



'Believe, Achieve, Succeed'

Behaviour Policy

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1. Introduction

The Triple Crown Centre is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying this behaviour policy. We are committed to improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity.

This policy outlines what we expect from all our students in terms of their behaviour and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. All students can expect sanctions to be applied firmly, fairly, proportionately, consistently and reasonably. The emphasis will be on encouraging good behaviour through positive management and rewards.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- ➤ Section 175 of the <u>Education Act 2002</u>, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the <u>Education and Inspections Act 2006</u>, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

3. Definitions

At The Triple Crown Centre, we believe:

- In a consistent approach to behaviour management where staff, The Management Board, parents/carers and students understand and accept high expectations of behaviour
- That strong school leadership at all levels is key to promoting self-discipline and respect with students feeling safe. Their right to participate and learn without disruption is paramount
- It is key that students' needs are met through lessons that are tailored to their abilities, ensuring that students complete assigned work
- Staff must have a clear understanding of the strategies needed to ensure high standards of classroom management
- All staff, students and parents must understand the school's Rewards and Sanctions systems, which need to be clear and defined so that students fully understand what is required to gain appropriate recognition for their work and behaviour, but also to be aware of what will be accepted and tolerated. We expect everyone to be honest, accept responsibility for their actions, respect the rights and property of others, take into consideration students' views and understand the consequences of negative and unacceptable actions in order to develop a culture of self-discipline in all areas
- The consistent implementation of accepted behaviour strategies is key in ensuring that students appreciate and adhere to accepted good practice. Continual reinforcement is essential
- Continuous staff development in relation to the understanding of our school's expectations is essential
- Continuous staff development in relation to managing behaviour is essential
- Student support systems are essential if positive and supportive behaviour structures are to be effective with clearly defined processes, actions and consequences laid out in an appropriate and logical manner and understood by all
- Effective links with parents are vital. Two-way communication and methods of
 discussing policies and procedures is essential. Parents should be made fully aware of
 the accepted processes when liaison between school and the home occurs. Similarly,
 support from external agencies should have set structures and processes so that
 smooth dissemination of information can take place with the processes understood by
 all
- The development of a clear and simple process with appropriate external agencies is vital to managing student transition to other educational providers

Misbehaviour is defined as:

- Disruption in lessons, in the central area between lessons, and at break and lunchtimes
- Non-completion of classwork or extended learning
- Poor attitude
- Improper school dress which includes the wearing of coats, hats, hoods in the building
- Physical aggression to students or staff

- Verbal aggression to students or staff
- Damaging school property
- Inappropriate use of ICT

Serious misbehaviour is behaviour for which there could be a suspension or an exclusion (temporary or permanent) from school. It can be regarded as unacceptable because of the severity of a particular behaviour or because of the frequency of less serious behaviour. These behaviours stop learners doing well. They include:

- 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
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Vapes
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects that has been, or is likely to be, used to commit an offence, cause personal injury, or damage to the property of, any person (including the student)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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

5. Roles and responsibilities

5.1 The Management Board

The Management Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Management Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 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
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The Headteacher and Deputy Headteacher will support staff in responding to behaviour incidents.

5.4 Parents

Parents/Carers are expected to:

- Support their child in adhering to the student code of conduct and schools' behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Key Worker promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

5.5 Students

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

6. Student code of conduct

Every student is expected to be aware of, understand and follow the code of behaviour.

At The Triple Crown Centre, we will:

- Treat students, staff, visitors and members of the community with courtesy and consideration
- Respect each other's property, individuality, culture and background
- Respect and look after school property, including keeping it clear of litter
- Be responsible for our own behaviour and ensure that school is a safe and happy place for everyone
- Strive to achieve our true potential and support others to do the same
- Attend school regularly, on time and appropriately dressed
- Know that any behaviour that falls short of our expectations will be dealt with appropriately and reasonably
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Our Classroom Code of Conduct is as follows:

Because we all have the right to learn and be the very best we can, we have decided to:

Treat everyone equally by:

- Respecting everyone's individuality
- Allowing everyone the opportunity to learn
- Respecting each other's opinions by listening carefully to everyone's ideas
- Allowing everyone to take turns, so we all have a chance to learn

Care for each other and our School by:

- Being polite to and appreciative of each other
- Looking after our learning space by not eating and drinking in class
- Ensuring everyone is safe in the classroom e.g. 4 chair legs on the floor when sitting down
- Respecting each other and TCC's property
- Respecting TCC's dress code

Co-operate with staff and other students by:

- Being on time to lessons and only leaving the room when we have permission
- Bringing all the equipment we need for learning and having it out ready at the beginning of the lesson
- Following staff instructions first time
- Working to the best of our ability in the classroom
- Complete Extended Learning when set

6.1 Mobile phones

The use of mobile phones are prohibited throughout the day in order to support student wellbeing and engagement. Students are required to place their mobile phones in their lockers at the start of the day where they will be kept until the end of the day.

Reasonable adjustments will be made if required, for example for a long-term medical reason or as part of an EHCP.

7. Responding to behaviour

7.1a Responding to good behaviour

The Triple Crown Centre firmly believes that rewards are key to establishing high standards and self-discipline. A range of rewards are therefore used to encourage and reinforce good behaviour. (See Appendix 2 for rewards/sanctions chart)

All staff acknowledge hard work, good behaviour and positive contributions with, for example:

- Verbal praise
- Non-verbal acknowledgement e.g. a nod, a smile
- Positive comments written in books
- Showing/sharing work (if deemed appropriate) with other students in the class
- Displaying students work in the classroom and around the school
- Phone calls/letters home
- Merits
- Half termly subject certificates
- Half termly 'postcards home' to celebrate effort, progress across the school achievements throughout the half term

Reward assemblies are held half-termly for the whole school.

7.1b Responding to misbehaviour

All staff have the authority to apply various sanctions, if a students' behaviour is unacceptable. (See Appendix 2 for rewards/sanctions chart)

These may include:

- A verbal prompt to encourage them to re-focus and re-engage in their work
- Adjusting seating arrangements in the classroom
- Discussion with student at the end of the lesson
- Utilise part of students' lunchtime to 'catch up with missed work'
- Phone call home
- Personal tutor/ subject teacher meetings with parent/carer
- Placing a student on Monitoring Report for a specific period of time
- Meeting with the Deputy Headteacher or Headteacher to agree and sign a behaviour contract (appendix 3)
- Meeting with Headteacher who may activate a suspension
- Meeting with Headteacher and panel of Management Board members

Students referred to the Headteacher as a result of a serious incident, will be dealt with in accordance with the Serious Incident Procedure.

Serious incident procedure

Should an incident of an extremely serious nature take place in school, e.g. a fight or unacceptable verbal aggression, the following procedure will take place:

- The Headteacher contacted immediately. In their absence, the immediate contact will be the Deputy Headteacher
- The Headteacher/Deputy Headteacher will remove the student from lessons and/or the main body of the school and will ensure that contact is made with parents
- The student will remain at school but supervised by the Headteacher/Deputy Headteacher or an appropriately designated member of staff
- Parents will be asked to attend a meeting at the school with the Deputy Headteacher/Headteacher, at the earliest opportunity
- All staff and students who were involved, intervened or observed the event, will write a statement (Appendix 4 - 'Witness Statement'). It may well be that a student statement is taken by a member of staff, but this will be someone who has not been directly involved in the incident. All statements will be written, signed, timed and dated
- Following a thorough investigation into the incident, the Headteacher may take the
 decision to impose a suspension or permanent exclusion. In doing so, the school will
 follow the guidance given by the DFE in its document 'Suspension and permanent
 exclusion from maintained schools, academies and student referral units in England,
 including student movement Guidance for maintained schools, academies, and student
 referral units in England August 2024'

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

• Serious incidents may also be referred to the police. This may be for clarification as to the police view of the incident. However, the referral may result in advice/warnings

being issued to students as to their current and future conduct. It may also result in police action being taken

Permanent Exclusion

Permanent Exclusion will be considered for any of the following:

- A single serious incident
- A consistent refusal to adhere to the school's rules and standards of expected behaviour
- The possession or use of any of the prohibited items as described in Section 3

Detentions

What the law allows:

• Teachers have a legal power to put students (aged under 18) in detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the student does not have permission to be absent
- Weekends except the weekend preceding or following the half term break
- Non-teaching days usually referred to as 'training days' or 'INSET days'

All members of staff, including support staff, can impose detentions.

Matters to consider when imposing detentions

Parental consent is **not** required for detentions, although parents will be informed if the detention is out of school hours.

With lunchtime and break time detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

School staff will not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities, which mean the detention is unreasonable
- Whether suitable travel arrangements can be made by the parent for the student. It
 does not matter if making these arrangements is inconvenient for the parent

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with the safeguarding policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Plan lessons that are well prepared, differentiated, interesting and enjoyable
- Display the student code of conduct in addition to their own classroom rules
- Reward good behaviour and good work
- Always challenge unacceptable behaviour, even minor incidents
- Develop a positive relationship with students, which may include:
 - Greeting students at the start of lessons
 - Establishing clear routines, including a seating plan
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use a range of appropriate behaviour management strategies to manage lowlevel disruption

8.2 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/carers (see appendix 3 for a behaviour log)

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

8.3 Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's <u>latest guidance on</u> <u>searching, screening and confiscation</u>.

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 parents/carers, if appropriate.

Searching a student

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the Headteacher, to try to 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 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, desk or locker.

'Outer clothing' includes:

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

Searching students' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

Support after a search

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

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

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, 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, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/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 information about 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.

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

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

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

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

9. Student transition

To ensure a smooth transition to the next stage of the student's education or training the Deputy Headteacher/SENCO will conduct transition meetings. This is to ensure a smooth transition and 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.

10. Training

Our staff are provided with training on managing behaviour, as part of their continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Management Board annually. At each review, the policy will be approved by the Management Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Management Board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Child protection policy

Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are supported to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Management Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Management Board annually.

Appendix 2: Rewards and Consequences Chart

	Rewards	Stag e	Consequences	
Behaviour displayed by the student	Action by		Behaviour displayed by the student	Action by
Learning behaviours that are: Creative Aspirational Resilient Engaged Extended Reflective	Class Teacher Non-verbal acknowledgement via body language Verbal recognition Positive feedback in marking Sharing student work in class	1	Low level disruption e.g. off task, being out of seats without permission, throwing/ flicking things, distracting other students, unauthorised lateness to lessons, failure to engage/complete classwork	Class Teacher Verbal prompt/ encouragement Closer proximity to student Discreet reminder of expectations Discussion with student
			Disruption beyond Stage 1 MUST be recorded on MyConcern	
Learning behaviour that goes beyond what has been asked	Class Teacher Merit(s) Display work in classroom & around school Contact parent/carer at the end of the day & record on the communication log	2	Persistent Stage 1 disruption Despite several verbal prompts or rudeness to staff/students, inappropriate language	 Class Teacher Lunch time 'catch up' session issued Inform Personal Tutor Contact parent/ carer at the end of the day Record incident and actions taken on MyConcern as Stage 2
Consistently excellent learning behaviours in lessons which results in good progress	Class Teacher Phone call home & record on the communication log Praise postcards for attainment	3	Persistence from Stage 2 Or defiance towards members of staff, play fighting, issues on social media, swearing, vandalism, using racist, anti-disability, sexual or homophobic language	Deputy Headteacher Student placed on monitoring report Phone call home (DHT to direct appropriate staff to contact home) PT/subject teacher meets with parent/carer Record incident and actions taken on MyConcern as Stage 3
 Excellence in: Attendance Progress and/or attainment Demonstrating the school values 	Headteacher Subject Awards for effort Half termly rewards issued in assembly (consistently good attendance and/or significantly improved attendance) Rewards experiences	4	Repeated unacceptable behaviour and not meeting TCC expectations Physical assault, intoxication/ possession of illegal substances, threatening behaviour, theft, having a 'banned' item in school	Headteacher Parent/carer and student meeting with SLT to agree Behaviour for Learning Contract Suspension Return from suspension meeting Record incident and actions taken on MyConcern as Stage 4

Appendix 3: Behaviour for Learning Contract



Behaviour for Learning Contract

Student Name:		
I agree to:		
1.		
2.		
3.		
4.		
Signed:	(student)	Date:
Signed:	(Parent/Carer)	Date:
Signed:	(Member of SLT)	Date:

Appendix 4: Witness statement



WITNESS STATEMENT

Name of witness	
When and where incident took place	
Who was involved in the alleged incident (student and staff)	
Details of incident	
What do you think may have caused the incident?	
Signed (witness)	Date:
Name of supervising staff (if student is the witness)	
Signed	Date: