



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: BEHAVIOUR POLICY 2026-2027

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Date of Next Review: July 2027

SLT Responsible: Ms A Hodgson, Assistant Headteacher

Updates:

Page	Details
p4	This policy incorporates the following changes: • Restrictive interventions, including use of reasonable force, in schools – DfE April 2026, replaces Use of Reasonable Force (DfE 2013) • Suspension and Permanent Exclusion - DfE updated July 2026 • Children’s Wellbeing and Schools Act 2026
P6	Changes to uniform (Children’s Wellbeing and Schools Act 2026)
P18	Separation of students for safeguarding purposes (Suspension and Permanent Exclusion - DfE updated July 2026)
P19-20	Additions to the procedures for off-site direction (Suspension and Permanent Exclusion - DfE updated July 2026)
P22	Reference to Preventing and tackling the bullying and harassment of school staff, DfE July 2026
P32	Changes to guidance on restrictive interventions including the use of reasonable force and seclusion
P32-33	Use of mobile phones and other related communication technology (Children’s Wellbeing and Schools Act 2026)

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1. Aims & Ethos

This policy aims to:

- Provide a clear and consistent approach to behaviour management
- Outline the high expectations of behaviour at Chislehurst School for Girls
- Define what is considered to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of staff in relation to the management of behaviour
- Outline systems of rewards, sanctions and support strategies to teach and encourage positive behaviour

“Good behaviour in schools is central to good education. Schools need to manage behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive” (Behaviour in Schools, DfE, February 2024).

We aim for every young person at CHSFG to become.....

INDEPENDENT: we value each student as an individual and want them to be equipped with the skills and qualifications to make their own well-informed choices in order to realise their ambitions. We want every student to grow in confidence, resilience and self-discipline so they can become the very best version of themselves.

COMPASSIONATE: we encourage our students to care about each other, our school community and the world around them. We encourage our students to be open to other's perspectives, actively listening to the views of others.

ARTICULATE: We want our young people to know and understand the true power of their voice, whilst respecting the voice of others. We are determined as a community to shine the spotlight on all aspects of equality, diversity and inclusion.

NURTURED: We are committed to providing a personalised and holistic educational experience for the young people in our care. We appreciate the partnership between students, staff, parents/carers and our local community to help all our students achieve their very best.

“I CAN”: the ‘Chislehurst Way’ is caring, aspirational, warm, relentlessly polite and respectful, built on 125 years of educating girls.

2. Legislation and statutory requirements

This policy is based on the following legislation and guidance:

- Behaviour in Schools, Advice for Headteachers and School Staff (DfE February 2024)
- The Equality Act 2010
- Keeping Children Safe in Education (updated annually)
- Restrictive interventions, including use of reasonable force, in schools (DfE April 2026)
- Searching, Screening and Confiscation at School (DfE July 2022)
- Suspension and Permanent Exclusion (DfE July 2026)
- Preventing and Tackling Bullying (DfE July 2017)
- Preventing and tackling the bullying and harassment of school staff, DfE July 2026
- Mental Health and Behaviour in Schools (DfE November 2018)
- The SEND Code of Practice
- The Education Act 2002
- Education and Inspections Act 2006
- Children's Wellbeing and Schools Act 2026
- Alternative Provision: Statutory Guidance for local authorities, headteachers and governing bodies (DfE January 2013) and Arranging Alternative Provision: A Guide for Local Authorities and Schools (DfE February 2025)
- DfE and ACPO drug advice for schools (September 2012)

3. Roles and responsibilities

All members of the school community are expected to support the school's ethos and help maintain an atmosphere which is conducive to great learning. All adults employed in the school are responsible for the leadership of student behaviour, in partnership with parents/carers.

Governing Board: are responsible for monitoring the behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

Headteacher: is responsible for reviewing and approving the behaviour policy, monitoring its implementation and ensuring the school environment encourages positive behaviour and that poor behaviour is dealt with effectively.

Senior Leadership Team: is responsible for ensuring the smooth running of the school, providing support across the school and for their designated areas of line management.

All Staff are responsible for:

- Implementing the behaviour policy consistently.
- Creating a positive behaviour culture within their own classroom or area e.g. seating plans, clear expectations and routines, sanctions and use of praise and rewards.

- Modelling positive behaviour e.g. awareness of body language and facial expressions, nurturing positive relationships with students built on mutual respect, use of de-escalation strategies.
- Providing a personalised approach to the specific learning and behavioural needs of individual students e.g. using the SEND Pupil Passports to support Quality First Teaching and make reasonable adjustments.
- Reporting and recording behaviour incidents using the agreed systems.
- Clear and timely communication with parents/carers to foster positive relationships between home and school.

Parents/carers are expected to support their child in adhering to the school's expectations of behaviour, attendance/punctuality, uniform and personal presentation etc. and liaise with the school regarding changes in circumstances or needs of their child.

Heads of Faculty/Departments/2nd In Charge of Faculties are responsible for creating a strong culture of positive behaviour for learning within their subject areas and supporting their teams to proactively address any behavioural concerns using the relevant school systems.

Specialist Teams: Guidance, SEND, Student Services and Safeguarding

The Guidance, SEND, Student Services and Safeguarding Teams at Chislehurst School for Girls work together to lead on all aspects of student behaviour, welfare, safety and pastoral support needs, supported by SLT line managers:

TEAM	STAFF
Guidance Team	Directors of Studies – KS3/KS4 Head of 6 th Form Head of Years 7-13 Pastoral Support Manager and Pastoral Support Officers Tutors
SEND	SENCO and Deputy/ Assistant SENCO Teaching Assistants
Student Services	Student Services Manager Attendance Officers Lead First Aider
Safeguarding	Designated Safeguarding Lead Designated Teacher for Looked After Children Deputy Designated Safeguarding Leads School Counsellors School Nurse

4. Student code of conduct

All students at Chislehurst School for Girls are expected to:

- Behave in an orderly and self-disciplined manner, both within school, on their journey to and from school and at school events, extra-curricular activities and school trips.
- Show respect to all members of the school community in person and on-line.
- Arrive on time, come prepared and behave in all lessons in a manner which is both positive for their own learning, and allows others to learn.
- Treat the school environment and local community with respect.
- Follow the school's rules on personal presentation and uniform.
- Accept and complete school sanctions when applied.

5. Uniform and Personal Presentation

The Children's Wellbeing and Schools Act 2026 has introduced a limit of three compulsory branded school uniform items. At CHSFG, these items are as follows:



Other branded and non-branded items can be purchased from our uniform supplier or parents/carers have the option of non-branded items from general suppliers as follows:

Pale blue blouse or shirt:



Optional trousers (can be worn instead of the kilt):



CHSFG Tartan-trim Navy Tailored Trousers



Plain Navy Tailored Trousers

Optional V-neck knitted school jumper (crew neck or sweatshirt/hooded styles are not permitted):



CHSFG Knitted School Jumper



Plain Navy V Neck Knitted School Jumper

Please note that a school jumper is an optional item for colder weather only to be worn under the blazer and does not replace the compulsory blazer.

Additional information on uniform expectations and personal presentation:

- Plain black or navy-blue coat/jacket – no denim, leather/PVC, fur etc.
- Plain black or navy-blue flat shoes with a closed toe and heel – no sandals, trainers or boots over the ankle
- Plain black tights or black, navy or white socks – no leggings
- **At KS3** (years 7-9), no make-up or nail varnish of any description is allowed and nails should be kept short: false nails and eyelashes are not permitted
- **At KS4** (years 10 and 11), discrete make-up may be worn but false eyelashes are not permitted and nails should be short and natural with clear nail varnish only: any form of false nails are not permitted in school
- The only jewellery permitted is one small pair of studs worn in the earlobes - no other piercings are allowed
- A wristwatch may be worn but smart watches are not permitted
- Hair colour should be within the natural range of hair colours: stripes or other overt patterns dyed into the hair are not permitted
- Hair accessories, including hair beads should be modest, safe and within the range of CHSFG uniform colours: long hair should be tied back in practical subjects for health and safety

- With the exception of headwear worn for religious reasons (which should be plain navy blue or black), hats or hair coverings should not be worn inside the school building
- Student lanyard and identification card should be worn at all times on the School site.

PE Kit

- CHSFG navy blue polo shirt
- A change of sport socks and sports trainers (no plimsolls, converse, vans or “high tops”)
- No boots with metal blades or studs are permitted in school
- CHSFG navy-blue shorts or non-branded navy-blue sports shorts: these should be loose-fitting and at least mid-thigh length
- Plain navy tracksuit trousers or navy leggings suitable for sport
- CHSFG sweatshirt (optional)
- Shin-pads and a gumshield are essential for school PE

Sixth Form Dress Code

Sixth Form students are aware that they should dress professionally at all times, in a smart and formal manner. Sixth form students should adhere to the following dress code:

- Compulsory blazer
- Tailored trousers or appropriate length dress or skirt: skorts are not permitted
- Collared shirt or smart top
- Plain dark coloured shoes, ankle boots or sandals (trainers, boots, “Uggs”, flip flops/ sliders or “Crocs” are not permitted)
- With the exception of headwear worn for religious reasons, hats or hair coverings should not be worn inside the school building
- Students involved in Physical Education activities should wear black or navy Physical Education clothes only when they are in practical lessons.

ID Cards:

All Sixth Form students are issued with a photographic ID card that grants them access to the Sixth Form Centre via card readers on every outer door. It is compulsory for Sixth Form Students to wear their ID cards at all times as part of the School’s Safeguarding procedures.

School Trips:

For all year groups, students should dress appropriately in accordance with the nature of the trip and follow the trip-leaders guidance and instructions.

Compliance with school rules on uniform and personal presentation is the cornerstone of positive behaviour, creating a professional image, both for the individual student and the school. The highest standards are expected and infringements will always be challenged, with the School working with students and parents/carers to rectify any issues and provide support where needed. Where uniform/personal presentation concerns cannot be

rectified immediately, students may be given a uniform card giving a specific timeframe within which to resolve the issue or may be supervised by the Pastoral Support Team until resolved.

The School's PFA provides "pre-loved" uniform, promoted through the School's weekly newsletter and at school events e.g. Parents' Evenings.

Behaviour management

6.A Recognition and Rewards

Every opportunity to reward and acknowledge achievements should be taken, to build and maintain a sense of pride. Recognition and rewards form the basis of our behaviour for learning at CHSFG; we encourage students to enjoy learning and feel that their successes are recognised and celebrated within the school community. The range of strategies and rewards include:

- Achievement/House Points
- Awards to celebrate academic milestones
- Year team assembly "shout outs"
- Headteacher Commendations and Reward Breakfasts
- Inclusion in weekly Newsletter to celebrate success in and out of school
- Reward and Celebration Assemblies and events
- House system
- Rewards for excellent or improved attendance
- Positive contact with home
- Inclusion in reward trips
- Displays e.g. examples of outstanding work
- Student Leadership opportunities.

6.B Promoting Positive Behaviour

All staff at CHSFG have a collective responsibility for promoting a culture of positive behaviour (see above, "all staff responsibilities"). This includes within lessons, lesson change-over, corridors, break and lunch times, before and after school and during extra-curricular activities including school visits and journeys. All staff know and understand that the most powerful tool for promoting positive behaviour is staff members' own behaviour: all adults within the school are role models, consistently showing our young people how to conduct themselves in a positive manner (see the Staff Code of Conduct).

Positive behaviour is also promoted through:

- Displays in classrooms and communal areas
- The PSHE curriculum
- "Thought for the Week"
- The Pastoral Programme
- Year group briefings
- Whole school assemblies

- Student voice and the student leadership programme.

6C. Support Strategies

- Daily or weekly report to form tutor, Head of Year, Director of Studies, or member of the Senior Leadership Team
- Use of “Time Out” cards to support emotional self-regulation
- Uniform cards which allow an agreed period to rectify a concern
- Identification of “Go To” adult within the school
- Support from the Pastoral Support Team, Safeguarding Office, Student Services, SEND hub etc.
- Use of Faculty Exit Rota or the On-call Rota
- Restorative justice/ mediation meetings conducted by members of the Guidance Team or the Safeguarding Team
- Short-term personalised reintegration timetable to allow a time-bound staged return to school if required (to be agreed by the Headteacher only)
- Restorative conversations between teacher and student facilitated by Heads of Faculty/2nd In Charge /Head of Years and Directors of Studies/Senior Leadership team
- Referral to in-school counselling services (6-12 sessions)
- Referral or signposting to the School Nurse
- Referral or signposting to external counselling services e.g. Bromley Y
- Referral or signposting to CAMHS (Child and Adolescent Mental Health Services)
- Referral or signposting to external specialist agencies e.g. Bromley Changes for substance misuse
- In-school screening for possible SEND e.g. dyslexia
- Referral to the Local Authority Educational Psychologist (as part of a request for a statutory assessment of special needs which may lead to an Education, Health and Care Plan)
- Referral or signposting to external services for further assessment of SEND e.g. ASD, ADHD
- Referral or signposting to Early Help support agencies such as Bromley Children's Project (Early Intervention and Family Support Service)
- Referral to Multi-Agency Safeguarding Hub (MASH) for safeguarding/ child protection concerns
- Referral to Youth Policing Team e.g. Crime and Consequences session
- Support plans following re-admittance after suspension.

6.D Sanctions

Sanctions are applied when students breach the school’s high expectations of positive behaviour. These aim to function as both a deterrent to prevent poor behaviour, but also to allow the opportunity for students to reflect on their actions, learn from mistakes and make more positive future choices. Where relevant, sanctions also sit alongside vital restoration and mediation work to prevent repeat behaviours and restore relationships.

Mediation techniques can also be used as a “stand alone” strategy to help students resolve friendship difficulties and peer disputes, thus preventing escalation and the need for formal school sanctions.

Sanctions are not “one size fits all” - they are relative to the individual circumstances of the incident and individual student’s behaviour record i.e. repeat offences. Where needed, decisions on appropriate sanctions should be made in conjunction with an understanding of the student’s own context e.g. SEND, safeguarding concerns including mental health and other vulnerabilities. Where possible, sanctions aim to allow scope for escalation, giving students the chance to address and alter their behaviour. The above approach is in line with current legislation and statutory guidance e.g. Behaviour in Schools (DfE February 2024), Suspension and Permanent Exclusion (DfE July 2026), The Equality Act 2010, the SEND Code of Practice and Keeping Children Safe in Education.

Sanction	Examples of actions	Examples of misconduct
1.Early Intervention	• learning conversation with student • behaviour point • staff detention at break (up to 10 minutes) or lunch (up to 20 minutes) • contact with home • meeting with parents/carers and student • confiscation of items • uniform card issued	Examples of low-level behaviours include: • non-completion of homework • lack of effort in homework/class work • lack of equipment • eating in a lesson • low level disruption e.g. chatting • breach of uniform/personal presentation • running in corridor • not following instructions at first request • queue jumping (e.g. canteen) • chewing gum • lateness to lesson
2.Punctuality Detention	• Detention set by Directors of Studies	• Poor punctuality to school (without satisfactory explanation received from parent/carers)
3.Planned withdrawal from tutor time or specific subject lesson	• parent/carers advised • meeting with parent/carers where appropriate • reintegration work carried out before student returns to form or lesson	• Persistent low-level disruption • one-off more serious concern e.g. arguing following a warning • on-going non-compliance which early intervention has not resolved
4.Amber Detention (stage 1)	• Pastoral/Faculty - 30 minutes after school • Recorded on SIMS • Student and parent/carers advised	• Persistent/repeated of any of the above which early intervention has not resolved • Repeated disruption to learning or more serious one-off incident • Repeated or extreme lateness to lessons without a note, despite earlier interventions • Cheating in an assessment • Leaving lesson without permission or a legitimate reason • Swearing (dependent on context) e.g. in friendly conversation with peer

5.Red Detention (stage 2)	• SLT detention – 1 hour after school • recorded on SIMS • Student and parent/carer advised	• Persistent/repeated of any of the above which early intervention has not resolved • Truancy from school or within the school day • Swearing/verbal abuse e.g. in a situation of conflict with a peer • Cheating in a pre-public examination (PPE) • Bullying– including on-line • Discriminatory behaviour • Vandalism e.g. graffiti • Refusal to hand over mobile device or other item for confiscation • False or malicious allegations (dependent on context) • Failure to attend Amber detention, despite follow-up
6.Removal	• Removal to the Disruption Free Learning room (DFL) for more serious or cumulative misconduct, as an alternative to suspension from school – <i>approved by Director of Studies/SLT</i> • Parents/carers advised verbally and with follow-up formal written communication	• Persistent/repeated of any of the above despite earlier intervention • Failure to attend Red detention, despite follow up • Physical aggression/fighting (less serious incident or 1st offence) • Threats or verbal abuse towards peers or staff including on social media • Smoking/vaping – or in possession of cigarettes, vape, lighters (1st offence) • Bullying /discriminatory behaviour (dependent on context) – including on-line • Vandalism e.g. graffiti or damage to property • Disrupting a formal or public examination • Use of mobile telephone where this has negatively impacted on others e.g. linked to social media • False or malicious allegations (dependent on context)
7.Suspension	• Serious misconduct (one off incident or cumulative) • Students suspended from school for a fixed period • Alternative provision made from the 6th day where necessary • Readmission meeting prior to student's return	• Swearing/verbal abuse/threats towards staff or peers including on social media • Fighting or physical aggression towards peers/staff • Repeated or extreme non-compliance • Discriminatory behaviour/bullying (dependent on context) • Use of mobile telephone on school site, where this has had a serious impact on others, compromised safety or the smooth running of the school • Smoking/vaping – or in possession of cigarettes, vape, lighters (repeat offence) • False or malicious allegations (dependent on context) • Vandalism or damage to property of a serious nature e.g. link to discrimination or bullying • Bringing alcohol, or being under the influence of alcohol, on the school site

8. Permanent Exclusion	• Serious misconduct (one off incident or cumulative) • Student removed from school roll once due process completed	• Bringing illegal drugs or being under the influence of such substances on the school site • Supplying illegal drugs • Being in possession of an offensive weapon on the school site, threat or actual use of an offensive weapon • The school reserves the right to permanently exclude for fighting/serious assault on staff/peers, bullying/discriminatory behaviour • Cumulative behaviour record
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The above is for staff guidance – it does not provide an exhaustive list of all possible student misconduct. Where a student has been identified as attending CHSFG, the School can sanction for behaviour outside school which has brought the School into disrepute, in line with the above. The School reserves the right to remove access to school visits on the grounds of health and safety if a student poses a potential risk due to persistent non-compliance.

Suspension and Permanent Exclusion (DfE, July 2026) gives the following examples of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against another student or adult
- Verbal abuse or threatening behaviour against a student or adult
- Use of, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the School's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

The school uses this guidance from the DfE, in conjunction with the chart above which outlines the school's sanctions.

The following support systems are in place to provide an immediate response to behaviour concerns:

1. **Faculty Exit Rota:** each faculty has an exit rota where students can be sent to another member of the faculty to continue their learning.
2. **On-Call:** for more serious concerns, the on-call rota is staffed by the Senior Leadership Team.

Any incidents are then followed up by the relevant member of staff and where appropriate, sanctions are applied as outlined above. All incidents of student misconduct are recorded on SIMS (behaviour points).

Contacting the Police: where appropriate, the school will report incidents to the police in line with "When to Call the Police" (guidance from the National Police Chiefs' Council).

Where incidents are reported to the police externally, the school will work with the police or Youth Policing Team giving full co-operation to assist with investigations. Where there is the possibility that criminal charges may be brought against a student, the school can continue investigations within school and apply in-school sanctions, as long as this does not conflict with potential police action. The school will liaise with the Youth Policing Team to seek advice as necessary.

6.E Removal, Suspension and Permanent Exclusion

For full and detailed guidance, see *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, DfE, July 2026. Any suspension or permanent exclusion must be made in line with the principles of administrative law i.e. that it is lawful, reasonable, fair and proportionate.

Investigation of incidents and supervision of students pending decision on sanction

Before decisions can be made on a sanction, especially if the incident is serious, a full investigation is conducted. This may include taking student and staff accounts and viewing CCTV, dependent on the circumstances. In such incidents, a member of the Guidance, Safeguarding or Senior Leadership Team act as co-ordinator for the investigation. During the investigation stage, students may need to remain under staff supervision to prevent an escalation of the initial behaviour, to separate students in dispute or where there is potential risk to the student or another member of the school community. Students can be supervised by any member of the Guidance Team, Safeguarding or SEND Teams, Senior Leadership Team or in the Disruption Free Learning Room (DFL) or Pastoral Room. **This does not constitute a sanction, but is a preventative measure pending completion of the investigation stage.** Parents/carers will be advised where this measure is put in place. See below for further information on restrictive interventions including seclusion.

Removal

- Where a student's behaviour is more serious, they are placed in the School's Disruption Free Learning room (the DFL), as agreed by a member of the Senior Leadership Team or Headteacher. Reasonable adjustments may be made for the Removal to be served in a different location if necessary.
- This is for a fixed period of time, usually one or two days but in more serious cases, this can be extended e.g. if the behaviour is more serious or warrants a suspension from school but there are external safeguarding concerns for the student which mean that the sanction is best served within the school environment.
- In line with guidance from the DfE, this is considered a serious sanction and should only be applied "once other behavioural strategies in the classroom have been attempted" or "where behaviour ... warrants immediate removal".
- Once a full investigation has been concluded and a decision made to place a student in the DFL, parents/carers are advised and a follow-up letter is sent outlining the reasons for the sanction. This is also recorded on SIMS.

- If a student has a social worker or is a Looked After Child, the social worker and/or Head of the Virtual School are informed.
- Whilst in the DFL, students continue their studies under supervision, with structured opportunities for reflection prior to their return to normal lessons.
- Where appropriate, pastoral support strategies are put in place to support this reintegration process, led by the Head of Year and/or Director of Studies.
- Data on Removals to the DFL is held and analysed for trends relating to key groups e.g. SEND and for patterns relating to individual students.
- In the event that a student refuses to comply with the expectations of behaviour in the DFL, parents/carers are contacted and if the issues are not resolved satisfactorily, this may lead to an escalation of school sanctions.

Suspensions

- A suspension is where a student is temporarily removed from school: a student can be suspended for one or more fixed periods up to a maximum of 45 days in an academic year (includes suspensions set when students attended another educational provider).
- Work will be set by the school for the first 5 days of a suspension and alternative provision must be made from the 6th day at the latest: a student's SEND must be taken into account, just as they would when educated on site.
- Suspensions can be issued for part of the school day e.g. lunchtimes: in this case, it would count as half a school day and all legal requirements relating to the use of suspension apply.
- A suspension cannot be converted into a permanent exclusion: in exceptional circumstances e.g. where further evidence has come to light, a second period of suspension or a permanent exclusion can be issued to begin at the end of the initial suspension.
- Following a suspension, the Headteacher or another member of the Senior Leadership Team will meet with the student and parent/carers for a Readmission meeting, where a support plan will be agreed, if required.
- If the parent/carers is unable or unwilling to attend the Readmission meeting, this should go ahead with just the student prior to their return to lessons, however, it must be noted that parental/carers engagement is a vital part of a successful readmissions process and the school will always work flexibly to accommodate other commitments or any barriers to engagement e.g. offer virtual meetings
- Where a student has a pattern of suspensions and behaviour is remaining unchanged or there is an escalation, other strategies must be considered including possible investigations into undiagnosed or underlying SEND: these strategies will be recorded, shared with key staff and implemented following the Readmission meeting.

Permanent Exclusion

- A permanent exclusion is when a student is no longer allowed to attend the school, unless formally reinstated
- The decision to permanently exclude should only be made as a response to a serious breach or persistent breaches of the School's behaviour policy or where

allowing the student to remain in the school would seriously harm the education or welfare of students or staff

- Work will be set for up to 5 days, pending placement at alternative provision by the Local Authority.

Suspensions and Permanent Exclusions

- Only the Headteacher can make the decision to suspend or permanently exclude a student from school on disciplinary grounds.
- The Headteacher can cancel (rescind) an exclusion if this has not yet been reviewed by the Governing body: parents/carers should be notified of this decision without delay and offered a meeting to discuss the decision and all other key professionals must also be advised without delay where relevant e.g. social workers, Head of the Virtual School and the Local Authority.
- The decision to suspend or permanently exclude a student is only made on completion of a full and thorough investigation: this decision is made applying the “civil standard of proof” i.e., on the balance of probabilities, it is more likely than not that a fact is true, rather than the “criminal standard” of beyond reasonable doubt.
- During the investigation stage, students remain in school under supervision until the investigation has been completed and a decision made on appropriate actions: this is to prevent any further escalation and for the health and safety of all members of the school community.
- Once the decision is made, parents/carers must be notified without delay; this notification must also be made to social services where a student has a social worker (i.e. is on a Child Protection or Child In Need Plan) and in the case of a Looked After Child (LAC), the Head of the Virtual School must also be informed or in the case of a student with an EHCP, the local authority’s SEND team.
- Suspensions and Permanent Exclusions must be notified to the Local Authority without delay and in the case of a permanent exclusion for a student who resides in another borough, their home borough must also be informed.
- The Headteacher must take account of their legal duty of care when sending a student home following a suspension or permanent exclusion.
- Where possible and relative to a student’s age and level of understanding, the Headteacher should take the student’s views on exclusion into account and where needed, should facilitate support to enable the student’s voice to be heard e.g. through an advocate such as a family member.
- Where possible and relative to a student’s age and level of understanding, a student can attend the Governor’s hearing regarding exclusion and make representations on their own behalf or be supported to do so as above.

Monitoring

All Removals, Suspensions and Permanent Exclusions are monitored and data analysed to identify any specific trends or patterns over time, particularly relating to key groups e.g. ethnicity, SEND, Pupil Premium and those identified by the School as Inclusion Priority. Analysis of this data is shared with Governors termly. Where significant patterns of over-representation are identified over time, this should be investigated and strategies should be considered to address any concerns.

Equality, Diversity and Inclusion

Under the Equality Act 2010, when making the decision to suspend or permanently exclude a student, all schools must ensure that a student is not being discriminated against because of sex, race, disability, religion or beliefs, sexual orientation, gender reassignment or pregnancy/maternity (the Protected Characteristics, with the exception of age). In the case of students with diagnosed SEND where this may impact on their behaviour, the school must show that “reasonable adjustments” have been made to meet their needs, anticipate likely triggers and put preventative measures in place where possible. These arrangements are recorded in the student’s SEND Pupil Passport (*see the school’s SEND Policy*).

Off-rolling and unlawful exclusions

If a student is not allowed to attend school on disciplinary grounds, even for just part of the day, this must always be classed as a suspension (if temporary) or permanent exclusion (if permanent) and formal processes followed in line with school policy and the law. Students cannot be placed on a part-time timetable for behavioural reasons: any other personalised adaptations to the normal timetable for an individual student must be agreed by the Headteacher and confirmed in writing. The school cannot send a student home for a “cooling off” period, even with parental consent. Unlawful exclusions which lead to a student’s name being deleted from the school roll or putting pressure on a parent/carer to take a student off roll for Elective Home Education (EHE) in order to avoid a suspension or permanent exclusion is classed as “off rolling” and is unlawful. Parents have a legal right to choose EHE and the school can provide information to parents on this process so they can make an informed decision, but the school must not influence or encourage this decision in any way.

Separation of students for safeguarding purposes: following a serious incident or allegation of harm by one student against another, there may be a need to physically separate those involved for safeguarding purposes. This can usually be facilitated using the School's existing resources. However, in exceptional circumstances, the School may temporarily prevent a student/s from attending school for safeguarding purposes, which would not be classed as an exclusion on disciplinary grounds. If the School or parent/carer is unable to source alternative provision for this period, it is the Local Authority's responsibility to ensure this provision. Parents/carers, Governors and any relevant external agencies e.g. social care, should be notified without delay. The School's DSL will lead on this process, in liaison with external agencies e.g. police, social care.

6.F Behaviour off-site and online

A student’s behaviour outside school can be considered grounds for sanctions, including detention, removal, suspension or permanent exclusion. Sanctions will be applied where behaviour off-site or online impacts on the smooth running of the school, poses a threat to another member of the school community or brings the school into disrepute. This includes:

- When taking part in any school-organised or school-related activity
- When travelling to and from school

- When wearing school uniform or when identifiable as a student of the school.

The School works with Transport for London, the Transport Police and the Youth Policing Team to identify any young people who behave inappropriately in the local area or on public transport. As well as school sanctions, poor behaviour may result in a student having their free Oyster Card removed. The School encourages members of the public to report concerns to the police as this allows identification through CCTV of those involved.

6.G Off-site Direction and Managed Moves

Off-site direction is where schools can arrange a short-term, temporary placement in another mainstream school or an alternative provision (AP) as a strategy to improve behaviour, where previous interventions have not been successful. Off-site direction can only be used to improve future behaviour, not as a sanction for past misconduct. During the period of the off-site direction, students are dual-registered with CHSFG as the main school and the placement as subsidiary (D coded on the register). At the point of placement, the aims and objectives of the placement should be recorded and dates agreed to review progress towards the objectives, arrangements for monitoring of the placement and an agreed plan and date for reintegration. At the planning stage, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis.

Prior to the placement starting, parents/carers must receive written notification regarding the off-site direction, to include details of the provider, arrangements for induction and the reasons for, and aims of, the placement.

Where external agencies are involved with a young person, a multi-agency approach should always be taken. Key professionals should be invited to join staff and parents or carers at the initial meeting and for any subsequent reviews e.g. social worker. Where the student has an EHC Plan, the Local Authority can request that the governing body hold a review meeting, unless one has taken place in the previous ten weeks.

Prior to the placement commencing, all relevant information must be shared with the new provider, including information on previous interventions, academic attainment, assessment of risk and safeguarding information.

Managed Moves are used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves are voluntary with the agreement of all parties. A student undergoing a managed move cannot be admitted ahead of those on a school's waiting list, unless the student meets the school's published over-subscription criteria. If the School does not consider that a request for a managed move is appropriate, parents/carers should seek an in-year transfer to an alternative school. If a temporary move is necessary to improve a student's behaviour, then this will be an off-site direction (see above).

For further information on managed moves and off-site direction, please see Suspension and Permanent Exclusion (DfE July 2026).

6.H Behaviour, Mental Health and Wellbeing

“Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing” (*Mental Health and Behaviour in Schools, DfE November 2018*).

At CHSFG, our approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing - *see the School's Student Mental Health and Wellbeing Policy for further detail*. Providing a structured school environment with clearly communicated expectations of behaviour and routines, underpinned by societal norms, is conducive to both staff and student wellbeing and positive emotional health. These systems are clearly communicated to all members of the school community at the start of the academic year, revisited regularly, reinforced with displays and forms part of induction both for new staff and students new to the school. This sits alongside a clear and explicit system of consequences which provides a consistent framework, but also allows for an understanding of individual students' needs, vulnerabilities, their history, and the context of any behaviour incident.

The school builds the capacity for resilience and supports positive mental health in a number of ways, both universal and targeted, including:

- celebrating success – for both staff and students
- through the PSHE curriculum and the weekly tutorial and assembly programme
- a range of extra-curricular activities to embed students in the wider life of the school
- in-school counselling or signposting to the School Nurse
- allocation of a “go-to” adult
- well-resourced teams to support students i.e. Student Services, SEND, Safeguarding, Pastoral Support Officers and the Guidance Team
- the use of mediation and restorative techniques
- supervised Social Space before school, at break and lunchtime (for students with SEND)

There are a number of mental health disorders which can lead to students presenting with behavioural difficulties e.g. conduct disorders, developmental disorders and attachment disorders. Where there is suspicion of a potential underlying mental health condition, referrals can be made via the GP or the school for assessment at Community Paediatric services or CAMHS (Child and Adolescent Mental Health Services) and may lead to Education Health and Care Plans in more severe cases (see the SEND Policy). With consent, reasonable adjustments are shared with all staff via the SEND Pupil Passport where there is a diagnosed mental health disorder.

6.I Bullying

Definitions: bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing and Tackling Bullying, DfE 2017).

Bullying can take many forms (for instance, bullying via text messages or on social media), and can be linked to prejudice against particular groups e.g., on the grounds of race, religion, gender, sexual orientation, special needs and/or disabilities or because a young person is adopted, “looked after” or has caring responsibilities for other family members. It might be motivated by actual differences between children or perceived differences.

Bullying involves an **imbalance of power** between the perpetrator and the victim. This could involve the perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. This imbalance of power can show itself in several ways; threat or actual physical intimidation, verbal intimidation and/or social isolation or a combination of all three (Preventing and Tackling Bullying, DfE 2017).

Peer and friendship disputes: it is important that the school, young people and their families understand the difference between bullying and peer disputes or friendship difficulties. Most young people at some point in their school careers will experience difficulties with their friends, changes to their friendship groups and disagreements with others. Whilst this can be very painful and distressing for a young person, it is not necessarily bullying. The school is committed to using mediation techniques to support young people in managing these difficulties and help them communicate effectively to resolve their disputes in a calm and mature way. Peer and friendship disputes do not usually fall within the definition of ‘bullying’, although we recognise that both sides in a dispute may feel that they are the victim of bullying.

Bullying on-line : the rapid development of technology and young peoples' constant access to this has created new ways of communication but has also opened up opportunities for bullying on-line. This can include the sending of inappropriate images or messages on any form of electronic device e.g., text messages, voicemail messages, posting images/text on social network sites etc. **Parents have the responsibility to monitor their children’s use of these new technologies, ensure that their use is safe for them and others and to resolve issues arising from their child’s misuse of this technology.**

The school ensures that students understand that abuse of such technology could lead to them breaking the law: *“under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender”* (Preventing and Tackling Bullying, DfE 2017). Where parents/carers have reported malicious communications to the police, the school will co-operate fully with any police investigations or actions taken.

Bullying and harassment of school staff: The school is committed to providing a safe, respectful and supportive environment for all members of the school community. All staff have the right to work in an environment free from bullying, harassment, intimidation, abuse and threatening behaviour. The School will not tolerate any behaviour by students, parents/carers or other members of the community that causes a member of staff to feel intimidated, threatened, harassed, humiliated or distressed. Incidents will be taken seriously, investigated fully and responded to in line with this policy and other relevant school procedures (*Preventing and tackling the bullying and harassment of school staff*, DfE July 2026)

Sexual violence and sexual harassment: sexual harassment and sexual violence can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. As part of our whole school Relationship, Health and Sex Education policy, we emphasise building a preventative culture through the curriculum. It is important that students develop a good understanding of what makes relationships safe and healthy. For further information, including child-on-child sexual violence and harassment, see the School's Child Protection Policy. Any incidents with a sexual element are initially "triaged" by the DSL, with incidents of sexual violence requiring an immediate risk and needs assessment.

Bullying and the law: in the UK, bullying is not classed as a specific criminal offence. However, some behaviours linked to bullying such as harassment, threatening behaviour or threatening or offensive messages can be considered as such e.g. the Protection from Harassment Act 1997, Malicious Communications Act 1988 and the Communications Act 1986. If the school is of the view that an offence may have been committed by or towards a student from Chislehurst School, the school's Police Liaison Officer will be contacted for advice and intervention as necessary. If the school has reason to believe that a bullying incident/allegation has led to "significant harm or the risk of significant harm" and is therefore a child protection issue, the school should report their concerns to the Designated Safeguarding Lead.

Signs that a young person is experiencing bullying: staff, parents, carers, friends are all in a position to identify the signs that a young person may be experiencing bullying. These include:

- Signs of isolation or withdrawal from friends and peers
- Poor attendance, reluctance to go to school or truancy from school
- Bullying behaviour towards other students or siblings
- Difficulty sleeping or disturbed sleeping patterns
- Continually "losing" money or possible theft from home or others

This list is only a guideline and any of the above behaviours may be linked to other concerns unrelated to bullying.

Parents, staff, peers, friends and young people themselves are encouraged to share their concerns. Anyone who becomes concerned that a young person may be experiencing bullying, including bystanders, knows that it is their duty to speak to a member of the Guidance, Safeguarding, SEND or Senior Leadership Teams or another trusted adult.

How does the school respond to and prevent bullying? As well as responding to allegations of bullying, the school engages in a range of preventative measures, designed to create and maintain a positive, safe and inclusive atmosphere.

Response to allegations:

- Use of “concern logs” for individual students, to monitor and record seemingly low-level incidents that over time may show a clear pattern of bullying behaviour
- Allegations of bullying investigated by members of the Guidance, Safeguarding or Senior Leadership Teams and sanctions applied where appropriate (see above)
- Where there is evidence to support an allegation of bullying, it is important to listen to the wishes of the victim when deciding how to respond: victims of bullying can feel disempowered so it is essential that they are involved in the decision-making process as much as possible.

Preventative approaches:

- Use of mediation techniques to resolve low-level disputes and friendship difficulties, preventing escalation
- Student briefings and assemblies e.g. on online bullying and safe travel (Safer Transport Team)
- Developing an awareness of difference and fostering respect for cultural diversity via the curriculum, Enhancement Days, PSHE, Assemblies etc
- Use of circle time and confidential questionnaires in form time if needed
- Units of study in PSHE and RSHE curriculum
- Social Space; daily provision for students with SEND before school, at break and lunchtime (short or long-term)
- Break and lunch time supervision around the school site
- Supervised canteen area before school
- Clubs and extra-curricular activities provide opportunities to make new friends
- House Charity events to foster team building and healthy competition
- Celebration of success to create a positive ethos where success is rewarded and acknowledged in its many forms
- Promotion of key services to provide support e.g. Childline, Young Carers
- Allocation of a “go-to” adult
- Referrals to in-school counselling service
- Referral to external agencies to provide support for young people experiencing a range of difficulties e.g. Bromley Y, CAMHS, Young Carers, Bromley Children's Project.

6.J False/Malicious Allegations

Any allegations made against staff are always taken seriously and reported to the Headteacher or the Senior Deputy in the Headteacher's absence and the Designated Safeguarding Lead. Allegations are investigated, in line with the Child Protection Policy (which outlines the role of the Local Authority Designated Officer in this process). If an allegation is found to be false (there is sufficient evidence to disprove the allegation) or malicious (there is sufficient evidence to disprove the allegation and prove that there has been a deliberate act of deception), this will be treated as a behaviour concern. This must be dependent on the context. Sanctions may be appropriate for the accuser, where allegations are proved to be false and/or malicious: this could include involving the police. Consideration will also be given to making a referral to social care or other relevant services as there may be underlying concerns, including undisclosed abuse from another source.

Where evidence indicates that false or malicious allegations have been made from a student towards one of their peers, the same consideration should be given to actions as above, proportionate to the nature of the behaviour and the context.

Where there is a pattern of a student making lower-level allegations against members of staff which have not been proved or disproved when investigated, an initial meeting with parents/carers and the student should be considered to explore reasons for this, to identify any underlying concerns regarding student behaviour and welfare. All allegations against staff are tracked and monitored by the DSL.

6.K Searching, Screening and Confiscation

The statutory power for designated school staff, as identified by the Headteacher, to search a student who they believe may be in possession of a prohibited item is enshrined in the 1996 Education Act. It is an essential part of creating a safe and secure environment for the whole school community, and where necessary and lawful, supersedes the European Convention on Human Rights Article 8 - the right to respect for an individual's private life. However, this decision must always be proportionate and justified, with any actions carried out prioritising the welfare of the student and making reasonable adjustments where necessary e.g. for students with special education needs (*Searching, screening and confiscation, DfE July 2022*)

Prohibited items are:

- knives or any form of weapon
- alcohol
- illegal drugs
- stolen items
- any item that the member of staff reasonably suspects has been or is likely to be used to commit an offence, to cause personal injury or damage to property
- Tobacco/cigarette papers
- Fireworks

- Pornographic images
- Mobile phones and other communication devices: these should not be used, seen or heard at any point during the school day

The school also has the power to search for any other identified items identified in this policy, as listed below:

- Lighters
- Vapes
- Items related to potential self-harm e.g. razor blades or over-the-counter medications such as paracetamol
- Water pistols

Staff may lawfully search **electronic devices** if they “reasonably suspect that the data or file on the device has been or could be used to cause harm, undermine the safe environment of the school, disrupt teaching or be used to commit an offence” (*Searching, screening and confiscation*, DfE July 2022). Where there is reason to believe that any image, data or file might be linked to a potential or actual offence and therefore constitutes evidence, these should be shared with the police. If a member of staff has reason to believe that they may discover an indecent image of a child or young person under 18 years old (nude or semi-nude images), these images should not be viewed, copied, shared or stored and the device should be confiscated and referred to the Designated Safeguarding Lead or deputies.

Conducting a search: any search will always be led by a member of the Senior Leadership Team. There must be two members of staff present at all times when a search is carried out and the member of staff conducting the search should be of the same sex as the student. The only exception to this is where a delay in locating an appropriate member of staff may lead to imminent risk or compromise safety, which must always be the priority. Where possible, a third member of staff should be available nearby for additional support as directed by the lead member of staff e.g. to step into the room if the lead member of staff needs to consult with the Headteacher or DSL, thus maintaining having two members of staff present throughout. The lead member of staff (SLT) will have received training on conducting such searches.

Prior to a search being undertaken, the lead member of staff should secure the co-operation of the student by explaining to the student:

- the reason for the search
- where the search will be carried out and by who
- how the search will be conducted

The lead member of staff should check for understanding and give the opportunity for the student to ask questions for clarification.

Students will not be instructed to remove clothing, with the exception of outer-wear such as blazers, coats and shoes. Outer-wear means clothing that does not come into direct contact with the skin. Bags and lockers should also be included in the search. If needed, the school can use a hand-held metal detector.

In the event that a suspicious item is found in a search, the lead member of staff must:

- ensure that a second member of staff remains throughout the process and that the student is supervised at all times
- that the student's welfare remains a priority at all times e.g. call for a first aider, a member of the safeguarding team or seek medical advice if there is a concern
- that the substance or item is handled carefully (preferably with disposable gloves), sealed in a plastic bag or a rigid container in the case of any form of sharp object, and labelled with the date/ time of confiscation and the names of those present
- photograph the item/ substance for evidence as required
- place the substance in a secure location e.g. safe or locked filing cabinet
- contact the police who will collect and dispose of the substance or advise the school on safe disposal witnessed by a second member of staff
- record full details of the incident.

Parents/carers will always be contacted to advise that a search has been carried out, unless there is a safeguarding concern shared by the student that indicates potential risk of harm from this information being shared: in this instance, the DSL or one of the deputy DSLs will contact the borough's MASH team (Multi-Agency Safeguarding Hub) for advice.

Student refusal to co-operate with a search: in rare and exceptional circumstances e.g. where there is evidence of imminent risk of serious harm to the student or others in the community, schools have the legal power to search a student without their co-operation and can use "reasonable force". However, if a student refuses to co-operate with a search and there are reasonable grounds to believe there remains a serious risk of harm, the school will contact the police and wait for their assistance, as long as this delay does not put students or staff at risk. In the event of this happening, two members of staff must remain with the student at all times and parents/carers contacted. The decision to involve the police is never taken lightly and will only be taken if it is deemed absolutely necessary and all other options have been exhausted to resolve the situation. The school's role is to advocate for the safety and wellbeing of the student, both prior to, during and after any police involvement. *For full details on the role of the police in conducting searches, see Searching, Screening and confiscation, DfE July 2022 (www.gov.uk).*

Recording and monitoring: the Assistant Headteacher in charge of behaviour must be advised of any searches undertaken and is responsible for tracking, monitoring and analysing data on searches in order to identify any patterns of over-representation e.g. in terms of SEND, ethnicity or Pupil Premium. The Assistant Headteacher will also record any searches on MyConcern (the School's safeguarding reporting and recording system) and will consult with the Designated Safeguarding Lead for next steps where needed, including accessing additional support for students where needed.

Confiscation: Staff have the authority to confiscate items prohibited or not permitted in school, as outlined above. Other items that may be confiscated include:

- items of jewellery e.g. earrings, necklaces, piercings
- items of clothing which break school uniform rules e.g. non-school jumpers
- items which are not allowed on the school site e.g. energy drinks, water pistols

These items should be labelled and stored securely and either returned to students at the end of the school day or arrangements made for parent/carer to collect the item from school. The school will dispose of any banned items such as energy drinks, alcohol, cigarettes or vapes: these will not be returned to students.

6.L Drugs

Definitions (United Nations Office on Drugs and Crime): a substance people take to change the way they feel, think or behave. The terms ‘drugs’, unless otherwise stated, is used to refer to:

- all illegal drugs (those controlled and defined by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), khat and alkyl nitrites (known as poppers)
- new psychoactive substances (NPS), also known as “legal highs”
- over-the-counter and prescription medicines.

CHSFG will not tolerate the possession, use or supply of illegal and other unauthorised drugs. We are committed to the health and safety of our community and will take action to safeguard their well-being. The School acknowledges the importance of its role in the education and welfare of its students and seeks to actively engage young people in developing an awareness of issues surrounding substance abuse and accessing individual professional support where appropriate.

There is a wealth of research that identifies the negative impact that drug misuse can have on quality of life, health, anti-social behaviour and crime. The use of recreational and illegal drugs, and the development of anti-social behaviour, mental health concerns and negative habits can begin in childhood. The school aims to strongly discourage any such usage, whilst supporting students to make informed and positive choices. Chislehurst School for Girls as part of a community-wide response and in association with external organisations offers a balanced education to all students in relation to all forms of drug use.

Response to incidents

Substance misuse off the premises: where a student has been found to be involved in substance misuse/supply off the premises, the Headteacher and appropriate member of the Senior Leadership Team should be informed, parents/carers advised, and a plan of action agreed which may include:

- referral to the School’s police liaison officer
- referral to external agencies for support e.g. Bromley Changes
- support from in-house counselling, the School Nurse or Bromley School Nursing Service
- referral to Social Services if the School considers the young person to be at risk of harm
- agreed support and monitoring within school to ensure safety of the young person and others in the community
- use of school sanctions e.g. suspension

- referral to suitable Alternative Provision if appropriate (off-site direction)

If the school has solid grounds to suspect that a young person may be involved in substance misuse, this concern should be shared with parents/carers, unless to do so could put the young person at increased risk in which case advice should be sought from the relevant borough's MASH Team (Multi-Agency Safeguarding Hub).

Substance misuse on the premises: where there is an allegation or a student discloses substance misuse on the premises or presents as being under the influence of drugs or alcohol, staff will inform the DSL and the Assistant Headteacher (behaviour lead) immediately but must ensure that the individual remains supervised at all times during this process. The following steps will then be taken:

- the student is seen immediately by a First Aider if there is any suspicion that they might be under the influence of drugs or alcohol: the student's health and well-being is paramount
- the student hands over any illegal substances or is searched in line with guidance in this policy
- any items confiscated are stored and secured as outlined in this policy and where necessary, the police contacted*
- Parents/carers contacted.

**The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so (DfE and ACPO Drug Advice for Schools, September 2012).*

The School will consider any incident individually and recognises that a variety of responses will be necessary to deal with incidents, dependent on the circumstances and will seek to balance the interests of the student involved with those of the rest of the school community. **It is likely however, that such incidents will result in permanent exclusion.** Should the matter have been referred to the police, the school will co-operate fully with any investigation carried out and action taken. The School recognises that drug use *can* be a symptom of deeper emotional concerns and where appropriate, supportive measures as outlined above should also be put in place alongside sanctions, in discussion with parents/carers.

Where it is suspected that illegal substances are being sold/supplied on the School premises, all information will be passed to the police.

Visits and Journeys: if a drug or alcohol-related incident occurs on a school journey, the trip leader should follow the procedure outlined above. The link member of the Senior Leadership Team and/or the Designated Safeguarding Lead on call should be contacted as soon as is practically possible who will liaise with the Headteacher and provide support and guidance in managing the incident.

Drugs education

Drugs education aims to:

- educate students to be able to identify the distinction between legal and illegal drugs
- equip students with the knowledge, attitudes and skills necessary to develop their resilience and avoid peer group pressure
- develop student's decision-making skills and increase knowledge and understanding of drugs, their affects and consequences so they can make safe and informed choices

Delivery of drugs education - knowledge and understanding of drugs and substance misuse is developed through:

- the formal curriculum, e.g. science, RS, Health and Social Care, psychology, sociology, PE
- RSHE and PSHE programme
- the use of external speakers
- year group assemblies and briefings
- advice and guidance given by the Guidance and Safeguarding Teams
- referral to external agencies e.g. Bromley Changes
- referrals to the School Nurse or access to the drop-in service provided.

Differentiation of drugs education: teachers and professionals delivering drugs education will be sensitive to the issue and ensure that lessons are planned to take account of students' age, culture and maturity. The needs of students with SEND will be taken in to account by the teacher who may need to provide differentiated resources, activities or specific support for some students in line with their SEND Pupil Profiles.

Legitimate presence of drugs in school : some students may require medicines that have been prescribed for their medical condition or over-the-counter medications for use during the school day. These must always be handed into Student Services, unless otherwise agreed as part of the student's Individual Health Care Plan or entry into the School's Medical Alert Handbook e.g. for asthma, anaphylaxis or diabetes. Staffing, administration, storage and record keeping procedures are all clearly set out in the School's Medical Needs Policy. School staff do not give any medication to students unless supplied with specific authorisation by parent/carer. The school's controlled drugs safe is located in the medical room in student services. This is for emergency medications such as for the treatment of seizures, which are classed as "controlled substances" (see the NHS website for full details).

6.M Restrictive Interventions, including use of reasonable force

Under the Education and Inspections Act 2006 and the Schools Recording and Reporting of Seclusion and Restraint Regulations 2025, all School Staff have the legal power to use "restrictive interventions" where necessary e.g. to keep individuals and the wider community safe (*Restrictive Interventions, including use of reasonable force, in schools – DfE April 2026*).

The DfE defines this as follows:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This is an umbrella term used to describe both physical and non-physical actions aimed to restrain students in different ways. Within this overarching term, the following definitions apply:

Reasonable force: a term used in legislation which includes non-disciplinary physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Reasonable force can be used to stop a student from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder amongst students at the school, whether during a teaching session or otherwise.

Reasonable force can also be used to search a student for legally prohibited items (see Searching and Confiscation, p26-29)

Restraint: refers to non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a student's arms to their sides would be considered a form of restraint.

Seclusion: a non-disciplinary intervention involving keeping a student confined to a place away from others and preventing them from leaving either by physical obstruction, or blocking their exit. This should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation, and the student should be supervised at all times until the risk of immediate harm is reduced. NB: Seclusion is not the same as students being supervised pending an investigation of an incident but rather is to mitigate against significant and imminent risk.

Teachers and all school staff have a "duty of care" towards their students: whilst staff do not have a duty to employ reasonable force, staff must be aware that failing to take action may put young people at risk and therefore in some circumstances, breach the "duty of care". Reasonable means "using no more force than is needed". In the unlikely event of needing to use reasonable force, school staff should always act in a way to minimise possible risk of injury and maximise safety of all involved, taking into account the context and any needs of the young people involved (e.g. SEND, medical needs). Preventative measures, the use of de-escalation strategies and knowing and understanding a student's needs e.g. SEND, minimise the need for any form of restrictive interventions.

Where the use of restrictive interventions including reasonable force have been employed, the following actions will take place:

- Any parties involved will be seen by a First Aider and follow-up actions taken if necessary
- Parents/carers advised by telephone as soon as is practically possible

- SLT member will meet with staff member to complete a Restrictive Interventions Report on the same day as the incident
- Interventions will be tracked by the Assistant Headteacher in charge of behaviour and analysed for any patterns
- Parent/carers will be contacted formally in writing to confirm details and actions taken.

6.N Use of Mobile phones and Smart Devices

The Children's Wellbeing and Schools Act 2026 which came into force on 29th June 2026 states that Headteachers have a legal duty to ensure that schools are mobile-free environments: *"Mobile phones have no place in our schools. No ifs, no buts"* (Secretary of State for Education).

This aims to:

- encourage students to enjoy their social time, engaging in shared conversation and activities
- prevent disruption to learning time
- prevent the escalation of minor peer disputes through on-line social media platforms
- prevent cyber-bullying on the school site
- restrict access to inappropriate websites during the school day, including sites which are blocked on the School's computers by the School's ICT filters.

If students choose to bring them into school, mobile phones and other communication devices must be switched off and put away before entering the school site and must only be turned back on once students have passed through the school gates at the end of the day. These items should not be used, seen or heard. The school does not accept any responsibility for mobile devices brought onto the school site.

Any devices seen or heard will be confiscated and returned at the end of the school day if this is a first occurrence or collected by a parent/carers if this is repeated. Students who refuse to hand over a device for confiscation will receive escalating school sanctions for non-compliance, in line with the Behaviour Policy. As a "prohibited item", all schools have the right to search a student for mobile devices if there are sufficient grounds to suspect they are being used on site e.g. heard ringing in a blazer pocket or bag. Any searches will be conducted in line with school policy.

The school expects the full support of all parents and carers to enforce this policy. Parents/carers who need to contact their child during the school day can do so via the main school office. Students may contact home via Student Reception or with support from a member of staff if needed in an emergency.

Post-16 Students: mobile devices are permitted in the Sixth Form Study Centre but should not be used elsewhere on the school site and sanctions outlined above will apply.

There are rare exceptions when a student is permitted to use their mobile phone on the school site e.g. glucose monitoring for diabetic students. Where this has been agreed, the student will be issued with an exemption card.

Students who attend after-school clubs or extra-curricular events are permitted to turn their mobile devices on after 4.00 pm with the permission of the member of staff supervising. This is to make any necessary arrangements with parents/carers for safe homeward journeys.

6.O Use of Social Networks and Communication Technology

Parents/carers are responsible for monitoring their child's use of social media. Where inappropriate or illegal use of social networks or communications technology outside of school impacts on student behaviour or well-being inside school, this will be responded to as a school matter with school sanctions put in place where appropriate. Where necessary, referrals will be made to external services i.e., the police or social services. This would include the sending of indecent, offensive, discriminatory or threatening messages (Malicious Communications Act 1998).

All students are taught about the importance of safe and responsible on-line communications in terms of their own personal safety e.g., the risk of grooming for sexual or criminal exploitation or radicalisation. They are also encouraged to be aware that their on-line activities create a "digital footprint" that can have serious consequences for them in the future.

7. Transition

As part of primary to secondary transition, key information is gathered from primary schools in relation to behaviour, SEND, attendance, safeguarding and medical needs so that any support needs can be identified early. However, it is also important to recognise that this key transition for some students can be a "fresh start" so information shared must always be used on a "need to know basis", to avoid making assumptions about individual students or groups of students. For in-year transfers (casual admissions), the school always requests information prior to interview/start date for the same reasons outlined above. Where students are transferring to another school or educational provider, the Head of Year will provide information as requested and where there are more complex needs, the relevant member of staff e.g. SENCO or Designated Safeguarding Lead (DSL), will liaise with the receiving school so they can be prepared to meet a new student's needs.

Year 7 students receive explicit guidance on behaviour expectations, support services and the culture of the school on their first day, which is revisited throughout the year. All new in-year transfers to CHSFG receive a similar briefing on behaviour expectations when they start.

8. Training

Managing behaviour is a key element in the new staff induction programme, ensuring that all new staff are familiar with both the necessary statutory guidance, the School's policy and its implementation. As part of annual safeguarding training, all staff receive a copy of the Behaviour Policy and sign to say this has been received, read and understood. There are opportunities for whole-staff training relating to behaviour and more specialised training for key staff e.g. confiscation, searching, restrictive physical intervention, mental health is arranged as required, and is a key focus at ½ termly meetings of the Guidance Team.

9. Monitoring arrangements

Information related to sanctions and behaviour are recorded on SIMS. Data on removal, suspensions and permanent exclusions is analysed and reported to Governors each term. On an individual student level, such data is used to create a holistic picture, linked also to student progress, attendance, safeguarding concerns and any identified SEND. On a whole-school level, data is analysed to show significant trends over time, specifically in relation to protected characteristics and key groups i.e. SEND, Pupil Premium, Inclusion Priority and ethnicity, in order to identify any over-representation or patterns of concern which require further investigation.

10. Home-School Agreement

Parents/carers sign the CHSFG Home-School Agreement at the point of transition from primary school before starting in Year 7, or at the point of transfer from another educational provider as part of the school's admissions process.

11. Links with other policies A number of key linked policies include:

- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- SEND Policy
- Equality, Diversity and Inclusion
- Visits and Journeys
- Mental Health and Wellbeing
- Medical Needs and First Aid
- Attendance
- Visits and Journeys

