



Wellington School

Honesty

Community

Excellence

Fairness

Endeavour

Behaviour Policy

Updated: September 2022

Review Date: September 2023



Wellington School



<i>Policy Title</i>	<i>Behaviour</i>
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Summary of Contents

The policy outlines the expectations of student behaviour.

<i>Date of Update</i>	September 2022
<i>Review Date</i>	September 2023
<i>Status</i>	Statutory
<i>Member of SLT Responsible</i>	L Jaunbocus-Cooper

Wellington School

Behaviour Policy

2022-2023



Good behaviour is essential to allow all our students to achieve their full potential. High standards of behaviour promote effective learning; effective teaching and learning promotes good behaviour. No student will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community. Discrimination in any form will not be tolerated.

Wellington School has a values-led culture and our school values of **Excellence, Endeavour, Fairness, Community and Honesty** run through all we do.

We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other students to behave well.

Every child is an individual with needs and experiences unique to them. We aim to help and support students with their personal behaviour management.

However, students must learn to take personal responsibility for their actions and learn self-discipline and self-regulation.

- SEND is at the heart of all we do and reasonable adjustment is applied to all our behaviours and rewards as necessary to ensure those with additional needs thrive. Fairness is a school value and we educate our young people about equity.
- Wellington School is a trauma-informed school. Staff are trained to understand the potential impact of Adverse Childhood Experiences (ACEs) and apply a trauma-informed approach. This approach benefits **all** young people and staff.
- Strong school-parent partnerships are essential. We aim to work closely with parents to help support our young people. It is important parents work with us.

By accepting a place at Wellington School, you are accepting our Behaviour policy

Stuart Beeley, Headteacher

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

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

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

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

3. Definitions

Education is a fundamental birth right that allows young people to thrive into adulthood. Education protects and nurtures and brings success. No-one has the right to deny a young person that right.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Disrespecting those in authority

Serious misbehaviour (which could lead to a suspension or permanent exclusion) is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Tobacco and cigarette papers, e-cigarettes and 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 to, or damage to the property of, any person (including the pupil)

4. Bullying

Wellington School has zero tolerance of bullying. This means it will always be challenged and there will be an action.

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

TYPE OF BULLYING	DEFINITION
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

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

5. Roles and responsibilities

The School Governors

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

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and makes decisions about serious breaches of the Behaviour Policy and subsequent sanctions of suspension/expulsion.

The Deputy Headteacher i/c of Behaviour will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Building positive relationships with students

- Recording behaviour incidents on Class Charts
- Using restorative practice and fresh starts every lesson

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Teach their children the importance of manners and respect of authority
- Support their child in adhering to the Student Code of Conduct
- Fully support the school when we administer sanctions and work with the school. Young people thrive on consistency
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Set up their Parent Class Charts app to monitor their child's progress

6. Student Code of Conduct

We expect all students to follow these non-negotiables. There will be a sanction if you do not meet these standards. These are visible across the School

By accepting a place at Wellington School, you are accepting our Student Code of Conduct

As a student at Wellington School, you will:

1. Show **respect** to other students, staff and school property.
 - Address all adults as Sir/Miss
 - Stand if an adult addresses your class/year group
 - Use manners, please/thank-you
 - Respect adult authority
 - Accept consequences without argument
 - Do not litter or graffiti or damage property
2. Be **ready** for learning
 - Arrive on time to where you are supposed to be
 - Have the correct equipment
 - Sit upright
 - Engage in your learning
 - Meet homework deadlines
3. Take **responsibility** for yourself
 - Behave in an orderly and self-controlled way in class and around the school
 - Do not blame others for your choices
 - Own your mistakes
 - Reflect on your actions.
 - Changed behaviour is the best apology

- Take responsibility for your actions

4. **Represent** the school in all you do

- Wear the correct uniform in the correct way, at all times
- Always uphold the school reputation and values, including outside of school
- Take part and give back to the School

5. Be **kind** to all

- Respect that everyone has the right to feel safe, valued & respected
- Be an upstander not a bystander
- Show empathy
- Support each other
- Do no harm in words or action

7. Rewards and sanctions

We believe that progress is based on students taking pride in their personal achievement in a calm and orderly environment, built on mutual respect and co-operation. In order to promote the positive expectations outlined above, we seek to encourage our students to be motivated to achieve their full potential for success by:

- Ensuring consistency in the processes of recognising and rewarding students
- Supporting the Student Code of Conduct and through the use of formal and informal rewards.

Our School reward point system, Class Charts enables all teaching staff to award points to pupils for the following:

- Demonstrating the school values in and out of class (e.g. homework, project work)
- Contribution to extra-curricular activities
- Contribution to wider school life
- Contribution to the wider community

Other rewards may include:

- Praise
- Badges
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Reward trips/events
- Vouchers

Pupils may also receive formal awards at the annual Awards Evening held at the Bridgewater Hall in September for academic achievements, sporting achievements and for service to the School and the School community.

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

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Community Service e.g. picking up litter, removing graffiti, tidying a classroom/dining room
- Removal from trips/extra-curricular activities

8. Detentions

- Detentions and upscaled detentions are recorded on Class Charts.
- This is how students and parents are notified.
- As we expect parents to have the Class Charts app, we do not give notice and detentions may be issued the same day (for example, failing Room 28)
- All detentions take place after school

For more serious or persistent misbehaviours, the school may utilise one or more of the following:

9. Isolation

We use our Isolation room in response to serious or persistent breaches of this policy. Pupils are isolated away from other pupils for a limited period. Students will be expected to complete the same work as they would in class. Students remain in Isolation until 4pm where they carry out restorative and reflection work so they are ready to return to learn.

Pupils will not be isolated for longer than is necessary. Isolation is a serious sanction. Within the isolation room pupils will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity.

On occasions, pupils may be withdrawn from their lessons or part of a lesson if required to assist in an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases, withdrawal is not recorded as a sanction.

10. Binary

- Binary is for students who require help to regulate their behaviour throughout the school day, when all other interventions over time, have failed to have the desired outcome.
- Binary is a simple black/white choice (binary choice) to ensure students have clear boundaries

Binary procedures:

- The student will receive their first Binary warning. The language must be consistent across all classrooms. ***“X this is your first Binary warning, you need to stop XXXXX as it is disrupting teaching and learning. You now have a clear choice. If you continue, you will be sent to Isolation”***
- ***“X you have continue to disrupt teaching and learning to you must now leave and report to Isolation”***. Staff please then press Binary button- this will alert the Hub Managers and SLT on call
- The student must then report straight to Isolation where they will remain for the rest of the day until 4pm. (Parents will be informed via email)

RA Binary

- Some students, particularly those with SEND or trauma are more prone to dysregulation. To ensure they are not disproportionately impacted, they will be put on Reasonably Adjusted Binary (RA Binary)

****The procedure in the classroom does not change****

- When a Hub Manager feels that the student is regulated and ready to return to lessons, they will radio for SLT On Call. On Call will then escort the student back to class and stay with them until they are settled.

11. Step Out (internal)

Step out is designed to improve behaviour and reduce the risk of expulsion. It is aimed at students where suspensions are not having the desired outcome of improving behaviour. The step out programme will involve students following a bespoke timetable personalised to their needs, with appropriate behaviour interventions. The student will then have a phased return to mainstream. Students are based in Hub 3 for Step-out.

12. Step Out (external) to Pupil Referral Unit (PRU)

PRUs are a type of school that caters for young people who aren't able to attend a mainstream school. Pupils are often referred there for a period of time, if they need greater care and support than their school can provide in terms of their behaviour.

13. Suspension

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), Work will be set for students for the duration of the suspension. Parents/guardians are reminded that it is their responsibility to ensure that their child is not present in a public place in school hours during the period of any suspension. Pupils subject to a suspension may be removed from any upcoming trips and extra-curricular activities if their behaviour poses a risk to the safe running of the activity. Any money that has already been paid towards/for the trip may not be refunded.

14. Permanent Exclusion

Permanent exclusion is used as a last resort, in response to a serious breach (see section 3) or persistent breaches of the school's behaviour policy; and where allowing the pupil to

remain in school would seriously harm the education or welfare of the pupil or others in the school. <https://www.gov.uk/government/publications/school-exclusion>

15. 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 sexual violence may include suspension and expulsion

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

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

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

16. Off-site behaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- This includes incidents on social media platforms

17. Investigations into incidents

When an incident involving potential misbehaviour occurs, staff in school will seek to investigate the incident to establish the facts before deciding on possible sanctions.

This may involve, for example, speaking to staff and/or students and/or reviewing CCTV footage and taking written statements from those involved and eyewitnesses.

In investigating incidents, staff will always seek to be fair to all parties. The standard that will be applied in forming judgements as to whether an event did or did not happen will be that of “the balance of probabilities” (that is, whether something is more likely than not to have occurred).

The amount of time expended on an investigation will generally be proportionate to the severity of the incident.

In most cases, a brief summary of the incident and any sanctions issued will be recorded.

Detailed records of investigations will generally only be produced if the incident is especially serious.

18. Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer LADO, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

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

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

19. 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 pupils to be engaged
- Adhere to the Teaching Non-Negotiables (see Teaching and Learning policy)
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh

20. Behaviour Procedures

For any misbehaviours that breach the code of conduct:

- First breach: a verbal warning will be given
- Second breach: a 15-minute detention will be issued by the Class teacher (logged on Class Charts)
- Third breach: a 30-minute detention will be issued by the Class teacher (logged on Class Charts)
- Fourth breach: pupil will be removed from the class by SLT On Call. They will be issued with a 45-minute detention with the relevant Head of Department (logged on Class Charts)
- No exercise book - student must be issued with paper and **copy up work missed**
- No homework - compulsory Homework Support for students who fail to complete x3 pieces of homework for KS3 and x5 for KS4 in a half term. This is a compulsory session after school to support students to get into good habits.

Failure to attend detentions:

- Class teacher will upscale the detention to a 30-minute detention.
- Failure to attend the class teacher 30-minute detention will upscale to a 45-minute detention with a HOD
- Failure to attend a HOD detention will result in one-hour SLT detention until 4pm on the nearest Friday.

Lateness

- Lateness is not acceptable and disrupts teaching and learning.
- Lateness to any timetabled session (Lessons and tutor time) will be recorded on the register and on Class Charts
- If you are late 3 times in a week you will trigger SLT detention on the nearest Friday until 4pm
- Failure to attend SLT detention or failure remain in silence during SLT detention will result in a suspension from school for persistent breaches of the behaviour policy

Incorrect Uniform:

- Uniform is a way of ensuring high standards. Please see our Uniform and Appearance policy.
- Uniform infringements are recorded on Class Charts
- If you get x3 uniform infringements in a week, you will trigger SLT detention on the nearest Friday until 4pm
- Failure to attend SLT detention or failure remain in silence during SLT detention will result in a suspension from school for persistent breaches of the behaviour policy

Incidents outside of lessons (Room 28)

Students may be sent to Room 28 at lunchtime for:

- Unacceptable behaviour at break or lunchtime, between lessons or on entry to or exit from school.
- Arriving to school after 8.50am
- Being found in the wrong year group toilets

- Being found in the toilets without permission during lesson time
- A significant uniform infringement (for example incorrect footwear)

You may be put into Room 28 for multiple days depending on the issue.

- If your behaviour in Room 28 is unacceptable, you will have failed Room 28 (You will be moved to the Dining Hall to sit on the SLT table). **You will be collected by SLT later the same day to do a 50-minute after-school detention in Isolation**
- If you are more than 5 minutes late (without good reason) you will have failed Room 28. If you are seen in the toilets/getting lunch before going, you will also be failed. **You will be collected by SLT later the same day to do a 50-minute after-school detention in Isolation**
- If you refuse to attend Room 28 you will have failed Room 28. It is your responsibility to go. **You will be collected by SLT later the same day to do a 50-minute after-school detention in Isolation**

21. Persistent misbehaviour

Below is designed as a guide, students may go to any stage depending on the concerns.

Stage	Trigger	Action
Stage 1 Early Concerns	<ul style="list-style-type: none"> • X 3 negative behaviour incidents • Uniform or Late detention triggered • Punctuality/HW issues 	<ul style="list-style-type: none"> • Form Tutor Report • Subject Report • Parental Contact • Reasonable adjustments • Intervention sessions to educate*
Stage 2 Significant Concerns	<ul style="list-style-type: none"> • Low level disruption alert triggered (x 5 in a half term) • Multiple incidents of misbehaviour 	<ul style="list-style-type: none"> • Day in Isolation (with intervention and SEND screening) • Parental Meeting • Pastoral Manager Report • Behaviour Mentor intervention • Intervention programmes* • Level 3 TAS (Team Around Student) fortnightly monitoring meetings
Stage 3 Serious Concerns	<ul style="list-style-type: none"> • Continuation after Stage 2 • Cumulative breaches of the Behaviour Code 	<ul style="list-style-type: none"> • Director of Year Report • Parental Meeting • Isolation • Binary/RA Binary • Suspension • Internal Step-out • Behaviour Interventions/External agency involvement • Respite in Hub • Intervention programmes* • Level 3 TAS (Team Around Student)
Stage 4	<ul style="list-style-type: none"> • Student's behaviour is having a detrimental 	<ul style="list-style-type: none"> • Step Out (Pupil Referral Unit) • Alternative provision named- EHCP

Needs cannot be met	impact on other students and staff	<ul style="list-style-type: none"> • Expulsion • Local Authority Involvement • Youth Justice Team involvement • Intervention programmes*
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*Wellington has a number of in-house interventions programmes to support behaviour and self-esteem:

- Zones of Regulation
- Starving the Anxiety Gremlin
- Starving the Anger Gremlin
- Talk about Teenager
- WISHES (Wellness in School Hub Extra Sessions)
- Social stories, comic strip conversations

We also draw upon the Local Authority and national interventions and protocols relating to:

- Youth Justice
- Knife crime protocol
- Substance abuse
- Child exploitation (CSE and CCE)
- Trafford Youth Engagement Services

22. Use of reasonable force and restraint

All members of school staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force, 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

Please refer to our Positive Handling Policy for more information

23. Searches and Confiscation

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Prohibited items include (this is not an exhaustive list):

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco, cigarette papers, e-cigarettes/vapes
- fireworks/lighters
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for **any item banned by the school**, for example, mobile phones

Any prohibited items found in pupils' possession will be confiscated.

These items will not be returned to pupils but will be disposed of safely or if necessary passed onto the police.

We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned after discussion with senior leaders and parents, if appropriate and will be kept in the School Office

A student refusing to co-operate with a search will be subject to disciplinary measure

24. Mobile Devices/Smart Watches

- Wellington School is a mobile phone-free site for all students in Year 7-11 (see separate VI Form policy on mobile phones).
- This allows pupils to focus on their learning, have screen breaks and reduces a potential source of bullying.
- If you are seen with a mobile phone (or are using a smart watch to communicate) it will be confiscated until the end of the day for your parents to collect, you will also automatically be placed in SLT detention on the nearest Friday
- If you do not hand over your phone to the staff member immediately, you will be put into Isolation until 4pm
- If you then fail to hand the phone over to a member of the Senior Leadership Team you may be **suspended from school** for defiance
- If you are found using your phone on site to record/take images of staff or young people your phone will be **confiscated until your parents can come in for a meeting**. You may be suspended depending on the severity of the incident and we even may have to report the incident to the police as part of our legal safeguarding duty.

If it is seen, it will be confiscated

25. Pupil support

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

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

Wellington School is a Trauma informed school and always considers the context of each young person.

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.

The School as a Designated Mental Health Lead and trained mental health first aiders

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Please see our SEND Policy on the School website

26. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil may need 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. Please see our Safeguarding Policy on the School website

27. Training

Our staff are provided with training on managing behaviour using our systems as part of their induction process. Behaviour management will also form part of continuing professional development.

28. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher

29. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying
- Handling policy
- SEND policy
- Search Policy
- Uniform and Appearance Code