



Behaviour Policy

Person responsible for this document:	
Inclusions AP	
Reviewed by:	Date:
Emma Perkin	September 2023
Approved by:	Date:
Wendy Walters	September 2023
Ratified by Governors	

Cycle of Review:	Annually
Next Review Date:	September 2024

This policy applies to Chatham Grammar (CG). It refers to students as a generic term to cover all students being educated at Chatham Grammar under the University of Kent Academies Trust.

In reference to the Principal, this policy refers to the roles of Executive Principal and Principal.

1. Introduction

At Chatham Grammar we aim to provide an environment which is conducive to excellent learning and teaching in the classroom and where there is a calm and orderly atmosphere in and around the Academy that enables students of all abilities, to maximise their potential in a caring and supportive environment.

We believe that every student in the Academy community is of equal worth and value and a unique individual.

Chatham Grammar recognises the importance of providing an ethos and environment within the Academy that will help students to be safe and feel safe.

We believe that every student in the Academy community has the right to study within a community; free from the injustices which arise from discrimination on the basis of ability, nationality and race, class, gender identity, sexual orientation, religion belief, culture, pregnancy, marriage, disability or age.

In addition, in our Academy students are respected and encouraged to talk openly. All students (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account. In addition, all students regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

We believe that every student is entitled to an education, which enables them to reach their full potential in a safe and supportive environment.

We believe that parents/carers and governors are active participants with the Academy in the educational and social development of our students.

2. Aims

- To create a harmonious community with an atmosphere of mutual respect. We aim to develop tolerance and understanding of individuals' personal, social and emotional needs as well as cultural background.
- To meet the individual needs of all groups of students including vulnerable students, Looked After Children, students with learning difficulties & Special Educational Needs, students in need, students at risk (See Child Protection policy), students with behavioural issues, students with English as an Additional Language, BAME students (Black, Asian and Minority Ethnic groups). Equalities Act 2010 <https://www.gov.uk/discrimination-your-rights>
- To provide an environment which is conducive to excellent learning and teaching in the classroom and where there is a calm, caring, supportive and orderly atmosphere in and around the Academy that enables students of all abilities to maximise their potential in a caring and supportive environment.
- To establish and sustain an Academy ethos that has at its core, expectations of good order and high levels of work and behaviour, with clear and easily understood sanctions.
- To emphasise the positive nature of behaviour and reward students wherever possible in order to maintain high standards of student behaviour at all times.
- To raise students' self-esteem to ensure they feel valued members of the community.

- To deal promptly and appropriately with all forms of bullying (see Anti–Bullying Policy which includes Cyber Bullying)
- To ensure all members of the Academy community feel safe within their environment.
- To ensure staff effectively challenge any form of derogatory and sexualised language or behaviour.

3. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, Screening and confiscation guidance 202](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education September 2022](#)
- › [School suspensions and permanent exclusions](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

3. Student Code of Conduct

All students are expected to abide by the student code of conduct both around the Academy and in the wider Academy environment:

Student acknowledges the Academy Code of Conduct	
<ul style="list-style-type: none"> • Please abide by the Code of Conduct and policies, and accept responsibility for learning and behaviour. • Attend the Academy regularly, on time and in full Academy uniform at all times. (You will be notified if changes are made) • Respect the Academy and other students' property and possessions. • Attend and be on time for every lesson on my timetable. • Complete all learning activities in lessons and at home. Work hard in lessons. • Follow instructions the first time of asking, at all times. • Show good behaviour and manners following instructions from a member of staff without arguing back, interrupting or questioning what has been asked. 	<ul style="list-style-type: none"> • Please keep the classrooms and Academy tidy and clean by not dropping litter/graffiti/willful damage. • Behave responsibly and respectfully whilst wearing the Academy uniform. This includes the journey to and from the Academy to be sensible and polite and do not display anti-social behaviour to anyone, which might affect the Academy's reputation. • Be fully equipped for my lessons. • Mobile phones are to remain off and in bags at all times. Phones will be confiscated if seen or heard. Please go to the student hub if you need to make important contact with a guardian. • Make up, false nails, false lashes or jewellery are not to be worn. • Use of threat, offensive weapons or prohibited items will not be tolerated.

<ul style="list-style-type: none"> • Be polite at all times - never shouting, swearing or physically harming anyone - students or staff. • Uphold the 'no touch' policy at all times; this means no fighting or physical aggression of any kind. • Please do not chew gum anywhere on the Academy site. • Comply with the sanction process. • Please be kind and respectful to all members of the Academy community, and do report bullying or harassment to keep everyone safe. • Please do not set off the fire alarms maliciously (the intent cause disruption). 	<ul style="list-style-type: none"> • No smoking or use of e-cigarettes on the Academy premises. • There are certain items that are banned from the Academy for everyone's safety. If a student is found in possession of one of the banned items, a sanction will be applied. Including but not limited to; items such as lighters, vapes, tobacco, alcohol, drugs, any form of weapon, including knives/blades/tools of any sort, any item that can cause harm, laser pens. • Please help us to create a positive environment for all, listen to each other and comply with all instructions and the sanction process.
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4. Classroom and Learning expectations

Where there are behaviour issues, staff will endeavour to help students to improve their behaviour by always looking for the underlying causes (e.g. lesson planning, literacy support, learning difficulties) and modelling good behaviour in response to behavioural issues.

Good behaviour is expected when students are on the Academy site or on Academy visit as well as when they are on the way to and from the Academy premises, regardless of whether they are under the direct supervision of a member of staff.

Students are asked to adhere to the following classroom expectations at all times:

- Attend the Academy every day on time and remain on the Academy site until the end of the final lesson/activity.
- Attend and be on time for every lesson.
- Arrive to lessons with all equipment needed, ready to listen and actively take part in the lesson – always prepared to do their best!
- Listen respectfully to the teacher and to other students and try hard to complete all the learning tasks expected.
- Seek out a member of staff to help, if help is needed with a situation.
- Calm learning environment - following instructions first time from members of staff without arguing back or interruption.
- Politeness and respect for the community – never shouting or swearing or physically harming anyone – students and staff deserve a calm and purposeful working environment in and out of lessons.
- Wear full Academy uniform at all times and remain smart and tidy. Ensure that on the way to and from the Academy, the correct Academy uniform is worn, and you are sensible and polite, not displaying anti-social behaviour to anyone, which might affect the Academy's reputation.
- Complete all homework that is set and bring it in to be marked at the time they have been given.

- Carry a large enough bag with everything you need for each day, including a pencil case with pens, pencils, ruler, sharpener, charged iPad, etc. and bring a PE kit in when they have PE.
- Keep the classrooms and Academy tidy and clean by not dropping litter.
- If a mobile phone is taken into the Academy, once on Academy grounds, it should be switched off and put away. At no point should the phone be taken out and used. Smart watches with messaging and calling facilities will be confiscated if used for these purposes. If you need to call home in case of emergency, you can do so from the academy's Student Services.

5. Staff Expectations

Behaviour is the responsibility of all – including Site and ICT support teams, lunchtime staff, administrators and other support staff. All staff should know what the expectations are in terms of behaviour, uniform and the inclusions referral system. They will assist students and young people to recognise and improve their behaviour by modelling politeness, self-control and positive and constructive behaviours when working with students and other adults at the Academy.

Staff will make note of all telephone conversations and face-to-face meetings regarding students on Bromcom to ensure there is a full record of the information discussed. Staff will promptly seek support from the relevant colleague, such as the Pastoral Team of DSL where necessary.

All staff will use the classroom procedures, displayed in all learning spaces, to deal with disruption to learning in the classroom and for summoning additional support. In doing so, all teachers and support staff are expected to demonstrate the appropriate professional attributes, knowledge and understanding, and professional skills of someone in their position and at their current career stage. Staff will undertake training on behaviour to outline support strategies within teaching.

The 'Classroom Procedures' for setting up a calm and purposeful environment at CG:

- Meet, greet students at the door and engage them in short, snappy activity in your designated seating plan.
- Check uniform and ensure compliance.
- Check equipment – provide if necessary.
- Take register aloud within first 5 minutes:
 - Report unexplained absence - to the Attendance team
 - Deal with lateness as appropriate
- Start learning → clear expectations
- Uphold the Classroom and Learning Expectations consistently and fairly
- Dismiss students in a calm and ordered manner.

If a student's behaviour is unacceptable, the Education and Inspections Act 2006 permits Academies to impose sanctions on students. Such penalties must be in proportion to the offence and must take into account relevant factors such as:

- The age, nationality and race, gender identity, sexual orientation, religion belief, pregnancy of the student
- Any disability suffered by the student
- Any special educational needs of the student
- Any religious requirements affecting the student

The Academy will not tolerate disruptive behaviour in classrooms and following reasonable warning students will be removed. An escalating scale of interventions will be used to improve the behaviour of repeat offenders. These may include significant interventions including, but not limited to, internal isolation/suspension or fixed term suspension.

Where possible, we would seek to use a hierarchy of sanctions to improve a child's behaviour and to alert parents to the existence of a problem. However, some offences of a serious nature may warrant an immediate fixed term suspension or permanent exclusion. Decisions of this magnitude rest with the principal and each case will be judged on its merits.

The principal can lawfully suspend a child for;

- Repeated failure to follow academic instructions
- Tampering with fire equipment
- Bring offensive weapons onto the Academy site
- Dangerous behaviour that creates a Health and Safety risk to themselves, others or the building or environment.
- Where allowing the students to remain in the Academy would be seriously detrimental to the education and welfare of other students and staff.

6. CG's Poor Behaviour Escalation Ladder

CG's poor behaviour escalation ladder		
	Sanction / Action	Use in cases of....
1	Verbal reminder	A single instance of low-level silly behaviour Uniform worn incorrectly Incorrect equipment Low level disruption / not working
2	Verbal warning	Repeated behaviour of above Calling out Inappropriate language Refusal to follow instructions
3	Level 1 detention -15 mins Level 1 log and phone call home	No improvement after warning Defiance
4	Level 2 detention -30 mins Level 2 log and phone call home Safe seat (if necessary) Support from Subject Leader or Pastoral team	Safe seat due to continued poor behaviour Safe seat due to isolated incident Refusal to attend lesson Disruption whilst in safe seat Poor behaviour outside of lesson
5	Level 3 detention –60 mins Refer to SLT and pastoral team Level 3 log and phone call home	Swearing directly at staff Truancy Refused safe seat Any level 3 type behaviour Refer to SLT
6	Level 4 incident –Internal isolation/ suspension Refer to Vice Principal for Inclusion	Examples are not limited to: Aggression Physical fighting (including instigating and bystanders) Swearing directly at staff Persistent defiance Persistent rudeness to staff Persistent defiance over a period of time Refer to SLT

7	Level 5 incident –Fixed term suspension Refer to Vice Principal for Inclusion and Principal.	Examples are not limited to: Aggression Physical fighting (including instigating and bystanders) Swearing directly at staff Persistent defiance Persistent rudeness to staff Persistent defiance over a period of time Refer to SLT
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For more significant misdemeanors and examples of poor behaviour Level 4 and 5 sanctions will be used before level 1 and 2. The Isolation room is used as a significant internal sanction and is used where possible as a step before an external Fixed Term Suspension.

- Please note the examples in the table above are not exhaustive but used as baseline indicators.

CG BEHAVIOUR AND EXCLUSIONS GUIDANCE

The following are guidelines only for suspension.

Some offences may result in an immediate permanent exclusion at the discretion of the Principal of the Academy.

The mitigating and aggravating circumstances will be considered carefully, and sanctions adjusted and imposed accordingly:

Mitigating – lower end of range e.g., remorse for behaviour demonstrated, learning difficulties / SEND considerations, difficult personal circumstances/life events.

Aggravating – higher end of range e.g., lack of remorse, previous poor behaviour concerns or warnings given, Persistent defiance, persistent disruption, continued pattern of behaviour.

Internal Isolation/Suspension	Fixed Term Suspension 1 – 44 days	Permanent Exclusion
Verbal abuse / threatening behaviour against adult	Physical assault against a student	Physical assault against a student
Verbal abuse / threatening behaviour against student	Physical assault against adult	Physical assault against adult
One-off minor bullying and racist abuse	Verbal abuse / threatening behaviour against student	Verbal abuse / threatening behaviour against student
Drug and alcohol related refers to: Smoking on site	Verbal abuse / threatening behaviour against adult	Verbal abuse / threatening behaviour against adult
Damage	Bullying	Bullying
Theft	Racist abuse	Racist abuse
Persistent disruptive behaviour	Sexual misconduct	Sexual misconduct
Bringing the Academy into disrepute	Drug and alcohol related	Drug and alcohol related
Inappropriate use of ICT or involvement in social network sites	Damage	Damage
	Theft	Theft
	Persistent disruptive behaviour	Persistent disruptive behaviour
	Bringing the Academy into disrepute	Bringing the Academy into disrepute
	Inappropriate use of ICT /Involvement in social network sites	Inappropriate use of ICT /Involvement in social network sites
Other: Level 3 behaviour	Other: only to be used in exceptional circumstances at the discretion of the Assistant Principals.	Other: only to be used in exceptional circumstances at the discretion of the Assistant Principals and Principal. Includes: continued defiance despite documented formal warning of a permanent exclusion.

Note: CG reserves the right to call the Police should incidents be in contravention with the law of the land or be beyond the reasonable management of the Academy sanction structure.

Appendix 1:

7. Suspension and Permanent Exclusion – Including but not limited to the following behaviours:

	Includes
Physical assault against a student	Fighting, violent behaviour, wounding, obstruction and jostling
Physical assault against adult	Violent behaviour, wounding, obstruction and jostling
Verbal abuse / threatening behaviour against student	Threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
Verbal abuse / threatening behaviour against adult	Threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
Bullying	Verbal, physical, homophobic, racist bullying
Racist abuse	Racist taunting and harassment, derogatory and racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
Sexual misconduct	Sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
Drug and alcohol related	Possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse
Damage	Vandalism, arson, graffiti
Theft	Stealing academy property, stealing personal property (student or adult), stealing from local shops (on academy outing or outside of school), selling and dealing in stolen property
Persistent disruptive behaviour	Challenging behaviour, disobedience, persistent violation of academy rules, a complete breakdown and defiance of the Academy Code of Conduct over an extended period of time.
Other:	Other: Can be used in exceptional circumstances at the discretion of the principal. <u>Includes:</u> Continued defiance despite documented formal warning of permanent exclusion. Bringing the Academy into disrepute.

8. Cyber Bullying

There are different types of cyber bullying which are becoming increasingly common across the country. Cyber bullying utilises modern communication methods to bully.

- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Sending offensive, rude and insulting messages. Nasty or humiliating comments on posts, photos and in chat rooms.
- Repeatedly sending messages that include threats of harm, harassment, intimidating messages or engaging online activities that makes a person afraid for his or her safety.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to young people when they are in a web-based chat room.
- Bullying through instant messaging is an Internet form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.
- Using sexting text/images as a form of retaliation or as a means to publicly humiliate and cause extreme embarrassment by the use of social media platforms.

There is not a specific law, which makes cyber bullying illegal, but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Acts (2003), Obscene Publications Act (1959) and Computer Misuse Act (1990).

Age Restrictions for Social Media Platforms

13	14	16	17	18	18
Twitter Facebook Instagram Google Snapchat Pinterest Tumblr Reddit Secret	LinkedIn	WhatsApp	Vine Tinder	Path	(13 with parents' permission) YouTube Keek Foursquare WeChat Kik Flickr

- **Parents/Carers** - are responsible for ensuring that their child adheres to the age restrictions for Social Media Platforms. Any incidents resulting in underage use of Social Media Platforms, Chatham Grammar reserve the right not to investigate, but to signpost as a duty of care.
- **Chatham Grammar** - where a clear link can be established that Cyber bullying has impacted on the learning and well-being of students at the Academy then we will follow the usual Anti-Bullying Policy and Behaviour and Suspensions Guidance to determine the appropriate sanction.
- **Police** - If the cyber bullying or bullying is extreme and potential criminal offence, the Police will be contacted. For example; sharing explicit image refer to the Academy's Anti-Bullying Policy

9. Use of Sanctions and Rewards

All students are aware that they have a responsibility to behave appropriately. However, at times some will fail to conform and will experience a sanction to help them modify their behaviour choices.

Often low-level disruption impacts negatively upon learning and must be dealt with appropriately. Some behaviours are more serious and incur a more serious consequence. Teachers will issue a sanction that is proportionate to the event using the list of behaviour types and appropriate levels in the Inclusions booklet.

10. Detentions:

As an Academy we have a right to sanction a detention.

The detention may be held on any Academy Day other than a day on which the student has been given leave to be absent by the Academy or a Staff Development day when other students are not usually present.

At CG detentions will last up to 30 minutes and be held by individual teachers usually with pre-agreement from parents/carers. Teachers and other relevant members of staff are expected to telephone home to advise parents where possible and to follow up on non-attendance to detentions with support from the leadership team if necessary.

The Academy can legally detain students on the same day for a period of 30 minutes without parental notification, even when parent/carers object. Detentions are given for breaches of the Academy Code of Conduct. Students who are late three times with no good reason may be detained for a period of up to 30 minutes.

11. Safe seating guidelines and procedure:

Safe seating is a sanction used when a student has been removed from a lesson because they have been persistently defiant or caused serious disruption to learning in the classroom. It is a serious sanction and only used as a last resort to ensure that learning in the classroom can be sustained.

A decision to safe seat will be taken by the subject teacher. The student will be 'safe seated' to an alternative classroom with a learning task from the lesson they have been removed for up to 1 hour and should be returned to the classroom to discuss the causes of poor behaviour and a detention. Refusal to be safe seated will result in further sanctions.

12. Trigger for additional support and increased consequences:

- Ongoing safe seating will result in targeted intervention as well as more intensive Personal Tutor support.

If the behaviour is related to students being unable to access learning, then additional support will be considered e.g., additional learning resources.

Reward System – Leadership Points and E-Praise

At Chatham Grammar, we aim to provide extensive opportunities for students to develop leadership skills and qualities.

The development of leadership skills and qualities links directly to our whole-school reward system. 'Leadership Points' are awarded to students who demonstrate leadership qualities in

their Academy life. Students are awarded points for demonstrating the use of the 'Chatham Grammar Leadership Skills', which include:

- **Taking responsibility**
- **Having a plan**
- **Have a goal**
- **Sharing success**
- **Listen, learn, improve**
- **Be a team player**
- **Finding balance**

Our reward system is designed to motivate all students by recognising their achievements throughout the curriculum and wider Academy community, ensuring that students are rewarded for their hard work, positive attitude and effort.

Students can use the E-praise App to regularly monitor their personal 'Leadership Points' total and see who has rewarded them. This can be done via an app on their iPad or by visiting the login page from any web enabled device.

E-praise not only allows students to monitor their Leadership Points, but students can also obtain virtual badges, accolades and access a prize reward shop where they can use their awarded points balance to purchase a range of vouchers, products and prizes.

1. Inclusions

Pastoral Team

	Role
Emma Perkin	Vice Principal Inclusion 7-13 Behaviour oversight
Bisi Kadejoh	Pastoral Manager Year 7 and 8
Tracy Rose	Pastoral Managers Year 9, 10 and 11
Elizabeth Franqueira	Pastoral Managers Year 12 and 13

a) Inclusions Team Meetings

Our Inclusion Team meets regularly to discuss the emotional, learning and behavioural needs of students. This meeting incorporates the DSL, attendance, counsellors and SEN team when appropriate. Referrals can be made to this meeting by parents/carers, students and staff by phone, email and in writing.

b) In School Review Meetings

These meetings will occur monthly and will be chaired by the Vice Principal (SEN), Special Educational Needs Co-Ordinator. Representatives of the Inclusion Team will attend along with representatives of outside agencies working with the Academy. Members of the Inclusion Team or from outside agencies can make referrals. An agenda will be circulated before the meeting and minutes will be distributed to all relevant bodies following the meeting. Students may also be referred to the Medway's School Support Group with parental permission.

c) Role of staff

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

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

All teachers and Teaching Assistants have the responsibility of knowing the needs of the students they teach and will plan to meet those needs. Teachers will endeavour to use appropriate teaching techniques to ensure students can access the curriculum. Teachers will provide feedback to Assistant Principal of specific year group, SENCo and parents/carers on the progress being made by their students through the termly data analysis.

e) Individual Behaviour Plans (IBP) and Pastoral Support Programmes (PSP) – Intervention support

A student with behavioural difficulties may move to an IBP in the first instance followed by a more intensive PSP (Pastoral Support Programme.) This will be dependent upon the needs of the student. The decision for interventions will be taken by Pastoral Team or Assistant Principal (Behaviour).

The Individual Behaviour Plan and Pastoral Support Program are designed to help individual students to improve their social, emotional and behavioural skills. As a result of an IBP or PSP students should be able to better manage their behaviour.

A PSP will be needed in particular for those children and young people whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those children and young people at risk of exclusion.

f) Student Logs

Staff use the Bromcom logging system to record students' learning and behaviour. The Pastoral Team monitor these logs. The Pastoral Manager responsible for a specific year group, will then raise those concerns with the Vice Principal, and identify students who are causing high levels of concern. Subsequent strategies and interventions will be put in place to support and improve behaviour for learning.

g) Internal Suspension/Isolation Room

A place where students spend additional 'time out' as a result of more serious misbehaviour. Students will access and complete classwork for the duration of the time. Group Work activities may be organised to develop social skills will be carried out when appropriate in the Isolation Room, usually hosted by the Pastoral Team.

h) Suspensions

In some circumstances students can receive a Fixed Term Suspension. In exceptional situations a Permanent Exclusion may be sought by the Academy. The decision to suspend rests with the Principal or an Assistant Principal in her absence. Before making a decision to permanently exclude a student the following will be considered:

- The effect of any violence on the Chatham Grammar learning environment.
- The level of remorse shown by the student especially in regards to violent incidents.
- Any injuries caused.
- Special Educational Needs.
- Wellbeing of student and staff.

- Health and Safety of the Academy community.
- Damage to the academy's reputation.
- Whether the behaviour constitutes a continued and complete breakdown of the Academy code of conduct and behaviour policy.
- A complete disregard for authority to the point that it affects the behaviour of other students and their learning.

The Academy adheres to the Equalities Act 2010

Equalities Act 2010 - <https://www.gov.uk/discrimination-your-rights>

To emphasize the Equality Act 2010 to not discriminate against anyone because of:

- Age
- disability
- race including colour, nationality, ethnic or national origin
- religion belief or lack of religion/belief
- sex
- sexual orientation being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave

Students who return from suspension will complete a return from suspension meeting to support returning to the academy and to review current behaviour and support.

Recognising the impact of SEND on behaviour

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

2. Safeguarding and Child Protection

In keeping with the aims of the Academy, Chatham Grammar is committed to the Health and Safety of all its members and believes that we must always take action to safeguard the well-being of all its members. This policy therefore links closely with the guidance and procedures found in both the safeguarding and child protection policies. The key contacts:

	Name	Contact information e.g. Email/Phone number
Designated Safeguarding Lead (DSL/SLT)	Emma Perkin	Emmaperkin@universityofkentacademiestrust.org.uk via reception 01634 851262
Operational Designated Safeguarding Lead (DSL) and SENDCO	Paula Knight	PaulaKnight@universityofkentacademiestrust.org.uk via reception 01634 851262
Deputy Designated Safeguarding Lead	Michelle Marshall	MichelleMarshall@universityofkentacademiestrust.org.uk Via reception 01634 851262
Principal	Wendy Walters	Jenniferhygate@universityofkentacademiestrust.org.uk PA to the Executive Team via reception 01634 851262

Safeguarding Trustees	Nigel Ingram	Juliaculham@universityofkentacademiestrust.org.uk Clerk to the Trustees
	Tracy Rose	Rose@universityofkentacademiestrust.org.uk Via reception 01634 851262
Safeguarding Officers & DDSLs (Deputy Designated Safeguarding Lead)	Bisi Kadejoh	Besikadejoh@universityofkentacademiestrust.org.uk via reception 01634851262
	Elizabeth Franqueira	franqueira@universityofkentacademiestrust.org.uk Via reception 01634 851262

Child-on-Child Abuse

Chatham Grammar recognises that children are capable of abusing their peers This referred to as child-on-child abuse and can take many forms.

Chatham Grammar believes that abuse is abuse and it will never be tolerated or passed off as “banter,” “just having a laugh” or “part of growing up.” All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Chatham Grammar recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- ‘Upskirting,’ which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Nude or semi-nude image sharing (also known as ‘sexting’ or youth produced/involved sexual imagery)
- Initiation/hazing type violence and rituals

Staff and leadership recognise that that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved, (i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all child-on-child abuse is unacceptable, and all reports will be taken seriously.

To minimise the risk of child-on-child abuse, we will:

- Reinforce our zero tolerance to child-on-abuse through every aspect of the Academy, from our child centred ethos through to staff and student training; to a robust anti-bullying policy; and an age and ability appropriate RSE and PSHE curriculum delivered through PPD lessons and Personal Tutoring sessions.
- Raising awareness of expectations in staff and student bulletins, assemblies, personal tutoring, poster campaigns etc.
- Ensuring a range of reporting mechanisms staff and students through, dedicated reporting emails, staff and student safeguarding App, Pastoral posters with QR codes in classrooms to link to online form, all of which are monitored regularly throughout the day by the safeguarding team.
- Safeguarding Umbrella logo around the Academy so that students know where they can go if they need to speak to someone/someone to report to- in addition to the safeguarding and pastoral teams.
- Monitoring of data from reports to identify specific aspects/themes that need to be addressed, revisited, through a timely and appropriate response to improve the awareness of and minimise the risk of child-on-child abuse.

Chatham Grammar Academy will not tolerate, dismiss, or minimise any harmful behaviours within the Academy and will take swift action to intervene when this occurs. All allegations of child-on-

child abuse will be recorded, investigated, and dealt with in line with associated school/college policies, including child protection, anti-bullying, and behaviour.

- Alleged victims, perpetrators and any other child affected by child-on-child abuse may be supported by:
- Reports will be taken very seriously, and the students will be listened to carefully (avoiding victim blaming).
- Pastoral Support will be provided (such as daily check ins, and/or provide a mentor) and staff who work with the students will be asked to monitor the situation following a report.
- A risk assessment will be considered to support anyone involved- these will be recorded electronically and there will be a clear schedule to monitor and measure the impact.
- Working with parents and carers to inform of issues and support individuals involved.
- Review educational approaches, and adapt, amend, and demonstrate flexibility in the curriculum to address issues that may arise.
- Seek advice/support from other agencies (including external support) such as: counselling, student social work, signposting to online support or local/national support networks etc.
- In cases of sexual assault inform the police and/or First Response.

The Academy will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and minimise the risk of all forms of child-on-child abuse. We will also ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).

Child on Child Sexual Violence or Harassment

- Chatham Grammar follows the guidance outlined in part five of KCSIE 2022 which has now merged with the content of DfE guidance '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)'. When responding to concerns relating to child-on-child sexual violence or harassment
- If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.
- Follow the Policy and flow diagram in our Child-on-Child Sexual Violence or Harassment policy ([Child on Child Sexual Violence and Harassment Policy](#) – can be found at the end of this document and the Behaviour policy)
- Chatham Grammar recognises that staff must be vigilant and recognise that information may come from overheard conversations or observed behaviour changes.
- It is essential that all victims of sexual violence or sexual harassment are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis. The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them.
- Where possible KCSIE 2023 recommends that two members of staff manage reports of sexual violence and harassment.

- Reports will initially be managed internally by the DSL and safeguarding team (all DSL trained) at the Academy and where necessary will be referred to Integrated Children's Services and/or the Police.
- The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim; the nature of the alleged incident (including whether a crime may have been committed); the ages and developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse; if there are any ongoing risks to the victim, other children, adult students or Chatham Grammar staff; and, any other related issues or wider context.
- We will reassure and teach our pupils to understand that the law is in place to protect children and young people rather than criminalise them.
- Chatham Grammar will regularly review decisions and actions to update and improve policies and practice.
- The Academy will consider the physical and mental health implications for both the victim and perpetrator. It is identified that both individuals will need additional support and provision of further information about harmful sexual behaviours and may need signposting to further sources of support.

3. Dissemination of Policy

This policy will be shared via the Academy website; hard copies are also available from the Academy reception on request. All stakeholders are invited to give their views on this policy.

4. Searching

The Academy reserves the right to search students who are believed to be possession of items that are banned from the Academy site, illegal or may harm the welfare of staff and students. Searches will be conducted in pairs and always by a members of the Safeguarding Team, Pastoral team and/ or Senior Leadership Team.

5. Policy Review and Development Plan

The policy will be reviewed annually by the Assistant Principal Inclusions, SLT and Trustees.

Links to policies

Exclusions - <https://www.gov.uk/government/publications/school-exclusion>

Equalities Act 2010 - <https://www.gov.uk/discrimination-your-rights>

External support

Targeted students may be provided with support from a range of external agencies and providers in an attempt to deal with the underlying causes of poor behaviour. This may be part time or full-time specialist alternative provision.

9. Safeguarding and Child Protection

In keeping with the aims of the Academy, CG is committed to the Health and Safety of all its members and believes that we must always take action to safeguard the well-being of all its members. This policy therefore links closely with the guidance and procedures found in both the safeguarding and child protection policies. Immediate safeguarding concerns can be reported by speaking to a member of the safeguarding team or emailing safeguardingCG@universityofkentacademiestrust.org.uk

The Academy DSL (Designated Safeguarding Lead) is Paula Knight contacted on paulaknight@univeristyofkentacademiestrust.org.uk

10. Monitoring Arrangements

This policy will be evaluated and updated where necessary. The views of students and staff will be used to make changes and improvements to the policy on an ongoing basis.

11. Dissemination of Policy

This policy will be shared via the Academy website; hard copies are also available from the Academy reception on request. All stakeholders are invited to give their views on this policy.