

ASHBY SCHOOL

BEHAVIOUR POLICY

Documentation Information			
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Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Suspension & Permanent Exclusion Policy
- Safeguarding and Child Protection policy
- SEND Policy

1. Aims

Policy Statement

This policy outlines the underlying principles and values central to the ethos of Ashby School. It promotes the rights and responsibilities of our learning community based on respect, fairness and social inclusion that underpin structures for supporting students to manage their behaviour.

Intent

- The foundation of our ethos is based upon our three values of Respect, Responsibility and Resilience. These underpin everything that we do.
- We aim to create a positive and respectful learning environment in which students are enabled to make the best possible academic, social, and emotional progress.
- Students have the right to feel safe; to work and develop in an atmosphere of trust, openness, and honesty; an environment where adults are calm, controlled, and compassionate.
- We believe that acknowledging effort and rewarding positive behaviour is more effective than sanctions and we believe in the fair and appropriate use of each

Our key objectives are:

- To work collaboratively with parents/carers and students to ensure ownership of this policy and co-operation with its principles
- Create a calm and purposeful atmosphere around the school where all students can feel safe and are supported to access their full potential
- Provide a consistent approach to behaviour management
- Define and communicate what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline and articulate how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To uphold our values to Show Respect, Accept Responsibility and Build Resilience

Implementation

We will meet these objectives by:

- A whole school approach – Establishing high expectations for standards of punctuality, attendance, behaviour, and effort to develop students' academic, social, emotional, and behavioural skills
- Communicating clearly with all members of the Ashby School community to help students understand the effect of their behaviour on themselves and others
- Reinforcing expectations of behaviour through a consistent approach
- Recognising that some students will require additional, individual support to help them with their development
- Using positive reinforcement and appropriate consequences to pro-actively engage or re-engage students with the education process
- Being proactive in detecting and responding to changes in behaviour and attitude
- Reflecting on our own behaviour and ensuring that we are modelling the types of behaviour we expect to see from students
- Working closely with parents/carers to ensure expectations are upheld

2. Legislation, Statutory requirements & Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour (low level tariff incidents) is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Failure to follow the school rules and/or demonstrate the expected behaviour conveyed in this policy

Misbehaviour can occur out of school and will be addressed by the school where it occurs whilst travelling to or from school, whilst wearing school uniform or whilst impacting the school reputation

Serious misbehaviour (high level tariff incidents) is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality) Includes all protected characteristics
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

All staff have a responsibility in the promotion of positive behaviour and will support in enabling students to play an active part in their learning by helping them develop in the following areas:

- To show respect, to take responsibility and to develop resilience
- Self-control
- Sensitivity and consideration for others
- Pride in themselves and the school
- Enthusiasm and desire for learning
- Self-confidence
- An individual approach to behaviour
- An awareness and acceptance of other ways of life and different opinions
- A consistent approach to tasks
- A positive reaction against bullying and abuse

To support this development and keep students safe, staff will also:

- Use appropriate language
- Discuss situations outside of the classroom (where appropriate)
- Challenge unacceptable behaviour
- Record unacceptable behaviour or incidents on the schools MIS system Arbor
- Refrain from negotiating consequences with students

Every member of staff has a role in supporting and contributing to the promotion of positive behaviour.

Each adult within the Ashby School community is expected to play an integral part in guiding students to manage their behaviour:

Role	Responsibilities
Tutors	<ul style="list-style-type: none"> • Be on time for tutor time, ready to meet and greet students • Ensure attendance register is taken • Engage positively in tutor time activity • Communicate with Parents/Carers regarding attendance, positives, and areas for improvement
Teachers	<ul style="list-style-type: none"> • Implement the behaviour policy consistently with emphasis on de-escalation wherever possible, ensuring you establish and maintain good relationships with students (use EMR – Establish, Maintain & Restore) • Create a calm and safe environment for students • Establish and maintain clear boundaries of acceptable student behaviour • Model positive behaviour and reward this where seen in students • Have high expectations of behaviour, and establish a framework for using praise and correction consistently and fairly • Record behaviour incidents promptly • Provide a personalised approach to the specific behavioural needs of students • Be on time ready to meet and greet students - At the door and direct to seats • Take attendance register within the first 5 minutes • Follow Ashby School classroom expectations • Manage classes effectively and speak to students with dignity and respect • Deliver well planned and differentiated lessons as a solution to potential behaviour issues • Use approaches which are appropriate to students' needs to involve and motivate them • Ensure that the classroom environment is motivational & stimulating, and displays are subject specific • Ensure that information in provision maps regarding students with additional needs is comprehensively read and suggested strategies are utilised- regular liaison with SEND team (where appropriate) • Consider the impact of your own behaviour on the school culture and how you can uphold rules and expectations
Heads of Department / Faculty	<ul style="list-style-type: none"> • Meet and greet students in your faculty area • Be visible during changeover and promote positive corridor conduct • Support the faculty to deal with any behavioural issues • Monitor behaviour incidents that take place within the department/faculty and follow up as appropriate • Communicate specific behaviour concerns to Year Team Leaders and rest of pastoral team to develop coordinated support strategies • Regularly and effectively monitor behaviour patterns and trends in faculty with appropriate action planning as a result • Communicate behaviour concerns and staff training needs via SLT link • Harness parental support by contacting parents when issues arise
SENDCo	<ul style="list-style-type: none"> • Ensure all classroom teachers deliver quality teaching as a solution to Special Educational Needs and Disabilities (SEND) • Communicate strategies to all staff through SEND support plans to meet the needs of students with additional needs • Provide advice and support to staff regarding students with additional needs • Co-ordinate in class provision and manage the statutory responsibilities of Teaching Assistants • Liaise with parents, staff, and students to provide high quality support • Liaise with external providers, outside agencies and educational psychologists • Respond swiftly and thoroughly to all parental and professional queries regarding SEND
Year Team Leader (Non-Teaching)	<ul style="list-style-type: none"> • To be proactive in establishing high expectations of behaviour for learning across the school • To collaborate with other members of the pastoral team to ensure co-ordinated intervention when there are concerns with safeguarding, attendance or other barriers to learning

	<ul style="list-style-type: none"> • Implement behaviour support for individual students and develop proactive strategies that promote positive behaviour • Monitor, record and evaluate the impact of interventions for students • Facilitate restorative conversations • Co-ordinate the effective communication with parents regarding attitudes to learning and individual progress • Investigate high level behaviour incidents and provide appropriate documentation to Assistant Headteacher / Deputy Headteacher for decisions on next steps. Communicate these with parents • Organise and be present for readmission meetings following suspensions. • Monitor incidents of all natures including those linked to child on child abuse
Assistant Year Team Leader (Non-Teaching)	<ul style="list-style-type: none"> • Maintain a proactive roaming presence around the school, supporting staff with call-outs and being a visible presence at social times • Facilitate restorative conversations • Support Year Team Leader to investigate high level behaviour incidents • Be involved in the creation of behaviour support plans • Support SENDCO to collate information for EHCP plans • Work with the Year Team leaders to monitor effectiveness of interventions put in place • Identify students in need of specialised mentoring and provide mentoring sessions where appropriate or facilitate alternative mentoring opportunities
Raising Standards Leader (Teaching)	<ul style="list-style-type: none"> • Work closely with Year Team Leader to monitor the individual progress of all students • Co-ordinate and facilitate appropriate interventions to support progress in line with targets • Monitor attendance in line with pastoral QA document
Well-being Lead	<ul style="list-style-type: none"> • Developing and overseeing the whole school approach to mental health and wellbeing, including how it's reflected in the design of behaviour policies, pastoral support, and the curriculum (including in PSHE) • Supporting the identification of at-risk students and students exhibiting signs of mental ill health • Establishing and following a clear process if a concern is raised about a student's wellbeing • Overseeing the school's internal referral system • Work with other key staff to run Team Around the Child Meetings • Supporting staff in contact with students with mental health needs to give all staff the confidence to work with these students • To work collaboratively with external professionals such as clinical psychologist, educational psychologist, and counsellor for students with mental health problems
Medical Lead	<ul style="list-style-type: none"> • When requested, contribute to topics within the PSHE curriculum and/or assemblies by raising awareness of key issues • To promote healthy living and healthy relationships • Overseeing the delivery of student interventions, where these are being delivered at school and monitoring the outcomes of these interventions on students' education and wellbeing
Alternative Provision Co-ordinator	<ul style="list-style-type: none"> • Co-ordinate Alternative Provision/Curriculum support for students • Quality assurance of external AP providers and internal AP provision • Schedule and facilitate in-school provision beyond the mainstream • Monitor students' progress with respect to attendance, engagement and attainment • Drive progression in English and maths • Facilitate regular reviews of students with all stakeholders • Address behaviour concerns in the first instance in line with this policy acknowledging the need for reasonable adjustment based on need
Safeguarding Team (to include Year Team leader and triage referral team)	<ul style="list-style-type: none"> • Attend Child Protection and Child in Need meetings • Complete Early Help Assessments • Support with behaviour risk assessments and disseminate controls and mitigations to staff • Update staff team (where appropriate) on Safeguarding changes to individual students • Act on DSL referrals in a timely manner • Log all concerns in a timely manner on CPOMS

SLT	<ul style="list-style-type: none"> • Support staff with serious incidents • Provide a visible and supportive presence during lessons and the school day • Ensure communication with parents providing details of serious incidents leading to a suspension • Carry out reintegration meetings following high level fixed term suspensions • Monitor rewards and behaviour trends • Support middle leaders in ensuring positive behaviour is consistently used • Support staff with serious incidents through the on-call system • Ensure staff are provided with consistent messaging and CPD to support positive behaviour
The Headteacher	<ul style="list-style-type: none"> • The headteacher is responsible for reviewing and approving this behaviour policy • The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour • The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students • Ensuring that all staff understand the behavioural expectations and the importance of maintaining them • Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully • Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour to any staff who require it, so they can fulfil their duties set out in this policy • Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary • Ensuring that the data from the behaviour log is reviewed regularly to make sure that no groups of students are being disproportionately impacted by this policy
The Governing Board	<ul style="list-style-type: none"> • Monitor behaviour and attendance trends • Attend meetings for students who are issued a final warning or who reach a threshold for poor behaviour • Monitor this behaviour policy's effectiveness and hold the headteacher to account for its implementation
Parents	<ul style="list-style-type: none"> • Get to know the school's behaviour policy and reinforce it at home where appropriate • Support their child in adhering to the school's behaviour policy • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher / tutor promptly • Engage with the pastoral team positively and with a solution focussed approach • Attend meetings to discuss their child • Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school • Take part in the life of the school and its culture <p>The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working collaboratively with them to tackle behavioural issues</p>
Students	<p>Students will be made aware of the following during their induction into the behaviour culture:</p> <ul style="list-style-type: none"> • The expected standard of behaviour that they should be displaying at school • That they have a duty to follow the behaviour policy • The school's key rules and routines • The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards • The pastoral support that is available to them to help them meet the behaviour standards <p>Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.</p> <p>Students will be supported to develop an understanding of the school's behaviour policy and wider culture</p>

	Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy Extra support and induction will be provided for students who are mid-phase arrivals
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6. Student code of conduct

We believe that every student should show respect to others, accept responsibility for their actions and build resilience by consistently striving to achieve our high expectations

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all students to learn, in class and beyond
- Move quietly around the school and ensure punctuality
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7. Rewards

Ashby School aims to encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, recorded and rewarded.

We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of students at any given and relevant opportunity.

We strive to ensure that students of all ability levels in all year groups across the school can benefit from our rewards processes and that there is consistent application of policy across faculties, year groups and from teacher to teacher. This is something that is monitored and evaluated to ensure it is being applied.

We aim to reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly or for one off events
- Consistently and always sincerely

Rewards must be given sincerely and fairly as a means of acknowledging effort, achievement or action that is above and beyond the norm. Rewards must never be given as 'bribery' (rewarding students for doing what should be expected of them normally).

7.1 Aims

- Rewards increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.
- The practice of rewards and reinforcement assists the school in maintaining and increasing the quality of teaching and learning.
- The giving of rewards encourages all students to achieve. Thus they will receive character points for achievement throughout the school in all contexts.
- The system of giving rewards supports the role of the form tutor in celebrating success and helps facilitate the awareness of achievement to others.
- Every member of staff will praise students for good or improved work, effort and for demonstrating our school values (responsibility, respect and resilience).
- Rewards support and promote good behaviour and should be used alongside the sanctions policy.

We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can re-engage and motivate those who may be disenchanted.

Rewards systems in our school link to:

- Effort
- Attainment
- Progress / attainment
- Behaviour
- Attendance and punctuality
- Caring for others
- Participation
- Uniform compliance
- Positive attitude / enthusiasm
- Demonstration of our values
- Citizenship
- Exceptional actions outside of school

In developing this guidance, we have consulted with a wide range of stakeholders including students, staff and parents. This is something that we will continue to do to ensure our reward policy continues to meet the needs of our students.

Arbor (character) points form the backbone of our rewards system and can be given by any member of staff and are awarded for achievement or effort. Character points can be awarded for students exhibiting responsibility, respect and resilience with all these points contributing to a student's overall points total. Golden ticket awards can be given by any member of staff. They are given for exceptional demonstration of our school values (3 R's). Students can cash these in for specific rewards.

7.2 Roles and Responsibilities

Teaching and support staff should ensure that they:

- Assist in the development and promotion of a rewards culture across the school.
- Apply consistency, in line with guidance and procedures, when giving rewards.
- Reward students who demonstrate and exhibit our school values.
- Monitor student's achievements and progress.

Subject Leaders should ensure that they:

- Check that staff apply consistency, in line with the guidance and procedure, when giving rewards.
- Liaise with subject teachers and award students with subject certificates and badges.

Senior Leaders should:

- Send home congratulatory letters when appropriate
- Send home Senior Leadership and Headteacher's certificates as appropriate.

7.3 Monitoring and Evaluating

Character points are awarded and administered through Arbor. The Pastoral and Senior Leadership Team will monitor consistency of allocation of rewards in line with guidance and procedures. Evaluation of the reward system will also be undertaken on an on-going basis. This will include a range of stakeholders including students, teaching staff, parents and governors.

8. Supporting students to manage their own behaviour (Implementation)

8.1 Ashby Corrective Process

Students not following expectations can have a massive impact on the learning of others and can ultimately impact significantly on the educational outcomes and enjoyment of students within the classroom. It is vital that low level disruption is addressed through classroom management.

Tackling low level disruption:



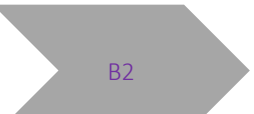
- Our staff will think about the content of their lesson to make it accessible for all
- Our staff will think about the pace of their lesson to ensure that everyone is engaged without anyone being left behind
- Our staff will think about consistency and routine


At Ashby School, we promote outstanding behaviour and have consistent standards and expectations of our students. However, where behaviour does not meet our high expectations there is a clear corrective process which all our staff will follow. We believe

this process ensures a fair and consistent approach for all which helps to underpin our education focus whilst maintaining regulation and mutual respect between staff and students and amongst students themselves.

A stable, calm, and enjoyable learning environment is essential for student progress. The Ashby Corrective Process aims to reduce the disruption that detracts from the learning of all students.

When confronted with behaviour that disrupts learning the teacher will apply the process which is designed to present students with the opportunity to address their inappropriate behaviour and self-correct the situation.

Escalation (B)	Student Behaviour	Teacher Response
	<p>Students not following expectations with lower-level impact:</p> <ul style="list-style-type: none"> ➤ talking when silence is required ➤ calling out ➤ disrupting or interrupting others ➤ not responding to general (e.g. class) instructions. 	<p>Reminder about expectations. Redirect and refocus.</p> <p><u>Non-Verbal Cues</u></p> <ul style="list-style-type: none"> ➤ Tap on the desk ➤ Gestures, movements & signals ➤ Positive body language – encouraging on task behaviour ➤ Eye contact ➤ Tactical positioning <p><u>Remind the student of a positive encounter</u> <i>Do you remember last lesson when you got a positive point/answered that tricky question? That is the behaviour I need to see now.</i></p> <p><u>Use Language of Choice</u> <i>The instruction was... if you choose not to, you will receive an B1... You are in control of what happens next; what happens depends on the choice you now make</i></p>
	<p>Students not following expectations with low level impact [as above]. Recorded on MIS system Arbor</p>	<p>Reminder about their responsibility & expectations. State consequences in terms of impact on learning and consequences if they choose to ignore the warning.</p> <p><u>Use Language of Choice</u> <i>Your behaviour has not improved despite a reminder and therefore you are now issued with a B1. The instruction was [repeat instruction], if you choose not to do this, you are choosing to receive a B2. Please take responsibility for your behaviour and do the right thing. Walk away and allow student processing time.</i></p> <p><u>Example</u> <i>Daniel, we take it in turns to listen. If you call out again, you are choosing to be issued with a B2.</i></p>
	<p>Failure to follow redirected, targeted teacher instructions. Recorded on MIS system Arbor</p>	<p>Reminder about expectations</p> <p><u>Use Language of Choice</u> <i>Your behaviour has not improved despite repeated reminders and therefore you are in danger of being removed from the lesson. The instruction was [repeat instruction] if you choose not to do this, you will be choosing not to do the right thing... Do you remember last lesson when you completed that excellent piece of work [or similar praise] I would like to see you return to that? Thank you. Walk away and allow student processing time.</i></p> <p>It is often appropriate to do this quietly 1:1, rather than with an audience.</p>

	<p>Repeated & consistent failure to follow redirected, targeted teacher instructions.</p> <p>Or</p> <p>Student not following expectation with high-level impact [Inappropriate physical contact/persistent swearing, offensive language].</p> <p>Recorded on MIS system Arbor</p>	<p>Use Language of Choice Your behaviour has not improved despite repeated reminders and therefore you have now chosen to be removed from the lesson where you can reflect on your choices.</p> <p>Or</p> <p>One off incident the behaviour you just demonstrated was not acceptable because [insert reason]. Therefore, you have now chosen to be removed from the lesson.</p>
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The Corrective Process presents students with the opportunity to make the right choice and take ownership of their behaviour. Throughout this staged response students are allowed to modify their behaviour, remain in class, and re-engage in learning.

Detentions

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

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

In these cases pastoral staff may look for appropriate in school sanctions

Removal from Lesson Procedure

As part of the staged response to behaviour, students may be removed from their lesson (by the member staff who is on call) and placed elsewhere in the curriculum area for that lesson. They will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Some students may be in crisis and need support in addressing their need at that time and returning them to the lesson may not be appropriate. Additionally, their behaviour leading up to the removal from lesson may warrant further intervention or action and some time in the inclusion room may be required.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class such as:

- Short-term report cards
- Long-term behaviour plans
- Internal inclusion
- National Forest Hub suspension
- Internal alternative provision
- Multi-agency assessment

Restorative Conversations

Our staff will endeavour to hold a restorative conversation with the student whose behaviour has presented a problem ahead of their next lesson. The student would have to be a willing participant in the conversation. The conversation would be an attempt by the teacher to show the student why their behaviour was a problem and to seek recognition for this, so that similar behaviour doesn't happen again. When conducted skilfully by the teacher, restorative conversations can result in a strengthened and improved relationship between student and teacher.

Sanctions & Escalation

The Ashby Corrective Process is used within the classroom. The following sanctions are applied:

ESCALATION	TARIFF	SANCTION
Verbal Warning	0	None required
B1	1	No immediate sanction (although separate cumulative system)
B2	2	Whole school break detention Parents informed via Arbor
Removal from lesson	5	Whole School after school detention Parents informed via Arbor Student will be removed from the lesson and placed elsewhere ideally within the faculty

Other areas which may need a sanction include:

UNIFORM
Issue logged on MIS system with parents automatically notified of the issue Tutor to make contact with home to resolve Student may need to be placed in inclusion if we are not able to resolve the issue in school / quickly Student may need to be suspended if they persistently refuse to meet our expectations

HOMEWORK
Failure to complete homework will be logged on the MIS system but HoF will be responsible for monitoring / sanctioning using Arbor report function

LATENESS	SANCTION
Late to school	Same day break detention (when possible)
1 incident of 15 minutes or more	After school detention
20 minutes cumulative	After school detention

TRUANCY	SANCTION
1 lesson	½ day inclusion
2 lessons	1 Day Inclusion
3 lessons	2 Days Inclusion
Persistent Truancy (ie repeats of above)	Involvement of external services

The following responses are made to behaviours, accepting that behaviours do not always fit into neat categories and we reserve the right to adapt sanctions to specific events

BEHAVIOUR	TARIFF	SANCTION
Derogatory language	1	Points accumulate towards sanction
Mobile Phone		Phone confiscated and retained in Year Room for whole day 3 rd offence > Parents asked to collect phone
Walking away from staff	2	Restorative conversation > Detention > 1 Day Inclusion
Staff Refusal	5	Restorative conversation > Detention > 1 Day Inclusion
Videoinf Fight		1 Day Suspension
Found in possession of vape		Item confiscated and 1 Day Inclusion
Smoking/Vaping		1 Day suspension
Swearing at staff	10	Restorative conversation > 1 Day Inclusion > 1 Day Suspension
Vandalism		Minimum 1 Day Suspension
Physical Assault		Minimum 3 Day suspension
Drugs/Alcohol on site		Minimum 5 Day Suspension

Weapons on site		Minimum 5 Day Suspension
Theft		Incident dependent Inclusion > Suspension
Racism/Bullying/Sexual harassment		Education key Combination of inclusion/suspension decided on an individual basis
Staff Assault	20	Minimum 10 Day Suspension

*We may decide to use a National Forest Hub suspension for any of the incidents above whereby a student will be hosted in one of our other schools in the trust.

Students may find sanctions escalated where non-completion of sanction occurs.

- If your child cannot go to the detention, then they must go and explain why to the pastoral staff and rearrange it
- If they miss the detention without going to explain why, then they have a chance to repeat the next day
- If they miss this second detention, then your child will spend half a day in inclusion including their lunchtime
- If they refuse to do the half day of inclusion and lunchtime, then it will become a full day in inclusion the next day
- If your child refuses to go into inclusion, then it becomes a suspension

We may use an inclusion room where children can be separated from their peers until resolutions can be found in response to serious or persistent breaches of this policy. Students may be sent to the inclusion room during lessons if they are disruptive, and they will be expected to follow the inclusion curriculum plan.

As detailed above serious incidents may result in a National Forest Hub suspension or fixed term suspension. In addition to those listed above these incidents may include:

- Inappropriate language towards staff
- Dangerous behaviour
- Repeated defiant behaviour
- Racist/homophobic/transphobic behaviour
- Physical aggression
- Child on Child abuse
- Poor behaviour in the Inclusion room

Further details of our school's approach to suspensions can be found in our suspensions policy.

When poor behaviour is identified the school will use a range of corrective measures including but not limited to:

- A conversation to articulate the poor behaviour and exemplify our expectations
- Verbal reprimand
- Moving of seat in a classroom setting
- Faculty or whole school break or after school detention (After school detentions run from 3:10 to 3.40pm and have 24-hour notice for parents)
- Removal to another classroom
- Removal to Inclusion room
- Regular reporting to monitor behaviour in and out of lessons
- Pre suspension warning
- Forest suspensions (where a student spends time at another school within our Trust)
- Fixed term suspension
- Behaviour plan
- Governors Panel
- Permanent suspension

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Regular contact with parents
- Daily contact with a member of the pastoral team
- A report card with personalised goals

8.2 Mobile Phones

Mobile phones for students in Years 7 to 11 are not to be seen or heard on site. This is in place from the start of registration until the end of the school day. Before registration starts and at the end of the school day, mobile phones can be used outside only. They must not be used inside the school building. They may be used on the buses. Key Stage 5 students can continue to use their

mobile phones on the Key Stage 5 site during social and non-study times. Sixth Form students however must not have their phones on view whilst they are on the Key Stage 4 site so as to set an excellent example to our younger students.

If students have an urgent need to make a call, they may do so through negotiation with the year room or their form tutor and within the year room or form room only. This is to be a rare exception and should be logged.

Teaching staff are the professionals in their classrooms. They may choose to allow students minimal and discrete use of a mobile phone for educational purposes i.e. to take a photograph of a piece of work completed or a homework instruction. They should not be used routinely i.e. as a substitute for a calculator in maths.

Where a mobile phone is seen or heard, students must hand over the phone to collect at the end of the day from the year room. Refusal will be sanctioned as detailed in the Ashby Corrective Process above. Where this becomes a repeated occurrence and certainly on the third confiscation, parents will be requested to collect the phone. There may be occasional safeguarding exceptions to this arrangement in communication with parents.

8.3 Reasonable Force

Aims & Principles

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

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

Incidents of reasonable force must:

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

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

8.4 Confiscation, Screening & Searching

Searching, screening & confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). It applies to both the usual educational school setting as well as during public examinations where students are under the supervision of trained invigilators.

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students and will be safely disposed of.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a Student

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

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

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

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

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Headteacher, the designated safeguarding lead (or deputy) or a Year Team Leader, to try and determine why the student is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching Students' Possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

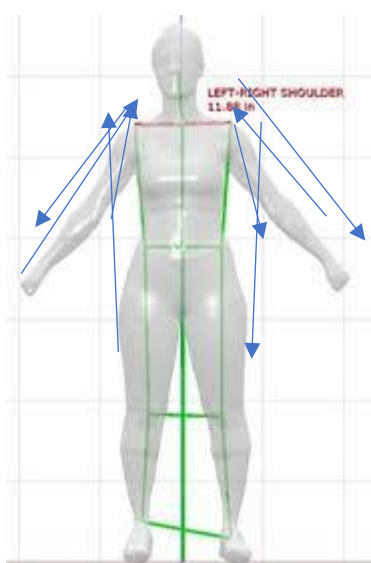
If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Searching for concealed items

We have in school a 'Hand Held Metal Detector' designed to meet the exact requirements of the security industry, including searching for concealed offensive weapons.

Directions for use (these instructions must be strictly followed):

1. Searches can only be conducted in private (e.g. in an office). Staff conducting surveys must have received 'wand training'. This includes awareness of socio-economic, gender and race issues that lead to 'adultification'. Staff should agree that the wand search is proportionate and if in doubt the advice of the Headteacher should be sought. A copy of these guidelines should be provided to the child. At all times be aware you are dealing with a child and that they may find the process triggering.
2. Only same gender searches allowed, with a minimum of two people in attendance (excluding the person being searched).
3. Explain to the child that there are two people present to ensure everything is appropriate and these instructions are being followed.
4. The child who is being searched should remove (if possible) anything on their person that is metal, e.g. coins, rings, and earrings, belt etc) and placed in the tray. Out clothing such as blazers or sweaters should be removed. A child should **never** be asked to remove an item of clothing that would reveal underwear.
5. The child being searched wearing trousers must have their feet more than shoulder width apart. A female student in a skirt – ankles together so that feet and heels are touching. It is safe to wand a child's head area if they are wearing an acceptable head covering according to school policy
6. Arrow indicates direction of scan. Then scan their front and back.



(There is a low sensitivity button where the 'beep' could be as a result of clothing (zips etc) or shoes that contain metal).

Endeavour not to touch the child with the wand.

7. Once search is completed you must use the phrase "you're clean, and are you happy with how this search has been conducted?"

8. If there is a strong positive indication of a metal object the child should be asked to explain what has caused the indication and if possible to produce the item. The child may need to be given a 'clean' private space to remove the item discretely. The child can then be 're-wanded' to check you have the only metal item. If you are still concerned they may have a prohibited item and they are unable or unwilling to produce it then a decision will need to be made whether to call the police or simply sanction the child for the suspected item on the grounds they were unwilling to prove it was not the suspected item.

Additional notes:

The scanner will be stored with its instructions in the Headteachers office

Only the following people can use the Hand Held Metal Detector: Headteacher and Deputy Headteachers

Informing the Designated Safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support After a Search

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

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

Strip Searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item and will discuss this with the DSL, Headteacher or their delegate.

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

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

Communication and Record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who Will be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

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

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

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

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care After a Strip Search

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

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

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

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

8.5 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

8.6 Safeguarding

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

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be drawn from, but not restricted to those sanctions previously listed.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection policy for more information.

8.7 Off-site Misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school including but not limited to on dedicated school transport
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

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

8.8 Online Misbehaviour

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

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

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

8.9 Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, a member of the Senior Leadership Team or a Year Team Leader will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) or a deputy will make a tandem report to children's social care, if appropriate.

8.10 Zero Tolerance Approach To Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, recorded and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally

- Refer to early help
- Refer to children’s social care
- Report to the police

Please refer to our Safeguarding and Child Protection policy for more information.

8.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

9. Responding to Misbehaviour from Students with SEND

9.1 Recognising the Impact of SEND on Behaviour

The school 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 student’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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 student caused by the school’s policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These could include

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of ‘The Bridge’ and ‘The Linc’ where students can regulate their emotions during a moment of sensory overload

9.2 Adapting Sanctions for Students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

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

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

9.3 Considering Whether a Student Displaying Challenging Behaviour may have Unidentified SEND

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

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

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

9.4 Students with an Education, Health and Care (EHC) Plan

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

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

10. Student Transition

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and an enhanced transition may be facilitated where appropriate.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

Our staff are provided with training on managing behaviour with an emphasis on de-escalation, as part of their induction process.

Staff are also trained on the needs of the students at the school and how SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional learning.

12. Monitoring Arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives on a half termly basis by the Year Team Leaders alongside Senior Leadership:

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

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

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

13. Intended Outcomes (Impact)

With the combination of clear expectations, an engaging, broad, and ambitious curriculum, consistent use of rewards and fair application of corrective processes we intend to create an atmosphere which will enable all our students to achieve personal success by becoming Respectful, Responsible, Resilient, members of society.