



GREENWOOD ACADEMIES TRUST

Skegness Academy Behaviour Policy

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1. Aims

Skegness Academy aims to be a school:

- where every student is put on the path to a happy, successful, and fulfilling life ([UNICEF Article 3: Best interest of the child](#)),
- where teachers can effectively teach and students can effectively learn,
- where everyone is warm, welcoming, and friendly,
- and where all members of the school community feel safe.

In order for this aim to be realised, excellent attitudes towards learning, as well as good conduct and behaviour, are essential. Skegness Academy achieves this by establishing clear expectations and routines regarding student behaviour, as well as outlining how staff will respond when these behaviours are, or are not, demonstrated.

This policy aims to:

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

2. Legislation, 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](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › 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

3. Roles and Responsibilities

The governing board

The Trust Board, through the Education Directorate, is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

The Principal

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

Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with student
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

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

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, while continuing to work in partnership with the school

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.

Students

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

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

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

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

Students 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 students who are mid-phase arrivals.

4. Consistency

The Academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values
- Consistent language – clear and simple expectations reflected in conversations about behaviour
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent modelling of responsibility and accountability

- Consistent boundaries and consequences defined, agreed and applied
- Consistent respect shown by adults – even in difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community.

5. Training

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

The academy's learning and professional development offer includes bespoke training and development in all areas of positive relationships and behaviour. In addition, training will be offered to support staff understanding of special educational needs, disabilities, or mental health difficulties and how these can affect a student's behaviour.

On-going support and training is provided to all early career teachers, as part of the Early Career Framework and offered to all colleagues whenever a refresher is requested or recommended.

6. Expectations and Routines – The Skegness Academy Way

Start of the school day

- Students should line up in alphabetical order with their form group before 8.40am.
- At 8.40am, a member of staff will blow the whistle twice. After the whistle has been blown for the second time, students should be silent.
- Form tutors will check students' uniform and equipment. If a student's uniform and/or equipment does not meet the expectations, the student will be asked to report to the Year Team who will resolve the issue.

Assembly

- Students should walk in the hall in silence and in single file.
- Their form tutor will show them where they are to sit.
- Once seated, students should put their bags and coats under their chairs. Students should not have anything in their hands.
- During the assembly, students should sit up straight at all times and listen carefully to the member of staff delivering the assembly.
- Students should not disrupt the assembly by talking, trying to get the attention of another student or engaging in any other form of inappropriate behaviour.
- At the end of the assembly, students should leave the hall in the same manner as they entered it, namely, in single file and in silence.

Start of lesson

- Students should enter the room in silence.
- Students should take off their coats, get their equipment out and stand behind their chairs in silence.

- Once their teacher has given them permission, students should sit down and start completing the 'Do now' task that will be displayed on the board.
- Whilst students are completing the 'Do Now,' their teacher will call the register. When their name is being called, students should answer with 'Yes, Miss/Sir' or 'Here, Miss/Sir.'

During the lesson

- Students should always sit up straight and concentrate fully.
- Students should never disrupt the lesson in any way.
- Students should listen carefully to their teacher's instructions and follow them at all times.
- Students should complete all work to the highest standard.
- If a student wants to answer or has a question, they should put their hand up and wait patiently for the teacher to call on them. Students should not call out.
- When the teacher needs the students' attention, for example, when students are in the process of completing an activity, they will say '3, 2, 1 - STAR.' Students should follow this instruction immediately and give the teacher their full attention.

End of lesson

- Three minutes before the end of the lesson, the teacher will ask the students to pack up.
- Students should make sure they leave their workplace in a tidy manner.
- They should do this in silence and then stand behind their chairs, ready to leave the classroom.

Lesson changeover

- Students should walk on the left-hand side, directly to their next lesson.

Break/lunchtime

- Students should always behave in an orderly and safe manner.
- If a student wants to buy food or a drink, they should join the queue.
- Students should wait patiently and should not push or shove other students.
- All litter should be placed in the bin.
- If a staff member asks a student to pick up a piece of litter and put it in the bin, they should follow instructions immediately, even if the piece of litter might not be theirs.
- Boisterous (which includes running around), dangerous and unsafe behaviour, or any other behaviour that is likely to disrupt the orderly running of the school, is not allowed. In addition, students should not walk around in groups of more than six people.
- Eating is prohibited inside the school building. Students must only eat in the Bistro or outside.
- At the end of break time, students should go to their next lesson immediately.
- At the end of lunchtime, students should go to their year group zone and line up immediately.

Toilets

- Students should only use the toilet during break and lunchtime, and before and after school. Students should leave the toilet when finished; they should not loiter around.
- It is vital that students respect each other's privacy. Students should also keep the toilets free from litter and graffiti.
- If a student needs to use the toilet during a lesson, the teacher will call for the on-call staff member, who will then accompany the student to the toilet. This procedure is in place to maintain calm and orderly corridors during lesson time.

End of the school day

- At the end of the school day, students should leave the premises in an orderly manner.
- If a student has an afterschool club, they need to go to the appropriate place straight away.
- No students should loiter on school site at the end of the school day without a valid reason.
- When travelling on public transport, students should respect others' space and belongings. They must use appropriate language and voice levels as well as listen and respond politely to instructions given by members of the transport company.

Respect

- All students are expected to speak to all members of the staff in a respectful, pleasant and polite manner. Therefore, students should use the following whenever they are talking to a member of staff: > Sir/Miss > Please/Thank you > Excuse me
- Students should reply in full sentences.
- When a member of staff is speaking to a student, the student is expected to listen carefully.
- In addition, students should treat fellow students and other people they might come across on the way to and from school in a respectful and polite manner. Bullying, unkind comments and put-downs, even when meant as a joke, are not acceptable.
- Students should also treat the school environment and any equipment they are given with respect. This means they should not litter and must keep the school environment clean and graffiti-free.

Mobile phones

- The use of mobile phones is not allowed between 8.00am and 3.10pm for any purposes. The use of mobile music systems and other electronic devices are not allowed at any time. Mobile music systems and other electronic devices are not permitted at any time. Before entering the main school gate, students should remove their headphones, switch off their mobile phones and any other electronic devices and place them in their bag. These items must remain in students' bags throughout the school day.
- If this rule is broken, the item will be confiscated. Parents/Carers will receive a text asking them to collect the item from the school office. (UNICEF Article 18: Responsibility of parents) It will not be returned directly to the students.

7. Responding to good behaviour

When a student'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:

Positive points

Behaviour	Credits	Responsible for logging
Excellent effort	1	Class teacher
Student of the lesson (1 student per lesson)	3	Class teacher
Excellent piece of homework	1	Class teacher
Being kind	1	Class teacher
100% attendance in one week	10	Form tutor
No negatives in one week	10	Class Charts
Phone call home	5	Class teacher
Postcard home	5	Class teacher

Fantastic Friday

Student of the week (3 students)	15	Head of Year
100% attendance raffle	Bar of chocolate	Head of Year
No negatives in one week raffle	Bar of chocolate	Head of Year
Form with the highest attendance	Tub of sweets	Head of Year
Form with the least debits	Tub of sweets	Head of Year

Badges

Badge	Milestone	Responsible for awarding badge
Bronze	300	Head of Year
Silver	600	Head of Year
Gold	900	Head of Year
Platinum	1200	Head of Year

Half termly rewards

These rewards change regularly but may include:

- Domino's pizza treat
- Inclusion in a special lunchtime activity

- An offsite trip

8. Responding to misbehaviour

When a student'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 ([UNICEF Article 28: Access to education](#)), 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 students know with certainty that misbehaviour will always be addressed.

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

All students 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 student to help them to meet behaviour standards in the future. If a student has been suspended, the support to be put in place moving forward will be discussed at the reintegration meeting. ([UNICEF Article 12: Respect for children's views](#))

The table below outlines the potential consequences for negative behaviour. Please note that these consequences do not follow a sequential order.

Level	Consequence	Negative points
C1	Verbal warning	-1
C2	Reflection for the remainder of the lesson	-2
C3	Internal suspension 5-periods	-4
C4	Suspension	-5
D1	10-minute after-school detention	-1

- If a student is disruptive in a lesson, they will receive a warning from their teacher clearly communicating that their behaviour needs to change. If the student continues to be disruptive, they will be removed from the lesson and placed in our Reflection room until the end of the lesson. Students can return to their normal lesson if they meet the expectations in Reflection and complete the required work.

- If a student does not adhere to the expectations in Reflection, they will have to stay in Reflection for an additional period. Serious disruption may result in suspension.
- If a student is removed from a lesson twice in one day, they will stay in Reflection for the rest of the day.
- Any student returning to school from a suspension due to refusing or failing to complete Reflection/Internal suspension must complete 5 periods in Internal Suspension on their first day back.
- All detentions will take place the following day. If a student accumulates multiple D1 detentions throughout the day, they will have to complete a detention of up to 1 hour at the end of the following school day. Parents/carers will be notified via Class Charts of any detentions that their child has received.
- If a student misses an after-school detention, they will be placed in Internal Suspension the next school day and will also have to complete the missed detention from the previous day.

Typical sanctions for negative behaviour

Level	Sanction	Behaviour
C1	Verbal warning	<ul style="list-style-type: none"> - Disruptive behaviour - Disruptive/inappropriate/dangerous behaviour at break/lunchtime
C2	Reflection for the remainder of the lesson	<ul style="list-style-type: none"> - Persistence of C1 behaviour - This list is not exhaustive. A C2-sanction can also be issued for any other behaviour the academy deems to be at that level
C3	Internal suspension Five periods	<ul style="list-style-type: none"> - Failure to attend detention - Internal truancy - Leaving lesson without permission - Leaving premises without consent - Refusing mobile phone confiscation - Refusal to hand over a prohibited item - Physical assault against a student - Physical assault against an adult - Verbal abuse against a student - Verbal abuse against an adult - Threatening behaviour against a student - Threatening behaviour against an adult - Use or threat of use of an offensive weapon or prohibited item - Child-on-child abuse - Racist abuse - Homophobia - Transphobia - Biphobia - Abuse relating to disability - Sexual misconduct - Drug and alcohol related - Damage - Theft - Persistent disruptive behaviour - Inappropriate use of social media or online technology - Wilful and repeated transgression of protective measures in place to protect public health - This list is not exhaustive. A C3-sanction can also be issued for any other behaviour the academy deems to be at that level

<p>C4</p>	<p>Suspension</p>	<ul style="list-style-type: none"> - Physical assault against a student - Physical assault against an adult - Verbal abuse against a student - Verbal abuse against an adult - Threatening behaviour against a student - Threatening behaviour against an adult - Use or threat of use of an offensive weapon or prohibited item - Child-on-child abuse - Racist abuse - Homophobia - Transphobia - Biphobia - Abuse relating to disability - Sexual misconduct - Drug and alcohol related - Damage - Theft - Persistent disruptive behaviour - Inappropriate use of social media or online technology - Wilful and repeated transgression of protective measures in place to protect public health - Refusal to complete either Reflection or Internal Suspension¹ - Failure to meet the expectations in either Reflection or Internal Suspension - This list is not exhaustive. A C4-sanction can also be issued for any other behaviour the academy deems to be at that level
<p>D1</p>	<p>10-minute after school detention</p>	<ul style="list-style-type: none"> - Lack of equipment - Incorrect/incomplete uniform - No PE kit - Late to school - Late to lesson (P2 onwards) - Eating and drinking in the wrong place - Chewing gum - Incomplete homework - Failure to meet school's expectations during line-up - Failure to meet school's expectations during transition to classroom - Unacceptable behaviour during lesson changeover, break or lunchtime

		- This list is not exhaustive. A D1-sanction can also be issued for any other behaviour the academy deems to be at that level
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¹ Any student who returns to school from a suspension because they have refused or failed to complete Reflection/Internal Suspension are required to complete 5 periods in Internal Suspension on the first day of their return.

Permanent exclusion

The school can use 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 permanently exclude will be made by the principal and only as a last resort.

9. Prohibited Items

All the items listed below are prohibited on the school's grounds. If a student is found in possession of any of these items, the item(s) will be confiscated. Furthermore, any confiscated items will not be returned; they will be disposed of safely.

The prohibited items are detailed below:

- chewing gum
- high-energy and high-sugar-content carbonated drinks
- any aerosol (note: students must use non-aerosol deodorants only)
- any form of liquid-based correction fluid
- laser pens and LED torches
- lighters of any kind
- matches
- cigarettes
- e-cigarettes and liquids
- tobacco
- cigarette papers
- cigarette filters
- illegal substances ([UNICEF Article 33: Protection from harmful drugs](#))
- any dangerous, illegal or offensive items

In addition, fidget spinners or other similar items other than those provided by the SEND department are not permitted and will be confiscated on sight.

Please note that this list is not exhaustive. Skegness Academy reserves the right to confiscate any items that are likely to cause disruption to learning or to the orderly management of the school.

10. Child-on-Child abuse (UNICEF Article 19: Protection from violence)

Child-on-Child abuse 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.

Child-on-Child abuse is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Child-on-Child abuse can include:

Type of Child-on-Child abuse	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

There is absolutely no room for child-on-child abuse and these behaviours will not be tolerated in our academy. Any harmful behaviour against protected characteristics will be dealt with using appropriate sanctions. Where necessary, the police will be notified of these behaviours.

11. Zero-tolerance approach to sexual harassment and sexual violence (UNICEF Article 34: Protection from sexual abuse)

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

Students 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.

12. Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student 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.

13. Support

In addition to applying sanctions, Skegness Academy provides support to enable students to improve their behaviour. Support will be offered, wherever possible, to help individual students to better manage their behaviour and to try and avoid internal exclusion or suspension from school.

On returning from suspension, leaders will work with the student and parents/carers to review the support package in place for the student. Support may include, but is not limited to, the following:

- Targeted/discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Placement in the Inclusion Centre

Skegness Academy also works positively with external agencies and will seek support from them to ensure that the needs of all students are met.

Where a student has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the student and their parents to such a meeting to see what can be done to support the student.

Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

Skegness Academy recognises that changes in behaviour may be an indicator that a student needs help or protection. Skegness Academy will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

14. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour ([UNICEF Article 28: Access to education](#))

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student 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 student concerned.

Skegness Academy's approach to anticipating and removing triggers of misbehaviour include the following:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (SEND room) where students can regulate their emotions during a moment of sensory overload

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

Students with an education, health and care (EHC) plan

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

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

15. Student transition

Inducting incoming students

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

Preparing outgoing students for transition

To ensure a smooth transition to the next year, students 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 relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

16. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term.

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 students are identified by this analysis, the school will review its policies to tackle them.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- ICT Acceptable use policy
- UN Convention on the Rights of the Child