, a bystander may also be a victim.

Regardless of whether an incident or situation is deemed as 'relational conflict', 'Identity-based harmful behaviour', or 'Identity-based bullying', the School will address the situation and support the individuals

involved to resolve any negative feelings. The School will challenge, address, and monitor any incidents, to ensure that it does not continue and that all of the individuals involved feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

Reporting of identity-based bullying and identity-based harm concerns:

Staff
Members of staff wishing to take formal or informal action following a concern regarding members of staff should follow the procedure set out in the Anti-Harassment/Dignity at Work Policy.
The procedure set out below applies to pupils who have experienced identity-based harmful behaviour and/or identity-based bullying.

Pupils
At Chigwell School we want pupils (including bystanders and witnesses), parents/carers, staff, and visitors to confidently report bullying and/or derogatory actions against a person's identity and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all the individuals involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community. We have clear reporting systems for each group of our school community, and the effectiveness of these reporting systems is reviewed throughout the academic year.
We ask that all pupils report concerns of bullying or negative behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a teacher, a teaching assistant, the Head, or a member of support staff.

The member of staff will listen to the pupil and make an initial note of their concerns; they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the report on the school's recording systems (iSAMS concern (unkind behaviour) and/or CPOMs) and other relevant members of staff will be alerted.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally; we therefore have additional reporting mechanisms in place. Our school has access to TootToot, which is an online application where pupils can anonymously report concerns. Even if the behaviour/incident which has been reported is deemed not to be 'bullying' and is thought to be 'relational conflict' or an 'identity-based harm incident', school staff will still support the pupils involved and help them to resolve any concerns.

Strategies for dealing with Identity-Based Harmful Behaviour or Identity-Based Bullying

Our definition of an Identity Based Harmful Behaviour is:

Any incident that is perceived to be an attack on a person's identity by the victim or a witness to the event.

Examples of Identity based harm might include:

- Making comments, slurs, or "jokes" about someone's race, religion, disability, sexual orientation, gender identity or other protected characteristics
- Deliberately excluding people based on their identity
- Mocking accents, cultural practices, or religious beliefs
- Using ableist language or making fun of disabilities
- Spreading stereotypes or prejudiced views
- Inappropriate questions or comments about someone's identity
- Making assumptions about abilities or characteristics based on identity
- Unwanted touching or invasion of personal space
- Refusing to use correct pronouns or names
- Displaying or sharing discriminatory content
- Making assumptions about someone's background or experiences based on their identity

- Targeted graffiti
- Incitement of others to act in a manner that would harm another person's identity
- Damaging or stealing property of a victim due to their identity
- Microaggressions – subtle, sometimes unintentional forms of prejudice such as touching hair without permission, mispronouncing or not bothering to learn names, confusing two or more students of similar heritage or background

Even if the victim of an incident does not complain, it should be treated as an identity-based harmful incident if another person perceives it as such. For example, if a teacher overhears a child calling another child a harmful term about their identity, the teacher should record this as an identity-based harmful behaviour incident, even though the victim does not complain to them.

Dealing with Identity-Based Harmful Behaviour

Staff
The process outlined in the Anti-Harassment/Dignity at Work Policy will be followed.

Pupils
No incident that is, or appears to be, identity-based harm motivated, should go unchallenged and every member of staff has a responsibility to respond to the situation.

Staff should make explicit that any identity-based harmful behaviour is unacceptable and contravenes the school's policy, culture and ethos. If the member of staff is unable to resolve the matter, it should be referred to a member of the senior management team or the safeguarding team as soon as possible. All incidents should be logged on iSAMS under Concerns- unkind behaviour. The school keeps a log of all unkind behaviour, which is regularly scrutinised to look for patterns of behaviour.

Where the perpetrator is a pupil, staff should explain why the identity-based harmful behaviour is unacceptable. Any disciplinary action taken will be in line with the School's Behaviour Policy.

The parents or carers of all perpetrators and victims will be informed of the incident and the action taken.

When a member of staff has witnessed or experienced an identity-based harmful incident, they should interrupt the event if the incident is taking place in the presence of the member of staff.

The staff could use words such as:
- Let's pause the conversation here and reflect on something that was just said.
- That sort of language/behaviour is not acceptable in my classroom. Every single pupil is a valued member of our community.

Ask a question – for example:
- Can you explain to me what you meant by _____?
- Remind the perpetrator of the aims and values of the school:
- Explain that every human being deserves respect and decency
- Say that at Chigwell School, our ethos means we treat everyone with respect

Log the incident on the concerns log in Isams (sub-category unkind behaviour)
- Include as much information as possible, including witness/perpetrator/exact details of incident/date/name of staff involved
- The relevant Head of Year, Housemaster/ Housemistress or a member of SMT should be informed. They will ensure that further actions are carried out.
- This information will be logged on the perpetrator's behaviour record in iSAMS and filed on the victim's file where appropriate

Support for the Victim

When dealing with identity based harmful incidents involving pupils, staff should:

Listen attentively
• indicate they are pleased that the student has been able to tell them
• remain calm and reassuring
• accept their language and terminology
• remember that to confide in a member of staff may require considerable courage

Acknowledge
• acknowledge the feelings of the pupils
• confirm they were right to make the disclosure
• show they understand the difficulty in discussing the matter
• reassure while explaining the need to take the matter further

Report
Indicate that the information needs to be shared with others in authority in order to stop further harassment. If the victim is adamant that they do not wish any further action, the incident should, nevertheless, be recorded. In certain cases, the victim's identity will need to be protected, and the situation must be handled sensitively.

Support
Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.

Ensure that parents are aware of the incident and kept informed of the progress of any investigation. It may be necessary to either provide support or encourage parents to seek support for themselves and other members of the family.

Perpetrator of identity-based harm incidents

Where appropriate, any student who engages in identity-based harmful behaviour will be required to complete educational work focusing on understanding and respecting protected characteristics. This may include:

- Exploring positive role models from diverse backgrounds
- Studying literature that highlights different lived experiences
- Learning about the challenges and discrimination faced by various groups
- Understanding the impact of prejudice related to age, disability, gender, race, religion, sexual orientation and other protected characteristics
- Examining how bias and stereotypes affect our community

Parents/Carers:

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's Form Tutor in the first instance to explain their concerns. The Form Tutor will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the incident on the school's recording system (iSAMS and/or CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk. Other members of staff may become involved as outlined below. The Head and/or a member of the SMT may become involved at any point in the process if deemed appropriate.

We ask that parents/carers come directly to the School with their concerns rather than discussing them with other members of the school community in person or online. Our School remains committed to supporting pupils and their families in all instances of bullying, relational conflict and identity-based harmful behaviour, and will respond to reports promptly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict' or 'identity-based harmful behaviour', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

Strategies for preventing identity-based harmful behaviour:

At Chigwell School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage identity-based harmful behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Through the school's ethos of 'Happiness First' and 'community of kindness'
- Ensuring that the school actively promotes the celebration of difference and diversity
- A robust Personal, Social, Health Education (PSHE) curriculum for all year groups
- Taking part in Anti-Bullying Week annually
- Specific curriculum inputs for online safety and cyberbullying
- Opportunities for pupils and staff to share their voice and opinions – through surveys, Student Council etc.
- Review provision for children who may be vulnerable
- Regular review and scrutiny of the unkindness/bullying log
- Regular staff training and development for all staff
- Developing conflict resolution approaches that focus on dialogue with pupils working together to develop shared responsibility and problem solving
- Recognising the importance of caring and nurturing staff-pupil relationships
- Partnering with pupils in reviewing policies and processes so that changes make a meaningful difference to pupils' feelings of being heard
- Embedding Diversity, Equity and Inclusion into the curriculum by recognising and encouraging pupils to value their unique strengths and those of others
- Celebrating the success of all pupils
- Regular meetings and presentations from the Equality Ambassadors
- Assemblies, workshops and tutor sessions