



# Cornwallis Academy

*Ambitions for All*

## DOCUMENT CONTROL

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### 1. Aims of the policy

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **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**

### 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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

### 3. Cornwallis Values

- All teachers have the right to teach; and
- All students have the right to learn in a mutually respectful environment
- Cornwallis Academy is dedicated to providing a comprehensive education that fosters the growth in students' academic, social and emotional performance.
- We believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole academy community.
- Our Behaviour Policy focuses on Positive Behaviour, which supports learning and promotes, celebrates and rewards achievement.
- Behaviour is ultimately, everyone's responsibility.
- We have a house system to foster a team ethos.
- The purpose of this policy is to ensure that when behaviour problems occur, all staff, students and parents/ carers have a clear understanding of the procedures and sanctions for dealing with problems.
- We are an inclusive Academy.
- All students and staff are expected to embrace the Academy's core value of 'Ambitions for All' and the 'SMILE' ethos.

**Misbehaviour** 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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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 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 student)
  - Any item banned by the Academy rules

#### 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
Racial	Racial taunts, graffiti, gestures
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 strategy.

## 5. Roles and responsibilities

### 5.1 The Local Governing board

The Local Governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

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, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct<sup>1</sup>
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly or the Wellbeing team promptly

## 6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- 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

## 7. Rewards and sanctions

### 7.1 Rewards

As a school, we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels. At Cornwallis Academy, we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, i.e.:

- Verbal praise
- Letter or phone call home to parents
- Subject recognition certificates

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<sup>1</sup> Student Code of Conduct (Home school agreement) is included in the Academy's admission paperwork and also published in the students planners

- Praise in assembly
- Postcard home
- Use of our website, social media and weekly e-bulletin to publicise achievements by our students
- Within termly rewards assemblies students will also be recognised for the following:
  - Attitude to Learning
  - Attendance

All house points are recorded by the class teacher and/or form tutor on SIMs.

All house points count towards the individual student record as well as their house.

**House point levels**

<u>Level</u>	<u>Criteria</u>	<u>Reward</u>
Aspire level	40 House points	Certificate in awards assembly
Cornwallis Club	70 House points	Certificate in awards assembly, small reward
Gold Ambassador	100 House points	Certificate in awards assembly, medium reward
Platinum Elite	130 House Points	Certificate in awards assembly, large reward, lunch with head teacher.
SMILE STATUS	160+ House Points	Rewards trip

**7.2 Sanctions**

Should a student behave in a way that is less than expected through misbehaviour, breaking a school rule, or fails to follow a reasonable instruction from a teacher or member of staff, then the school can impose a sanction on the student.

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

- A verbal warning
- Expecting work to be completed at home, or at break, lunchtime or after school
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Placing a student 'on report'
- Use of time-out cards – some students will be issued with a time-out card to support them in self-regulating and assessing additional support that they might need
- Community service
- Student withdrawn from class and/or a number of lessons
- Internal exclusion (isolation room based at the Academy and/or Gateway based on NLL site)

- Pastoral Support Plan
- Fixed term exclusion
- Permanent exclusion
- Permanent school removal

### 7.3 The 'RAG' system

In all lessons staff should use the **RAG system** to ensure student's self-management is dealt with in a consistent and appropriate manner. This translates easily across the daily life of the academy. This system is designed to support learning, support a student's self-management and promote the Cornwallis SMILE ethos.

At the start of every lesson, students are expected to enter in a calm manner, place their equipment on their desks, bags under their table and stand in silence, ready for the teacher to begin. This is known as "Creating the Learning Environment".

Our classroom expectations are as follows:-

- Be silent and pay attention when the teacher is speaking
- Be silent and show respect when other members of the class are being asked to speak
- Follow instructions from members of staff first time
- No eating and drinking (with the exception of water)

The system below is designed so that the teacher decides on the severity of the incident and the appropriate response. It is not the case that a student **MUST** be issued with a green, amber and red warning before they are removed.

1. Reminder of expectations identifying the unwanted behaviour, placed on a **GREEN** warning
  2. If disruption persists, move to a **YELLOW** warning and a **10 minute detention** at break/lunch will be issued.
  3. If disruption persists, move to a **RED** warning and relocation to another classroom. A **30 minute after school detention** will be issued. You will be notified by email.
  4. If a student refuses to leave the room to go to the location specified by the member of staff, another member of staff will be requested to escort the student and they will be issued with a **60 minute after school detention**. You will be notified by email.
  5. If a student continues to refuse to go to the location, they will be placed in internal isolation. You will be notified by a member of staff.
- If a student receives **two RED** warnings in one day, they will be placed in internal isolation. You will be notified by email.
  - If a student receives **three RED** warnings in a week, they will be placed in internal isolation. You will be notified by email.
  - Where the incident is serious, a decision will be made on an individual basis regarding the consequences and a member of staff will contact you to inform you of the outcome.

In addition to the above system, members of staff can detain students for one of several reasons, for example:

- Restorative conversation between the member of staff and student to move forward
- Failure to complete home learning on time
- Failure to complete tasks in class in time or to an acceptable standard

### 7.4 Detentions

Detentions can be set in one of three categories:

- a) Break-time detention
- b) Lunch-time detention
- c) After School detention

Parents and guardians should be aware that in accordance with the Education Act 2011, the Academy reserves the right to issue a detention to a student on the same day without notice to the parent. Students may be detained at the end of school for 60 minutes without prior warning. However, in practice, we would normally attempt to contact parents if the detention is more than 15 minutes as a matter of courtesy.

Break or lunch time detentions are allowed providing they have adequate time to get something to eat/drink and go to the toilet. Please note detentions are not negotiable.

Parents are responsible for ensuring that adequate transportation is provided where needed this is not the responsibility of the school.

### **7.5 What to do if a student fails to attend a detention:**

Illness or absence from the school on the day - SIMS be checked to see if the student has a legitimate reason for absence and the detention should be reset with the student and parents informed either by a note in planner and/or by email.

If the student has been in school but has failed to attend the detention, the detention should be reset for the same length of time. A second failure to attend should be referred to the HOD or to the Well-Being Lead as appropriate, who will then reset the detention. The detention will be increased in length and parents will be informed of this either by phone and/or email. Further failure should then be escalated to internal isolation.

### **7.6 Recording behaviour concerns**

Academy staff use SIMS to log behaviours points which accumulate and are reviewed regularly by the Wellbeing teams, HODs and the senior leadership team.

### **7.7 Report and Support Cards**

The aim of any report is to support a student in the management of their behaviour/learning and raise achievement. Report cards are issued on different levels depending on the purpose and severity of behaviour or attitude to learning. They should be viewed as supportive not punitive and should be time limited with reviews of target. Report cards used within the academy are as follows:

The following three reports all use an individual target setting process, where students are involved in setting themselves three targets to improve on. Failure to return these cards, results in loss of social times and failure to improve can result in after school detentions and/or placement in internal isolation.

- Stage 1 green report
- Stage 2 yellow report
- Stage 3 red report
  
- Punctuality and attendance report – students who are highlighted by Year Team / Attendance team/Form Tutor, will be placed on a punctuality report which is monitored by the Form Tutor each day with payback time issued for lateness.
  
- Form Tutor Report – Students will work with their Form Tutor to establish three targets to be met each lesson, this is used for low level disruption and students who will make a notable improvement with a close eye on them.

Students are expected to meet their targets in each lesson on order to move down the stages and then off report. The Wellbeing team will liaise to ensure that an appropriate decision is made, especially when not all targets have been met by the student. If a student is struggling to meet their targets in lessons and the report shows a negative picture of compliance and self-regulation, other parties will be involved such as:

- Parental engagement
- Mediation

- Front door referral (Early help and/or social services)
- Family liaison officer
- Attendance officers
- Mentor – internal and/or external

### 7.8 Internal exclusion

Wherever possible, internal exclusion will be favoured over external exclusion so that interventions and support can be administered and the student is able to access learning with minimal disruption and impact on attendance. An internal isolation room operates within the school premises and at the Gateway (based at New Line Learning site). The decision as to where the internal exclusion is to be completed will be made on an individual basis and you will be informed.

Students are required to work in silence. On occasions they may be moved to work under the supervision of the Headteacher or another member of SLT and/or Wellbeing team. This is a short term measure that can be put in place to support the student in addressing their self-regulation and ultimately ensuring successful completion of their internal exclusion. If students fail to meet the required expectations, they will repeat part of/whole day. Failure to complete internal exclusion, may result in a fixed term exclusion being issued.

### 7.9 Exclusions

There are two types of exclusions:

**Fixed Term Exclusion** is when a student is temporarily excluded (suspended) from school. The school will provide work for the student for the first 5 days of any exclusion. If the exclusion is longer than 5 days, then the school will arrange suitable full-time education from the sixth day. A student can be fixed term excluded for a maximum of 45 days in one year.

Offences for Fixed Term exclusion will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of school property
- Bringing or using illegal substances, including alcohol, into school
- Possession of any offensive weapons in school
- Using illegal substances or alcohol in school
- Supplying or selling illegal substances in school
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyberbullying or threatening behaviour towards another student
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental
- Denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the Academy into disrepute, this may occur in school or outside school.

**Permanent Exclusion** is when a student is permanently expelled and is normally reserved for offences that will have a seriously damaging effect on the life of the school, the well-being of other students or staff or seriously and persistently interfere with teaching and learning in the school. This can include but is not limited to:

- Serious actual or threatened violence or behaviour which creates fear and anxiety among staff or students
- Possession or selling of an offensive weapon on the school site
- Possession or selling of an illegal substance on the school site
- Persistent defiance of school authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse (as above)
- Any other behavior which causes a safeguarding concern towards staff or students
- One off incident serious enough to warrant Permanent Exclusion

A decision to exclude a student permanently from the Academy is serious one and is only taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with offences following a wide range of strategies which have been tried without success. It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with the student and is normally used as a last resort. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to exclude a student for a first or "one-off" offence.

It is the parent's responsibility to ensure that their child is not in a public place during normal school hours for the first 5 days of exclusion without a valid reason. If the student is found in a public place during this period, it can lead to the parent being prosecuted.

The Local Authority will arrange full time education for the student from the sixth day.

### **7.10 The role of the Governing Body**

Parent/s have a right to request representation to the Governing Body regarding an exclusion and the exclusion letter will explain how this can be done. A Governing Body Student Discipline Committee will be convened depending on the length and nature of the exclusion. In the cases of permanent exclusion and fixed term exclusions totalling more than 15 days over one old term, a Student Discipline must sit.

A Student Discipline committee can decide either to uphold the exclusion or to direct the student's reinstatement, either immediately or by a particular date. Where reinstatement is not practical because the student has returned to school following the expiry of a fixed term exclusion, the committee must consider whether the exclusion was justified, based on the evidence. The outcome of the committee's findings should be added to the student's school record.

In the cases of a permanent exclusion upheld by the Student Discipline Committee, the parents of all permanently excluded students have the right to go to an Independent Review Panel. Appeal forms are automatically sent to parents by the Clerk to the Governors.

### **7.12 Respite**

If appropriate and in consultation with the local authority, respite may be sought for a student in danger of exclusion or where attendance at school is a serious concern.

### **7.13 Direction for education off-site by the Head teacher**

In incidents / situations where the Headteacher believes Cornwallis Academy have done all within their resources to support a student, however, there has been no marked improvement in their engagement in education or behaviour, the Headteacher may take the decision to direct said student to be educated off site with another educational provider or within the Future Schools Trust alternative curriculum provision.

### **7.14 Out of Academy Behaviour**

The Academy is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- Good order on transport to and from Academy, education visits or other placements such as work experience or college courses.
- Appropriate behaviour on the way to and from Academy.
- Positive behaviour that does not threaten the health and safety of our students, staff or members of the public.

The same behaviour expectations for students on the Academy premises apply to off-site behaviour. The Head teacher will consider on an individual case basis what the Academy's response should be to any poor behaviour when the student is:

- Taking part in any Academy organised or Academy related activity
- Travelling to or from the Academy
- Wearing Academy uniform or in some other way identifiable as a student at the Academy.
- Or misbehaviour at any time, whether or not the above conditions apply, that:
  - Could have repercussions for the orderly running of the Academy or
  - Poses a threat to another student, member of staff or member of the public, or
  - Could adversely affect the reputation of the Academy.

### **8. Dealing with Allegations against Teachers and Other Staff**

All allegations against staff will be taken seriously. The Headteacher will ensure that all allegations are dealt with quickly in a fair and consistent way. The Academy will draw on the DFE advice 'Dealing with Allegations of Abuse against Teachers and Other Staff', and LA guidance and procedures when dealing with such allegations.

Disciplinary action will be taken against students who are found to have made malicious accusations against Academy staff. Such action will be considered by the Headteacher on an individual case basis and may include either fixed term or permanent exclusion from the Academy.

## 9. Power to Use of Reasonable Force

In some circumstances, staff may use reasonable force to restrain a student to prevent them committing a criminal offence, causing disorder, hurting themselves or others or damaging property. Certain senior staff, alongside other authorised staff, can use reasonable force depending on the circumstances, when conducting a search without consent, if it regarding a search for any prohibited items listed below and in Section 3 of this document.

### 9.1 Physical restraint

In normal practice, only staff who have undergone specific training in the use of physical intervention will restrain students. Incidents of physical restraint 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 the Head Teacher and parents

### 9.2 Searching of Possessions

It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

Following guidance set out by the Education and Inspections Act 2006, Academy staff are authorised under the general power to discipline to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstances. All staff may search a student's possessions with their consent if they suspect they have any items that are banned in the Academy.

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

**Prohibited items** are:

- Knives and/or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other smoking paraphernalia
- 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 student)
- Any item banned by the Academy rules

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. These data or files may be given to the Police.

### 9.3 Confiscation

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will only be returned to students after discussion with senior leaders and parents, if appropriate. Drugs, weapons and knives and extreme or child pornography will always be handed over to the police.

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

**10. Use of electronic devices** - *The term 'phone' denotes mobile phones, iPods, iPads, MP3/MP4 players and any similar electronic devices*

Students **must not use** their mobile phones, headphones/earphones or any similar electronic devices **at any time whilst in the building, including during lessons and walking between lessons**. This applies to all spaces within the Academy building and lessons taking place outside such as PE, and includes wet break/lunch times. The only exception to this is that Sixth formers will be permitted to use their mobile phones in Café Wallis only. Mobile phones, headphones/earphones or any similar electronic devices may be accessed once a student has exited the building at break time and lunch time only. Sanctions will be applied to any student who does not comply:

- On the first occasion a mobile phone is confiscated, it will need to be collected by the student from main reception at the end of the school day.
- On subsequent occasions, it will need to be collected by the parent/carer from main reception at their convenience.
- Failure to hand over an electronic device will result in the student being placed in internal exclusion
- Refusal to go to internal exclusion may result in a fixed term exclusion being issued.
- Mobile phones which are used for anti-social or criminal activities directed at students, staff, parents, members of other schools or members of the public will be confiscated and if necessary handed to the police. In these instances, parents/carers will be contacted and a complete ban of the use of mobile phones may be implemented.

Parents/carers should be aware if their child takes a mobile phone to school or any similar electronic device. It is assumed household insurance will provide the required cover in the event of loss or damage. The Academy cannot accept responsibility for any loss, damage or costs incurred due to its use.

**No meeting at the school may be electronically recorded without the express permission of all parties, and the information obtained without such permission will not be admissible in any proceedings.**

## 11. Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

What are the risks of sexting?

Young people may think 'sexting' is harmless but it can leave them vulnerable to:

- No control of images and how they're shared
- Blackmail
- Bullying
- Unwanted attention
- Emotional distress

What the law says

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend share an explicit image or video of a child, even if it's shared between children of the same age possess,
- **download or store an explicit image or video of a child, even if the child gave their permission for it to be created.**

Police may or may not decide to take formal action against any young person found creating or sharing images depending on the individual circumstances.

### **What happens at the Academy**

When an incident involving youth-produced sexual imagery comes to the Academy's attention, the following will take place:

- The incident will be referred to the Designated Safeguarding Lead (DSL) or a member of the Safeguarding team as soon as possible
- The DSL will consider the specific context and the children involved and use their professional judgement on whether police or social care involvement is required or proportionate
- The Academy records all incidents relating to youth produced sexual imagery including times, dates and reasons for decisions made and logged in the safeguarding records
- The Academy also will normally invoke its own disciplinary measures to discourage young people from sharing, creating or receiving images
- Parents and carers will also be informed unless this presents a further risk to the young person
- The Academy will also normally invoke its own disciplinary measures under the Behaviour Policy

More information on how the Academy deals with Sexting can be found in the Academy's Child Protection Policy.

## **12. Online-Safety**

The Academy takes the misuse of the internet or social media by students very seriously. Any breach of Academy rules or policies will be dealt with through Academy sanctions. See also the Academy Student Acceptable Use Policy and Academy Anti Bullying Policy

## **13. 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 Academy'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.

## **14. Student transition**

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. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **15. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## **16. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and local governing body every 3 years. At each review, the policy will be approved by the headteacher.

**17. Links with other policies**

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Exclusions policy
- SEN policy
- E-Safety Policy
- Managing Allegations of Abuse Against Staff Policy

