



# **Behaviour policy and statement of behaviour principles**

March 2023

## Aims

At Trinity Croft C of E Primary Academy, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching and being attachment aware, we focus on building positive relationships between children and staff and children with their peers. Underpinning this policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment in line with Christian values.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- To encourage the involvement of both home and school in the implementation of this policy.

## 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 at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Other policies and documents which should be read in conjunction with this policy are:

- Attendance

- DfE guidance for mental health and behaviour
- Safeguarding
- SEND
- Code of Conduct
- Anti-bullying policy
- Equality policy
- Exclusions Policy

**Misbehaviour** is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as 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
- Physical abuse
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power and can lead to an internal seclusion and/or fixed term suspension

Bullying is:

- 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 or gaming sites

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

## Roles and responsibilities

Maintaining/modelling and teaching good behaviour is the responsibility of all staff, local school board and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Class teams support behaviour regulation by:

- Greeting children by name at the door first thing in the morning
- Ensuring expectations, boundaries, rules and routines are consistent and clear.
- Building high quality relationships with children and parents
- Reflecting with parents, carers and other professionals so that they are well informed and understand children's individual needs
- Ensuring interventions are personalised, well informed and planned
- Ensuring a high standard of first quality teaching
- Ensuring that the classroom is safe, courageous and shame free
- Maintaining a calm and purposeful environment.
- Liaising with other members of staff (cover supervisors, SMSAs) regarding individuals where needed.

- Taking a curious and holistic stance when trying to make sense of behaviour

Middle leaders support behaviour regulation by:

- Greeting children by name when they see them around school
- Being a 'change of adult'
- Having high expectations of all adults and children
- Supporting members of staff in talking to parents
- Maintaining a calm manner

Senior leaders support behaviour regulation by:

- Greeting parents and children at the gate/door each morning
- Promoting a safe, courageous and shame free environment
- Having high expectations of all adults and children
- Providing training where needed
- Providing supervision for staff where needed
- Supporting members of staff in talking to parents
- Communicating with parents
- Maintaining a calm manner

Local school board support behaviour regulation by:

- Establishing the policy
- Ensuring the effectiveness of the policy.

Parents support behaviour regulation by:

- Get to know the school's policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour regulation policy
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work to support children's behaviour regulation and (for example: attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The pastoral support that is available to them to help them in the regulation of their behaviour

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils 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 pupils who are mid-phase arrivals.

## **Expectations**

At Trinity Croft, there is a universal stop sign which all adults use when they want to pause a lesson and stop the children and it is a raised hand signal. In our EYFS classrooms, a bell is used alongside the hand signal.

Our school Learning Code – WALKS - is what we define as the “Steps to Success” for learning, and are as follows:

W - Wanting to learn

A - Asking questions

L - Listening

K - Knowing how to improve

S - Sticking at it!

Children also rewarded for demonstrating our Christian values- respect, perseverance, compassion and courage.

## **Rewards and Consequences**

We celebrate the actions and successes of all of our children through the use of positive praise. Positive praise is used liberally in conjunction with points being awarded on the Class Dojo system.

Opportunities for affirmation with the child also include the following examples:

- Verbal feedback
- Class dojo message home
- Award certificate
- Assembly recognition
- Sent to another adult in school
- Newsletter item
- Social media shout out
- Green cards at lunch time

Staff also give children ‘Dojo Points’ for demonstrating good learning behaviours and following our behaviour code. These points are logged on a web-based system called Class Dojo. Parents can see, by accessing the system using their unique code, how well their children are doing.

We use a behaviour ladder in each class in Key Stage 2 and a simpler ‘Mr Men’ related theme in Foundation Stage and Key Stage 1. This provides the opportunity for children to earn rewards by moving up ladder for making positive choices.

There are consequences for making poor choices-

1. Quiet reminder to make the right choice
2. Warning with thinking time
3. Consequence

Consequences are carried out in private. Teachers have a negative ladder and children are moved down in a discrete way. Children are able to move up the ladder as soon as they make the right behavior choice. Occasionally, staff may give a ‘negative’ dojo point as a consequence. When this happens, staff will speak to parents/carers. At the end of the day, wherever the children are on the ladder, it equates to an outcome. Children receive ‘WOW’ certificates and stickers for effort, attitude and behaviour.

We teach the children that the way that they behave has consequences to themselves and others. Pupils may require additional time to catch up on any work missed or time and a space to reflect on the behaviour/reaction they have displayed. We believe that pupils should be given the opportunity to repair relationships.

All staff are trained to use emotion coaching techniques to help children to self-regulate and to encourage children to reflect on how they felt.

We understand that some children need a bespoke positive behaviour plan, which may include appropriate rewards to reinforce behaviour. These are completed in collaboration with the parents and child so that there is a shared understanding.

## Playground Behaviour Procedures

The same approach to praising positive behaviour choices applies on the playground too. Children who display positive behaviour and make good choices can be issued with a green ticket which states what their positive behaviour has been. Where behaviour choices are not positive, staff will remind the child/children about making better choices in a discrete way. If poor behaviour remains consistent or is of a serious nature, the children will discretely receive a red card and may lose future playtimes for a fixed period of time. All red cards are reported to the SLT and recorded.

## Further Procedures

To promote consistency with all members of staff, the following guidelines have been drawn up.

Pupil's Action	Response to behaviour
Shouting out/talking over teacher/pupils/ low level disruption	1. Quiet warning 2. Warning with thinking time 3. consequence
Refusing to work	1. Quiet warning 2. Warning with thinking time 3. consequence Stay in at break/lunch to catch up on work they should have done Contact parent
Inappropriate language at lunchtime	Inside break time for 2 days Parents contacted
Inappropriate language in the classroom	To work out of the classroom for the rest of the day Parents contacted
Physical Violence	KS2 - Inside breaks for a week KS1 – Inside breaks for rest of day and the following day. Parents contacted  EYFS- Inside break for 5 minutes and a conversation with parents at the end of the day.

## **Mobile phones**

Children are not allowed mobile phones on site. However, in Year 5 and 6 we are aware that children walk home alone and therefore they can bring their phones into school but must switch them off and must be handed into the school office or to the class teacher when they arrive at school.

School does not accept any liability for any mobile phone that may be lost or damaged whilst on the school premises.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil'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 child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## **Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- The pupil to work out of the class
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Internal seclusion
- Fixed term suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **Reasonable force**

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

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

## **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **Searching a pupil**

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, 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 pupil 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 pupil; **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 Executive Head Teacher and Head of School or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil 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 a member of the designated safeguarding leaders to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil 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 on page 3.

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

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 pupils' possessions**

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

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited.

An authorised member of staff can search a pupil's possessions when the pupil 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.

## **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 pupil 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, 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. 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 pupil 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.

### **Off-site misbehaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

### **Online misbehaviour**

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

- It poses a threat or causes harm to another pupil
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

### **Suspected criminal behaviour**

If a pupil 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 Head of School or Executive Head Teacher 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) will make a tandem report to children's social care, if appropriate.

## **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, and never ignored.

Pupils 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 child protection and safeguarding policy for more information.

## **Malicious allegations**

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 (LADO), where relevant) will consider whether the pupil 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 pupils 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 pupils.

## **Internal Seclusion, Suspension and Permanent exclusions**

The school can use an internal seclusion, fixed term suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Executive Head Teacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **Responding to misbehaviour from pupils with SEND**

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

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident 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.

When dealing with misbehaviour from pupils 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

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 pupil concerned. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of sensory zones where pupils can regulate their emotions during a moment of sensory overload
- Use of 'hand of options' to facilitate time out for a child.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

## **Pupils 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 pupil 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.

## **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Head of School, Families support worker or SENDco
- A report book with personalised behaviour goals

## **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

## **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom will be kept on CPOMS
- Attendance, Internal seclusion, fixed term suspensions and permanent exclusion and suspension will be recorded on the school's MIS (Arbor)
- Use of pupil support units, off-site directions and managed moves will be kept on Arbor
- Incidents of searching, screening and confiscation will be kept on CPOMS
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture will be kept by SLT

The data will be analysed every six months by the Executive Head Teacher, Head of School and governors.

## **Monitoring this policy**

This behaviour policy will be reviewed by the Head of School and the school governors 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 Executive Head Teacher and Head of School

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- E-safety policy