Behaviour policy and statement of behaviour principles for Great Torrington School

This Policy is aimed at supporting the school's culture in promoting:

READY RESPECTFUL SAFE

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PURPOSE:

- Create a culture within the school community where individuals are **READY RESPECTFUL and SAFE**
- To promote positive behaviour and gain an understanding of moral responsibility.
- To ensure a safe, caring, and structured environment conducive to successful learning
- To realise the 'School values':
  RESPONSIBILITY, RESPECT, RESILIENCE, HEALTH, RELATIONSHIPS, OPPORTUNITY
- To encourage pupils to take responsibility for their own behaviour and conduct themselves in an accomplished manner.

KEY POINTS:

- Behaviour is learned and strategies should be adopted which best support this learning process.
- Behaviour is best managed in partnership with parents / carers.
- Behaviour management can only be effective when consideration is given to the impact on behaviour of a developing brain.
- Behaviour is managed most effectively when it is done in a positive manner within positive relationships.
- Behaviour is shaped through the consistent use of the reward and consequence system and associated learning discussions.

Contents

1. Aims 3
2. Legislation, statutory requirements and statutory guidance 3
3. Definitions 4
4. Bullying 5
5. Roles and responsibilities 6
6. School behaviour curriculum 7
7. Responding to behaviour 8
8. Serious sanctions 13
9. Responding to misbehaviour from pupils with SEND 14
10. Supporting pupils following a sanction 14
11. Pupil transition 15
12. Training 15
13. Monitoring arrangements 16
14. Links with other policies 16

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- 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 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 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- When-to-call-police-guidance-for-schools-and-colleges.pdf

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual 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**/vaping**
- 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
    - **Cigarette lighters/matches**
    - **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

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore defined as behaviours which are:

- Several Times On Purpose: STOP!

  i.e.

- 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
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Details of GTS approach to preventing and addressing bullying are set out in our anti-bullying strategy [16-gts-anti-bullying-policy-2023.pdf (primarysite-prod-sorted.s3.amazonaws.com)]

5. Roles and responsibilities

5.1 The governing body

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of 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 (see section 13.1)

5.3 Teachers and staff

As teachers and adults, we expect consideration and courtesy from our learners. Since they are in their formative years, patience is an essential part of our approach – adults should use their understanding of the development of the adolescent brain when implementing the Behaviour Policy and developing classroom strategies. The processes of learning and personal development will be best facilitated in an environment based on mutual respect where cooperation, consideration and courtesy are shown by the whole school community. In order to achieve this, it is essential that we all work and learn together in a supportive environment that encourages behaviour to be at its best. The power to discipline also applies to all paid staff with responsibility for pupils, such as Learning Support Assistants. LSA's can sanction pupils up to C2 level, requirements for sanctions at a higher level must be authorised and administered by teachers.

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 promptly on ClassCharts/CPOMS
- 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 regarding expected behaviour at GTS:

- The expected standard of behaviour they should be displaying at school
- Behaviour should always reflect GTS School Values.
- 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 reminders of expected behaviour 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 through the Junior Leadership team.

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

6. School behaviour curriculum

The school's ethos is that children want to be with us because it is a happy, safe, and purposeful environment offering them what they need, not only in terms of educational qualifications but also in other worthwhile and self-fulfilling activities. 3 main columns underpin the GTS Behaviour Policy and all expectations and rules stem from these three points – READY RESPECTFUL SAFE This extends beyond the classroom and pupils (and Staff) are expected to demonstrate these three core behaviour values in all aspects of school life.

Pupils are expected to:

- Follow the GTS Code of Conduct (appendix 3A)

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Mobiles phones are not allowed on site. If a pupil needs to bring a phone to school it should be handed in to Pupil Services or the Pupil Coaches at the start of the day and collected at the end. When collected at the end of the day they should not be used until the pupil is off the school site.

If a pupil is caught using a phone or it is known that they have a phone in their bag or pocket it will be confiscated until the end of the day. One the first occasion it will the pupil will be able to collect the phone at the end of the day. On the second occasion a parent/carer will have to come and collect from reception.

Staff will use a screener (metal detector) to aid bag searches and non-evasive body searches when required.

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:

- Ensure that all lessons follow the 5 Key Ingredients of a GTS lesson. See appendix 3G
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- 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 in ways other than verbally
    - Highlighting and promoting good behaviour through the use of the rewards system and praise.
    - Concluding the day positively and starting the next day afresh
    - Using positive reinforcement

In cases of where behaviour in class, disrupts learning pupils will be withdrawn for the remainder of the lesson. Pupils who are withdrawn will be expected to attend an afterschool detention on the next available day. Parents will be informed that the detention is taking place via ParentMail with the option of contacting an email address to rearrange if there is a genuine need for this. The staff member who sent the pupil from the lesson will meet with them during the detention and discuss why the sanction was required and how the issue will be avoided in the future. A “restorative justice” approach will be taken during this conversation between staff and pupil. This ensures that other students can learn effectively and without interruption and the individual concerned can have time to reflect on their own behaviour. In the event of a pupil refusing to attend the after-school detention following withdrawal they will be placed into an SLT ASD on the next available Friday.

Disruption to lessons.

In the event of pupils disrupting the learning in a lesson the school adopts the following strategy -

- A non-verbal warning
- A verbal warning
- Call of SLT to the lesson
- Withdrawal for the remainder of the lesson and ASD set for the following day or next available day..

Appendix 3D: Guidance to MR1 Withdrawal from lessons

7.2 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 5-safeguarding-policy-2023.pdf (primarysite-prod-sorted.s3.amazonaws.com)

7.3 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. When dealing with behaviour of a positive or negative nature, staff must consistently use the R+C consequence protocols at individual, department, and pastoral levels. Within the Rewards and Consequence protocols we recognise that rewards and encouragement are more effective than sanctions. These protocols should be consistently applied allowing the data provided to drive interventions; develop class / department strategies; give parental feedback via ClassCharts and to support the school review process.

Positive behaviour will be rewarded with:

- Praise
- Reward points
- Letters or phone calls home to parents
- Recognition at Half termly Rewards Assemblies and End of Year Awards Assembly.

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

7.4 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.

A system of Consequences is in place to support pupils in making the correct choices in terms of behaviour. There is a hierarchical points / consequence framework that leads to a series of interventions, including contact with parents, daily report systems, Behaviour and Pastoral Support Plan. These are used to establish a close partnership between the pupil, their parents, and the school in order to support the individual in engaging more positively in their learning.

We expect all consequences to be used consistently but we do recognise that individual circumstances must be considered when making decisions. **Appendix 3B : Guidance to use of Consequences**

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.

After School Detentions

Detentions (including detention outside of school hours) are used as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include: any school day where the pupil 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', 'INSET days' or 'non-contact days'. Parents will be informed in writing when an afterschool detention is issued, however, parental consent is not required for detentions. ~~In some circumstances the detention will be given on the same day as the incident of poor behaviour, parents will be notified by phone and the pupil expected to stay unless remaining in school would place the pupil at risk.~~

7.5 Reasonable force

In order to maintain the safety and welfare of staff and pupils at GTS, members of staff have the power to use reasonable force.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a right to use reasonable force, in the following circumstances to prevent a pupil from:

- Preventing injury to another pupil
- Preventing injury to themselves (staff member)
- Preventing injury to the pupil themselves

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**.(see appendix 3H Physical Intervention Recording Form)**

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

7.6 Confiscation, searches, screening

Staff at GTS have the power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, **vapes**, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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

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

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

All searches will follow the guidance provided in **Appendix 3L.**

Strip searches can only be carried out by the police having been authorised to attend the school premises by the Headteacher or Designated Deputy, parents must be informed before this occurs.

Screening

GTS will use screening devices (hand held metal detectors) in the following circumstances

- On entry to exams (mock and public exams)
- Where pupils are suspected of carrying prohibited items.
- During random searches for prohibited items in order to ensure safety of pupils and adherence to school rules

If a pupil refuses to be screen the behaviour will be followed. If pupils refuse to hand over items the power to search without consent will be adopted and where pupils may be at risk reasonable force may be used in line with guidance.

7.7 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)
- 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
- 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).

7.8 Online misbehaviour

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

- It could have repercussions for the orderly running of the school and poses threat or causes harm to another pupil whilst at school.
- It affects the attendance of another pupil/s at 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.

7.9 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. Staff will refer to guidance contained within When to call Police Guidance for Schools and Colleges When-to-call-police-guidance-for-schools-and-colleges.pdf

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 / member of the senior leadership team / pastoral lead 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.

7.10 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:
    - 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 5-safeguarding-policy-2023.pdf (primarysite-prod-sorted.s3.amazonaws.com)

7.11 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 5-safeguarding-policy-2023.pdf (primarysite-prod-sorted.s3.amazonaws.com)

8. Serious sanctions

8.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher or designated senior leader and only as a last resort.

Please refer Appendix 3C and DfE Guidance to Exclusions.

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 is to anticipate and remove triggers to misbehaviour. Our approach may include:

- Short, planned movement breaks for a pupil with SEND who finds it 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
- Use of separation spaces (sensory zones or nurture rooms) 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.

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

The pastoral team (Heads of Learning, Pupil Coaches and Hardy Centre team) along with GTS SENDCO work together to 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 DCC SEND and Inclusion Team at drop-in consultation to identify any further strategies that could support 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. A reintegration meeting with pupil and parent is arranged following an Internal Exclusion or a Fixed Term Suspension.

11. Pupil transition

11.1 Inducting mid-phase pupils

GTS supports incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and values of the school.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition for Year 6 pupils GTS runs a comprehensive transition package throughout the summer term prior to Year 7. This included visits to primary schools to gain information from primary school colleagues.

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.

12. Training

- Classroom behaviour management through TLAC/**Coaching/Support through Subject Lead.**
- New staff induction on behaviour management and protocols.
- Further training when a need is identified.
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of alternative provision, 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 every term by AHT Behaviour and Pastoral.

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full Governing Body annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full governing Body

14. Links with other policies

This behaviour policy is linked to the following policies

- Whole School safeguarding and Child protection policy and Procedure (5)
- Staff Code of Conduct (6)
- Anti-Bullying Policy (16)
- Uniform Policy (54)