GRAYSWOOD PRIMARY SCHOOL

Church of England (Aided)

Behaviour Principles Written Statement and Behaviour Policy

Policy schedule	
Written Reviewed	Autumn 2022 Autumn 2023
Shared with Governors and Staff	Autumn 2023
Next review	Autumn 2024

Version history- version 2- the following was adapted/added/changed on 18/9/2023

Section	Changes made	By whom
7. Responding to behaviour 7.3 'Good to be Green' Behaviour System Page 10	Last bullet point amended. 'Sometimes the child may be sent to the Headteacher or member of SLT to show them their good work or to explain what they got their silver card for' changed to 'Their name is recorded in the Silver Card Superstars book, the child is given a special silver sticker and praised for their efforts. Names in the Silver Card Superstars book are read out in celebration assembly on Friday.	Hannah Cole
7. Responding to behaviour 7.7 Physical Intervention Page 11	Staff are trained in positive touch and physical intervention.	Hannah Cole
7. Responding to behaviour 7.10 Online Misbehaviour Page 12	Added in 'further information can be found in our online safety policy.	Hannah Cole
9. Responding to misbehaviour from pupils with SEND 9:2 Adapting sanctions for pupils with SEND Page 15	Added in 'We will liaise with outside agencies for further support when required.'	Hannah Cole
10. Supporting children following a sanction Page 15	ELSA changed to HSLW (Home School link Worker)	Hannah Cole

Contents

Written Statement of Behaviour Principles at Grayswood C of E (Aided) Primary School

> To ensure every pupil understands they have the right to feel safe, valued and respected, and to be able to learn

> To raise pupils' self-esteem

> To promote/develop empathy and respect for self and others

> To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions

> To ensure regular attendance

> To develop an awareness of and adherence to appropriate behaviour

> To ensure that staff and volunteers set an excellent example to pupils at all times

> To encourage pupils to value the school environment and its routines

> To ensure that pupils are confident of their right to be treated fairly

> To ensure all pupils, staff and visitors are free from any form of discrimination

> To empower staff to determine and request appropriate behaviour from everyone

> To acknowledge that the maintaining of good behaviour within the school is a shared responsibility

> To ensure that positive behaviour is always recognised

> To work within a positive, proactive reflective approach to behaviour management

> To ensure the policy is fully understood and is consistently implemented throughout the school

> To foster good relationships between the school and pupils' home life

> To ensure effective mechanisms are in place for the monitoring and evaluation of this policy

The governing 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 full governing body annually.

1. Aims

This policy aims to:

> Create a positive ethos and culture in the school which encourages good behaviour and fosters positive attitudes of respect, honesty, fairness and social inclusion, 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

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, during transition times, assemblies and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Not following instructions given by a member of staff
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and values
- 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
  - 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

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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 or gaming sites

Any incident of bullying and any complaint from a child or parent should be taken seriously and investigated. It is the responsibility of everyone to prevent bullying happening in the school. The Headteacher should always be informed of any bullying incident, where upon appropriate action may be taken.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on our school website, or via the school office.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

> Reviewing and approving the written statement of behaviour principles

> 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 governing body

> Giving due consideration to the school's statement of behaviour principles

> 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 pupils

> 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 pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents

> Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> 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 school will endeavour to build a positive relationship 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.

5.5 Pupils

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

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural standards

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

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school

- > Treat the school buildings and school property with respect
- > Wear the correct uniform
- > Accept sanctions when given
- > Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

6.1 Mobile phones

- > Pupil mobile phones are not permitted during the school day.
- > If a pupil needs to have a phone for a specific reason e.g. to walk home, then parental permission must be gained and the mobile phone must be handed in to the office at the beginning of the day and collected at the end of the day. Mobile phones will be kept in a locked drawer. The school does not accept responsibility in case of loss or damage.
- > There may be exceptions to the rules for medical or personal reasons.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- > Create and maintain a stimulating environment that encourages pupils to be engaged
- > Display the behaviour curriculum or create their own classroom rules based around these
- > Develop a positive relationship with pupils, which may include:
  - o Greeting pupils in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

7.2 Our Christian Values

Good Behaviour is encouraged through the teaching of our 6 Core Christian values: **Love, Kindness, Respect, Teamwork, Perseverance and Forgiveness**. These are taught through Collective Worship and Class Reflections and children and staff are expected to put these values into action through their conduct at school.

7.3 'Good to be Green' Behaviour System

Staff are consistent in our approach to dealing with behaviour and we operate a traffic light system known as 'Good to be Green' which encourages children to follow our school rules.

The 'Good to be Green' behaviour scheme is in use in school from Reception to Year 6. Staff follow this system within the school, at playtimes, lunchtimes and on school outings. This behaviour scheme helps to promote positive behaviour at Grayswood CE School and supports our way of dealing with undesirable behaviour.

> Each child has a green card displayed above their name in the classroom and the aim is to stay on green by following our school rules

> If the child breaks a school rule, the teacher will give the child a verbal warning, reminding them of which rule they are breaking. If the behaviour continues, the child's card will be changed to yellow

> If they stop the undesirable behaviour, the card is moved straight back to green

> If the undesirable behaviour continues, then the child is moved to a red consequence card. A consequence is given dependent on the behaviour displayed

> In order to promote positive behaviour, Privilege cards are given when a child goes above and beyond the teacher's expectations. The Silver Privilege cards sits in front of the child's name so that everyone can see it. The child is sent to the Headteacher or member of SLT to show them their good work or to explain what they got their silver card for. Their name is recorded in the *Silver Card Superstars* book, the child is given a special silver sticker and praised for their efforts. Names in the Silver Card Superstars book are read out in celebration assembly on Friday.

7.4 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.

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

7.5 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

> Verbal praise

> Communicating praise to parents via a phone call, email or face-to-face correspondence

> House points or silver privilege cards

> Stickers

> Certificates, prize ceremonies or special assemblies

> Whole class rewards

> Sharing their learning with another teacher or the headteacher

7.6 Responding to misbehaviour

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

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

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

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

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

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

> Sending the pupil out of the class

> A verbal reprimand and reminder of the expectations of behaviour

> Giving the child a chance to reflect on their behaviour, talking through their actions and how they might behave differently next time

> Setting of written tasks such as an account of their behaviour or writing a letter of apology

> Expecting work to be completed at home, or at break or lunchtime

> Loss of privileges for a set period of time – for instance, the loss of a prized responsibility

> School-based community service, such as tidying a classroom

> Referring the pupil to a senior member of staff

> Letter or phone call home to parents

> Sit on their own in the class

> Sent to work in another classroom

> Removal of the pupil from the classroom

> Suspension

> Permanent exclusions, in the most serious of circumstances

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

Incidents which result in a red card are logged on our safeguarding system to allow us to monitor and identify any patterns.

7.7 Physical Intervention

Physical intervention covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use physical intervention, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of physical intervention 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 physical intervention, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff are trained in positive touch and physical intervention.

7.8 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

7.9 Off-site misbehaviour

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

> Taking part in any school-organised or school-related activity (e.g. school trips)

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

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

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

7.10 Online misbehaviour

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

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil 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.

Further information can be found in our Online Safety policy.

7.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, or a member of the senior leadership team, 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.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate
> Considered
> Supportive
> Decided on a case-by-case basis

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

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

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

7.13 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8. Serious sanctions

If it is a serious incident:

> The parents of the pupil will be contacted
> The Headteacher can issue a fixed term exclusion of 1 to 5 days
> The Headteacher can action permanent exclusion

Exclusion will only happen:

> In response to serious breakdown of the school's behaviour policy
> Once a range of alternative strategies has been followed

> If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

The school will follow the DfE guidelines with regards to the exclusion procedure. It is important that the sanction is not out of proportion to the offence. Sanctions range from: expressions of disapproval, the withdrawal of privileges, referral to senior leaders then Headteacher, letters to parents, and ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures, should take place to eliminate these as contributory factors. Additional specialist help and advice from an Educational Psychologist or other external agencies will be considered.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing tiggers of misbehaviour may include:

> Short, planned movement breaks for a pupil with SEND who finds if difficult to sit still for long

> Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

> Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

> Training for staff in understanding conditions such as autism and ADHD

> Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil 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 pupil 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.

We will liaise with outside agencies for further support when required.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures like:

> Reintegration meetings

> Daily contact with a named member of staff such as our HSLW (Home School Link Worker)

> Personalised behaviour goals

11. Support systems for Staff

The school will support all adults to work positively with pupils. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is able to provide a cohesive approach to supporting individual pupil needs. Staff having difficulties with an individual, class or group should speak to a senior member of staff.

12. Working with Parents

The school has an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

13. Pupil transition

13.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing pupils for transition

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

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

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents
>
> Attendance, permanent exclusion and suspension
>
> Use of pupil support units, off-site directions and managed moves
>
> Incidents of searching, screening and confiscation
>
> Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the governing body.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

15. Links with other policies

This behaviour policy is linked to the following policies:

> Child protection and safeguarding policy
>
> Anti-bullying policy
>
> Physical intervention policy
>
> Staff code of conduct
>
> Home-school agreement