

THE TELFORD PRIORY SCHOOL



Member of Leadership Team with Responsibility for Update of Policy	Sarah Robinson
Headteacher	Stacey Jordan
Date adopted by the School Standards Committee	May 2023
Policy Review Cycle	Annual
Date for Policy Review	May 2024

Behaviour and Discipline Policy

Behaviour and Discipline Policy

1. INTRODUCTION

To be successful, a school must promote excellent behaviour among its students and create an orderly, calm, supportive and safe environment so that students can learn and reach their true potential and 'be the heroes of their own lives'. This policy is vital in supporting a culture where all students and staff are able to thrive. All staff members should collectively embody and adhere to this culture and to the details of this policy. This document sets out the main ways we achieve this at The Telford Priory School. It includes:

- Code of Conduct for Students
- Expectations for Staff
- Role of Parents/Carers
- Rewards and Recognition
- Behaviour and Support system
- Appendices (Legislation, the Excellent Behaviour Curriculum, the Behaviour Tiers, the "TPS Way" document, Code of Conduct for Students, and the Behaviour Grid)

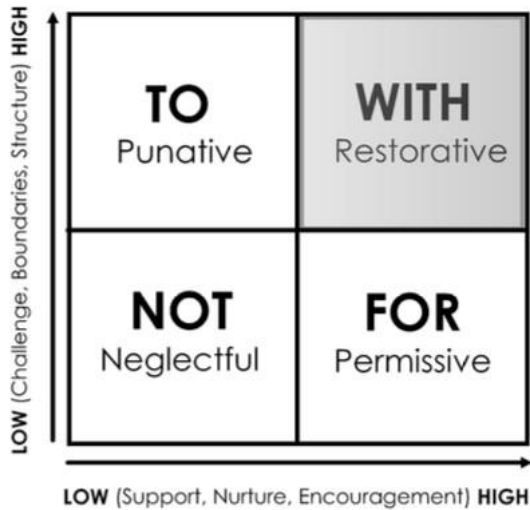
This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline the expectations and consequences of behaviour
- Provide an approach to behaviour management that is applied consistently to all pupils

At Telford Priory School, we believe in a restorative and relational approach when dealing with behaviour. Restorative and relational practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. When we work with and alongside people, there is strong evidence to say that outcomes for children and their families are improved. Restorative and relational practices enable those who work with children and families to focus upon building relationships that create and inspire positive change. Creating change sometimes requires challenge as well as support.

The following restorative approach will be used across the school:

Behaviour and Discipline Policy



At Telford Priory School we aim to work within the **WITH** box providing nurture and support alongside clear boundaries and expectations of behaviour. Adults in school are expected to be positive and respectful role models to the students.

2. DEFINITIONS

At The Telford Priory School we aim to provide an orderly, caring community where ALL pupils have the right to learn, and ALL teachers have the right to teach. To be successful a school must promote good behaviour among its pupils and create a calm, safe and supportive environment for learning. This policy sets out the ways in which we will achieve this. This policy should be read in conjunction with our Ensuring Excellence document.

At The Telford Priory School **misbehaviour** is defined as:

- Disruption in lessons
- Disruption on corridors between lessons, at break and lunchtimes
- Non-completion of classwork
- Poor attitude in lessons
- Incorrect uniform
- Rudeness
- Lateness to school/lesson
- Truancy Internal/External

At The Telford Priory School **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Repeated breaches of the school code of conduct
- 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

Behaviour and Discipline Policy

- 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 or vaping
- Racist, sexist, homophobic or discriminatory behaviour •
- Possession of any prohibited items such as; Knives or weapons, Alcohol, Illegal drugs, Stolen items , Tobacco or cigarette papers, Vapes, 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, or damage to the property of, any person (including the pupil).

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, and over a period of time
- Difficult to defend against
- The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Attacking property	Damaging, hiding, or stealing someone's possessions
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Behaviour and Discipline Policy

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)
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

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying can happen to anyone, and this policy is inclusive of the bullying of school staff, whether by pupils, parents, or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture
- Social class or socio-economic background
- Gender (sexist bullying)
- Sexual orientation (homophobic/biphobic bullying)
- Trans identity, including non-binary identity (transphobic bullying)
- Special educational needs, additional learning needs, additional support needs or disability
- Appearance
- Related to home or other personal situation
- Related to another vulnerable group of people for example young carers

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

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

Behaviour and Discipline Policy

3. RESPONSIBILITIES

3.1 The Schools Standards Committee

- The SSC is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

3.2 The Headteacher

- To lead the Deputy Headteacher (Behaviour Culture, Relationships) to set the vision for Telford Priory School.

3.3 The Deputy Headteacher (Behaviour, Culture, Relationships)

The Deputy Headteacher is responsible for:

- Writing, leading and reviewing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring 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 pupils 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 pupils 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

3.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students

Behaviour and Discipline Policy

- Recording/logging behaviour incidents promptly (including lateness) on the schools Bromcom)
- Requesting a call out when a students' behaviour is breaching health and safety rules and the lesson has become unteachable.
- Challenging students to meet the school's expectations
- Clear communication with home to help improve a students' progress/behaviour
- Reiterating the 3R's at every opportunity

3.5 Teachers

In addition to the listed staff responsibilities, **teachers** are responsible for:

- Implementing meet and greet at the start of every lesson, with the Do Now activity ready for completion
- Seeking regular opportunities to reward and praise both staff and students
- Liaising with curriculum leader where further support and training is required

3.6 Assistant Heads of Year

Assistant Heads of Year are responsible for:

- Enabling our students to make the right choices relating to their learning, behaviour and attendance
- Supervising and supporting students removed from lessons
- Working with professionals to remove barriers to learning, to ensure success for **all** students

3.7 Behaviour Managers

Behaviour managers are responsible for:

- Having a high presence around school, monitoring the school corridors throughout the day, challenging, where required, any student who is out of lesson.
- Supervising and supporting students removed from lessons
- Delivering 1:1 and small group mentoring and providing support for students through engaging programmes to raise self-esteem, promoting good behaviour and increasing levels of respect.
- To supporting the role of other professionals in ensuring that restorative practice is evident in all classrooms

3.8 Middle Leaders

Subject Leaders are responsible for:

- Taking the lead in supporting staff and students in their departments
- Meeting and greeting students at the start of the day (department corridors)
- Saying goodbye to students at the end of the day

Behaviour and Discipline Policy

- Being a visible presence in the department and modelling appropriate conduct
- Seeking regular opportunities to reward and praise both staff and learners
- Ensuring staff training needs are identified and targeted
- Facilitating departmental follow up, ensuring staff retain ownership of reflective and restorative conversations with students
- Clear communication with home to help improve a students progress/behaviour

3.9 Heads of Year

Heads of Year are responsible for:

- Taking the lead in supporting staff and students in their year teams
- Meeting and greeting pupils at the start of the day (8.15am) (car park/school entrance/school canteen)
- Identifying uniform issues at the 1st gate meaning that any issues are resolved by the student entrance/items of non-school uniform are removed by the student entrance.
- Saying goodbye to pupils at the end of the day (2.50pm) (car park/school entrance/school canteen)
- Being a visible presence at lesson changeovers, break and lunchtimes modelling appropriate conduct
- Supporting a positive behaviour culture at breaktimes and lunchtimes
- Ensuring a timetable is in place for AHOY/BM to visit year group lessons during **every** lesson of every day
- Seeking regular opportunities to reward and praise both staff and learners
- Ensuring training for staff where needs are identified
- Facilitating pastoral follow up, ensuring staff retain ownership of reflective and restorative conversations with students
- Using behaviour data to target and assess interventions and monitor the impact of these
- Regular communication with home to help improve a students progress/behaviour

3.10 Senior Leaders

Senior leaders are responsible for:

- Assuming a supportive role for staff, demonstrating a consistent approach to all students.
- Meeting and greeting students at the start of the day
- Saying goodbye to students at the end of the day
- Being a visible presence around the school site
- Seeking regular opportunities to reward and praise both staff and learners
- Regularly sharing good practice
- Supporting middle leaders to support pupils with more complex needs or those in negative behaviour cycles
- Using behaviour data to assess and drive school policy and practice
- Regular communication with home to help improve a students' progress/behaviour

3.11 Parents and Carers

Parents and carers are expected to:

Behaviour and Discipline Policy

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the child's class teacher or form tutor promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The Telford Priory School will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

4. CODE OF CONDUCT FOR STUDENTS (see appendix)

At The Telford Priory School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to students, staff, visitors, and local residents. The Code exists to ensure that students can concentrate on their learning in a safe, orderly, and pleasant atmosphere. It should be followed whenever students are representing TPS, including on the way to and from school, whether walking, cycling or using the bus.

The Code is supported by our '**Excellent Behaviour Curriculum**' which was launched in September 2022. This curriculum is underpinned by three fundamental rules (the 3Rs):

- Be **respectful**
- Be **responsible**
- Be **ready to learn**

The behaviour curriculum, which can be found on the school website, outlines the expectations and routines expected in various situations and scenarios and is taught explicitly to all students. Those routines and expectations include: excellent manners; excellent movement around the school; excellent starts and ends to lessons, and excellent contributions in class. These fundamental routines/aspects of the school day are taught at the start of each school year and revisited as necessary. These are supplemented with the teaching of routines for behaviour in other situations and scenarios such as assemblies, school trips and fire drills.

Our 3 R's can be defined in the following ways (this is not exhaustive):

IN CLASS

- Arrive at lessons and tutor time punctually and enter the room in an orderly way. **(Be ready to learn)**
- Bring all the necessary equipment so that you do not have to borrow from others. Equipment checks will take place each morning during tutor time. The required equipment is: black/blue pens, purple pen, pencil, rubber, ruler, highlighter, planner (with timetable in it), reading book (for KS3 students). This should be brought in in a rucksack (not handbag). **(Be ready to learn)**
- Listen carefully to your teachers: follow their instructions and always try to answer their questions. **(Be respectful and ready to learn)**
- Take part in class and group discussions. Make your own contributions and listen to other students, showing respect for their views. **(Be respectful and ready to learn)**
- Work to the best of your ability and aim to complete all the tasks set. **(Be responsible and ready to learn)**

Behaviour and Discipline Policy

- Take pride in the appearance of your work eg no graffiti. **(Be respectful)**
- Ask for help if you do not understand or if you are not sure what to do. **(Be responsible)**
- When working individually, concentrate on your own task; do not disturb other students. **(Be respectful, responsible and ready to learn)**
- When working as part of a group or team, support and co-operate with fellow students. Be respectful and tolerant when sharing your own views and when listening to those of others. **(Be respectful and ready to learn)**
- Complete and hand in all your home learning on time. **(Be responsible)**
- Be aware of the targets your teachers have set to improve your performance and push yourself to achieve them. **(Be responsible and ready to learn)**
- In practical areas, comply with all safety rules and use appropriate safety equipment. **(Be responsible)**
- Play your part in creating a pleasant atmosphere for learning. **(Be respectful)**
- Leave lessons and tutor time in an orderly way. **(Be responsible)**

AROUND SCHOOL AND IN THE COMMUNITY

- Enter and leave school sensibly showing respect to others. **(Be respectful and responsible)**
- Ride your bicycle sensibly both to and from school and always wear a helmet on the road. **(Be responsible)**
- If you are leaving school via the leisure centre, you must use the zebra crossing. **(Be responsible)**
- On your way to and from school, always use appropriate pedestrian crossings to keep yourself and members of the community safe. **(Be responsible)**
- Walk on the left-hand side on corridors and in single file when on stairways. **(Be responsible)**
- Leave toilet areas clean and tidy and encourage others to do the same. **(Be respectful and responsible)**
- Help keep the school site and community attractive by not dropping litter. **(Be respectful and responsible)**
- Finish eating and drinking before going to lessons. You may drink bottled water during lessons, except in areas such as science labs and computer rooms. No chewing gum or energy drinks are allowed. **(Be responsible)**
- Eating and drinking are not allowed on the 4G pitch. **(Be respectful and responsible)**
- Smoking or vaping are not allowed on school premises or buses. You should not smoke or vape on the way to and from school nor whilst in school uniform. Smoking/vaping materials will be disposed of if found in school and a consequence issued. No materials will be returned. **(Be responsible)**
- You are not allowed to use your phone during the school day. You can bring your phone to school if needed but must not get it out or use it at school. It should be switched off and placed in your school bag. The school will not take responsibility for damaged or stolen property; this includes in the PE area and outside during breaks. Devices should not be left in blazer unattended pockets for example. **(Be responsible)**

PERSONAL APPEARANCE AND PROPERTY

- Always wear the correct school uniform. Remember that a smart appearance helps create a good image for yourself and for the school. **(Be responsible)**
- Follow the guidelines on jewellery in the school uniform policy. **(Be responsible)**
- Extreme hairstyles will not be permitted; the final decision is at discretion of the Headteacher. **(Be responsible)**

Behaviour and Discipline Policy

- Outdoor coats, scarves or gloves (or any other non-uniform item, such as hoodies) should not be worn around the school building. **(Be responsible)**
- Look after your own belongings and respect those of other people. **(Be respectful and responsible)**
- The school will not take responsibility for damaged or stolen property. This includes in the PE area and outside during breaks. Students are advised not to bring any item of value onto the school site. **(Be responsible)**

DANGEROUS, BANNED AND ILLEGAL ITEMS

Do not bring dangerous, banned or illegal items to school, such as blades, knives or fireworks. Bringing items to school which are dangerous could result in a suspension or permanent exclusion from school. This list of items is not exhaustive; if the school deems an item dangerous, it has the right to issue a suspension or permanent exclusion.

MEDICATION

If you bring medication to school, hand it in to the Student Reception. Remember that school can only give you medicine such as painkillers if they have first received written permission from a parent/carer. These forms can be obtained from the Student Reception.

We aim to provide an orderly, caring learning community where ALL students have the right to learn, and ALL teachers have the right to teach.

Students can expect the following in their lessons:

- To be met and greeted warmly at the start of each lesson
- Do Now task will be ready for each student on arrival to each lesson
- A calm and purposeful atmosphere
- A seating plan for each group
- Frequent reference to being ready to learn, being respectful and being responsible
- Consistent use of behaviour strategies and systems
- Poor behaviour to be dealt with discreetly, fairly, and calmly
- Relentless positivity from staff
- A clean slate every lesson
- A restorative approach to behaviour whereby all professionals and students listen, reflect and understand their role and accept responsibility for their actions
- Recognition for getting it right or going above and beyond
- Recognition through praise points
- Teachers will build positive relationships and communicate kindness
- SEND protocols and reasonable adjustments to be applied as required
- High expectations from all staff
- Considered use of language (e.g. – language of choice – ‘If you ... then...’)
- Their teachers to use language of de-escalation - ‘I have noticed that.... I need you to’
- Bad behaviour will not be ignored
- To be dismissed politely by their teacher, with a goodbye at the classroom door

Staff will always demonstrate their professional best by:

- Implementing agreed school routines;

Behaviour and Discipline Policy

- Being consistent in the context of an understanding of the students' emotional and social backgrounds;
- Building positive relationships with young people and being relentlessly optimistic;
- Appreciating that one professional's actions can impact on the work of others – positively or negatively;
- Using the 'lighthouse effect'/eyes in back of head, remaining vigilant and knowing what students are doing all of the time;
- Taking direct and prompt action on inappropriate behaviours in line with this policy;
- Insisting on courtesy and politeness and modelling this;
- Keeping things in perspective;
- Not backing children physically or figuratively into corners;
- Contributing to ensuring the highest standards of behaviour and manners outside lessons;
- Practising and encouraging mutual respect, fairness, and friendliness;
- Always taking opportunities to challenge prejudice;
- Never holding grudges;
- Modelling our expectations;
- Being a role model on duty and using this time as an opportunity to praise good behaviour, reinforce expectations and engage in deliberate acts that promote positive relationships between staff and students;
- Applying school policies fairly and consistently.
- Regular communication with home to ensure a positive dialogue with parents/carers

Examples of TPS Language/Scripted Conversation

1. Praise those who are 'getting it right' "Thank you for being Respectful.....being Ready to learn..."
2. "I can see you are not Ready because I've noticed you are (distracted/chatting/not working to the best of your ability) You are not being Respectful because..... You are not being Responsible because....."
3. "I know you can be Ready/Respectful/Responsible for example when you..... (insert a positive here). That's who I need to see now. Thank you."
4. "What happened? Who has been affected by this? What needs to happen now?"
5. Use the language of choice. Outline to the student their choices. Give them take up time.

5. MANAGING BEHAVIOUR

5.1 Rewards and Recognition

We expect all students to aim for excellence by behaving well, working hard, and achieving their full potential. All students like to be recognised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of students are celebrated.

At The Telford Priory School, we offer a range of rewards to:

- Recognise the value of students' regular attendance, achievement, effort, service, conduct and leadership within the school;

Behaviour and Discipline Policy

- Give positive encouragement to students to help them to towards excellence;
- Enhance staff-student relationships within the school;
- Improve students' sense of worth and self-confidence.

All staff should use our praise and the reward systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the reward systems.

VERBAL PRAISE

Staff should aim to praise students as often as possible - a quick, simple, personal, and effective reward that makes students feel valued and that their efforts are acknowledged.

THE REWARDS SYSTEM

Go4Schools and Merit Points

The online rewards' system is part of the wider electronic school management system operating within The Telford Priory School, known as 'Go4Schools.' Teachers award students with electronic merit points for a range of commendable reasons such as:

- Positive engagement in lessons or involvement in extended school events;
- Content and presentation of both classwork and home learning, which can be graded above our expected standard;
- Being a positive role model;
- Achieving 100% attendance;
- Demonstrating a 'can do' attitude;
- Acting as an outstanding ambassador for The Telford Priory School;
- Excellent conduct/behaviour;
- Improvement in one or more of the following areas: literacy, numeracy, presentation, behaviour;
- Demonstrating the Priory Values;
- Demonstrating the attributes of a Global Citizen;
- Fulfilling roles and responsibilities at whole school functions or events;
- Participating in fundraising or charity events.

Go4Schools merits should be used consistently and fairly across the whole school and will be regularly monitored by the Senior Leadership Team, Heads of Year and tutors. Students should be encouraged to see the value of the rewards system and therefore strive to collect Go4Schools Merits in order to achieve Student of the Week status, Merit Book nominations and achievement certificates awarded in celebration assemblies.

In addition to Go4Schools Merits, other methods of rewarding students on a daily and weekly basis are encouraged. Student effort and achievement may be acknowledged with a phone call home, merit stickers, praise postcards and/or a letter/email home to parents/carers.

ASSEMBLIES

- Heads of Year should use the weekly assembly to celebrate success and promote the culture and ethos of the school and their individual year group.
- Heads of Year should review students' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week and individual improvements/achievements.
- Attendance certificates should be awarded half - termly to those students with 100% attendance.

GOLDEN TICKETS/ VIP TICKETS

Behaviour and Discipline Policy

At TPS, we look to reward excellence in terms of Global Citizenship role modelling. This may take the form of a golden ticket for 'excellence without prompting' and for 'doing the right thing' or a VIP ticket for excellence in lessons. Each week, students will be drawn from their year group to receive prizes.

TPS GLOBAL CITIZENSHIP AWARDS' EVENINGS

Students achieving significant personal success in aspects of the school curriculum will be invited with their parents to join one of the Awards' Evenings, focusing on specific areas of curriculum study. Curriculum leaders are asked to nominate high achieving students in each year group who will receive celebratory certificates, focusing on either personal achievement or effort. Pastoral staff and tutors will nominate students who have regularly demonstrated the attitudes of a Global Citizen in terms of attendance, behaviour, community contribution and showing respect for the whole school community. In addition, Heads of Year/SLT will nominate one student overall who will be awarded the 'TPS Hero Award.'

ANNUAL PRESENTATION EVENING

This is held in November when former students are invited to school to celebrate all their successes during their time at The Telford Priory School and to receive their GCSE Certificates. Prizes are awarded on this occasion to students for their academic, creative, social and sporting achievements throughout their time at The Telford Priory School and also to those students who have made a significant contribution to the school community. All staff are invited to contribute nominations for awards in both curricular and pastoral categories.

RECOGNITION LETTERS

Students who serve the community in some way will receive letters of recognition from the headteacher or praise postcards from their Head of Year.

5.2 Behaviour and support system

In all classrooms we aim for praise to far outweigh consequences. We need to concentrate on **positive aspects of behaviour** and try to catch students 'being good'. Our 'Professional Best' exemplifies and describes what we expect from each other as professionals in terms of excellent behaviour management. With these in place, there will be a limited need for the Consequence system.

We will wherever possible adopt the approach '**praise in public, reprimand in private**'.

Our expectations are that all students' behaviour will reflect the TPS Values; these are values which will support our students to live happy, productive, and responsible lives inside and outside school, and beyond into their adult lives. We believe in a 'High Challenge, High Support' approach where students who are struggling to reach high standards and expectations are offered appropriate interventions to help and support them in achieving this whilst holding them to account as necessary. Our behaviour and support system reflects a tiered approach in supporting students to become reflective Global Citizens.

In the appendix, you will find the TPS Behaviour Tiers document which outlines the possible interventions that could be utilised at the various tiers of behaviour. These interventions include:

- Restorative conversations
- Opportunities to reflect
- Tutor 'Success Trackers'
- AHoY/HoY/SLT 'Success Trackers'
- Behaviour interventions

Behaviour and Discipline Policy

- Safeguarding intervention
- SEND referrals and interventions
- Counselling referrals
- BSAT referrals
- Nurse/medical referrals
- Timetable amendments
- Modified timetables
- Managed moves
- Alternative provision

6. 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

Sanctions for sexual harassment and violence may include isolation, suspension or permanent exclusion.

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

7. SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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.

Behaviour and Discipline Policy

Please refer to our [child protection and safeguarding policy](#) for more information.

8. DETENTIONS

The majority of pupils complete their school careers without ever receiving an after-school detention. However, if a pupil does not meet the school expectations a detention will be issued. This can range from a 20 minute to a 40 minute. Parents/carers will receive a text to notify them. Pupils will be supervised, and given a reflective task or class work to complete. A text will inform parents/carers as well as a phone call home where needed. A restorative conversation between the student and the member of staff who has issued the detention will take place to ensure the relationship is repaired before the next lesson. All detentions must be completed.

9. CALL OUT SYSTEM

At Telford Priory School we have a call out system. There are two options that staff can use the call out “reset” and the call out “removal”. At TPS we believe that all staff should use the preferred call out reset option if they think a student needs an opportunity to reset, so they can then go back into the lesson and continue with their learning. The call out removal is only to be used if there is a safeguarding issue or persistent disruption to learning. If there is a call out removal, then the student will be removed by the behaviour manager and placed in the base room for that lesson. The behaviour manager will address any issues and the student will return to the next lesson. If a student is removed from two lessons, then they will spend the rest of the day in the reflection room.

10. BASE ROOM

Following on from the above pupils who have been removed from a lesson or who are truanting will spend a whole or part day working in the base room. This can be extended via the Senior Leadership Team/HoY. Parents/Carers will be notified at the end of the day if their child has been in the base room to invite a conversation regarding the pupils’ behaviour. This communication is vital to embed long term changes to behaviour rather than short term compliance.

Pupils will also complete school work set by their class teachers in line with that of their peers to ensure that all pupils receive a broad and balanced curriculum which is bespoke to their individual learning needs. This curriculum could include nurture and ‘Kooth’ mental health support.

11. MANAGED MOVE

In extreme circumstances the school may discuss with parents/carers the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme; an opportunity to have a fresh start. A Managed Move is dependent on parents/carers agreeing to another local school taking the student and a place is usually offered on a six week or twelve week trial basis before the student is formally taken on to the roll of the new

Behaviour and Discipline Policy

school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

12. OFF SITE DIRECTION

This is when a school requires a student to attend another education setting to improve their behaviour for a fixed period of time. This can be done without the parent/carers permission.

13. SUSPENSION

The formal suspension of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, calm and orderly. The sanction of suspension will only be used when a pupil threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of suspension means that it should act as a deterrent to those pupils who do not meet the standards of behaviour expected in Telford Priory School.

A student can be suspended from the school for a maximum of 45 days (90 sessions) in any one school year.

If any student receives 15 days suspension within a term a Pupil Discipline Meeting (PDC) will be held.

Parents/carers will be expected to attend a meeting, usually with the Head of year or SLT, on the day of the pupil being readmitted, this could take place in school or over the phone, during this meeting a reintegration package will be put into place to help support the student.

Where possible, work will be set for students to complete at home during the suspension period. Heads of year are expected to co-ordinate this, liaising with curriculum teachers.

Any student considered to be at risk of permanent exclusion will be referred to the Head of Year, who will review support strategies on offer to the student.

14. PERMANENT EXCLUSIONS

This is the most severe sanction available to a school. As such it is very rarely used at The Telford Priory School and is reserved for the most grave or repeated breaches of discipline, where the Headteacher feels that the relationship between the school and pupil has entirely broken down, or that the pupil represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of Governors. Students will be provided with work up to the 5th day of suspension. The Local Authority is responsible for 6th day and beyond provision.

Appeals

Behaviour and Discipline Policy

Parents/carers have the right to appeal to the Governors at all stages of permanent exclusion from School. The School Standards Committee has the power to reinstate a pupil who is permanently excluded. Parents must be informed of their right to appeal against a permanent exclusion to the Schools Standards Committee. If in the case of a permanent exclusion, parents/carers have a formal right of appeal to an independent appeals committee.

This policy should be read in conjunction with the Exclusions Policy.

15. PUPIL TRANSFER WITHIN THE ACADEMY TRUST

To avoid a permanent exclusion parents/carers may be offered the opportunity to transfer their child to another school within the Community Academies Trust. If this is agreed between the school and the parent/carer the student will move onto the new school roll with immediate effect.

16. POOR BEHAVIOUR OUTSIDE OF SCHOOL

When dealing with an 'out of school' incident, the Pastoral Team will investigate and consult with Senior Leaders regarding action to be taken. Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- They are in some other way identifiable as a student at The Telford Priory School;
- Their behaviour could have repercussions for the orderly running of the school;
- Their behaviour poses a threat to another student/member of the public;
- Their behaviour could adversely affect the reputation of the school.

17. 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 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 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.

Behaviour and Discipline Policy

18. STUDENT TRANSITION

1. Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Behaviour and Discipline Policy and the wider school culture. Where reasonable adjustments are required, further transition will be offered. All year 6 students will be invited to two transition days in July and a one-week summer school in the summer holidays prior to starting school.

2. Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new provider. In addition, staff members hold transition meetings where appropriate.

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.

19. SUPPORTING STUDENTS WITH ADDITIONAL NEEDS

3. Recognising the impact of SEND on behaviour

The school recognises that a student's 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 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 (EHCP) 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.

When anticipating and removing triggers of misbehaviour staff will adopt strategies to help support student. Strategies may include:

- Short, planned movement breaks for a students with SEND who finds it difficult to sit still for long periods of time.
- 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, dyslexia or ADHD.

Behaviour and Discipline Policy

- Use of separation spaces (Focus or Thrive) where student can regulate their emotions during a moment of sensory overload.
- Use of Teaching Assistants to help support student in the classroom.

4. 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 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.

5. Considering whether a pupil 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, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

6. 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.

The school work very closely with the local authority to achieve the best outcomes for all learners. Parents/carers and student are signposted to the SEND Local Offer which can be found [here](#).

20. HOME AND SCHOOL COMMUNICATION

The vast majority of our students receive rewards throughout their time at The Telford Priory School because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious consequences by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage, we can usually sort out the problem. Our aim is for all students to be able to engage positively to develop the skills required to become Global Citizens.

21. MOBILE PHONE POLICY

Behaviour and Discipline Policy

Whereas many schools ban students from bringing mobile phones to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents/carers want their children to have phones for safety reasons and ease of contact. We also want to encourage our students to embrace new technologies, recognising that smart phones can and do have their place in 21st century education.

However, while we are happy to encourage our students to make the very most of such technology as an aid to learning, we also make it clear to them that phones should be switched off and not visible during lessons, unless the class teacher specifically gives permission for them to do otherwise.

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator. However, students are not permitted to access or send messages or email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher.

If a teacher feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher should confiscate the phone and the pupil will have to collect it from Pupil Reception at the end of the school day. This sanction will be recorded on the pupil's school behaviour record and a detention will be issued.

If a student chooses to bring their phone into school the school accepts no liability for loss or damage.

22. 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 pupil is under the lawful control of a staff member.

23. SUSPECTED CRIMINAL MISBEHAVIOUR

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/Deputy Headteacher Pastoral/DSL/HOY/Behaviour Manager/AHOY 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.

Behaviour and Discipline Policy

24. CHILD ON CHILD ABUSE

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

1. bullying (including cyberbullying);
2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
3. sexual violence and sexual harassment;
4. sexting (also known as youth produced sexual imagery); and
5. initiation/hazing type violence and rituals.

25. COMBATTING BULLYING

Bullying can be defined as ‘a persistent, deliberate attempt to hurt or humiliate someone’. At The Telford Priory School, we do everything we can to prevent bullying, working on the principles outlined in our Anti-Bullying Policy.

26. REASONABLE FORCE

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

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.

27. CONFISCATION & SEARCHES

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

Behaviour and Discipline Policy

2. Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

3. 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 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 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 student, 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.

Behaviour and Discipline Policy

If they still refuse to co-operate, the member of staff will contact the Deputy Headteacher Pastoral or Headteacher 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 pupil has or appears to have control of, including:

- 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.

1. 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.

2. Informing parents/Carers

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

- What happened
- What was found, if anything
- What has been confiscated, if anything

Behaviour and Discipline Policy

- What action the school has taken, including any sanctions that have been applied to their child

3. 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.

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 pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

4. 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/carers 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 cannot get in touch with the parents/carers, 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/carers 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.

5. Who will be present for a strip search

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, 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:

Behaviour and Discipline Policy

- 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 pupil, 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.

28. SOLVING PROBLEMS

We believe that by working together, we can solve the majority of problems related to behaviour and discipline. If you feel there is such a problem, please contact us immediately; don't wait and hope that it will sort itself out. If you have concerns about underachievement, misbehaviour, bullying or reluctance to come to school, please let us know. If you are a student, talk to a member of staff – your tutor, the pastoral team, or whomever you feel most comfortable. If you are a parent/carer, please ring us and ask for the pastoral team for your child's year group or, if subject related, the appropriate Head of Department. Bottling up a problem will only make it worse than it is – talk to us, and together we will find a way to put things right.

Key contacts:

Year Group	Head of Year	Assistant Head of Year
7	Mr Maskell	Mr Parish
8	Mr Morris	Ms Regan-Jones
9	Mr Porter	Ms Feldman
10	Mr James	Ms Meaden
11	Ms Tabberer	Mr Horton

Behaviour and Discipline Policy

29. EQUALITY

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 coordinator (SENCO) 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

30. STAFF 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.

A staff training log will be maintained by the Deputy Headteacher Behaviour, Culture and Relationships

6. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspensions
- Use of alternative provision and managed moves and off-site direction
- Incidents of searching, screening, and confiscation
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Deputy Headteacher Behaviour, Culture and Relationships

The data will be analysed from a variety of perspectives including:

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

Behaviour and Discipline Policy

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 pupils are identified by this analysis, the school will review its policies to tackle it.

7. **Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and Deputy Headteacher Pastoral 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 school standards committee.

8. **Links to other policies**

This policy is linked to our:

- Anti-bullying Policy
- Uniform Policy
- Child Protection and safeguarding Policy
- Parent Charter
- Equality information and objectives statement