



ANSFORD ACADEMY

LEARNING TOGETHER TO LEAD OUR LIVES

Behaviour and Inclusion Policy Suite

BEHAVIOUR MANAGEMENT POLICY

Status

Statutory

Governors Adopted

October 2023

Renewal Period

Yearly

Review Due

October 2024

PART 1: INTRODUCTION

Section A: Rationale

- 1 At Ansford, we value everyone as an individual, capable of growth, change and development. All members of our school community, students and staff, have the right to feel safe, secure so that they can learn and work effectively. We believe that high standards of behaviour enable students to make the best possible progress in all aspects of their school life.
- 2 It is intended that this policy promotes our ethos, building a culture of empathy, trust and belonging where individuals are valued for who they are, feel comfortable to be themselves and are inspired to explore the possibilities of who they might become. We have high expectations that support the development of our students as responsible citizens, able to contribute to the local and global community.

Section B: Scope

- 1 This policy applies to all students during the Academy day, when students are travelling to and from school or at any time there is an association with the school, such as when students are:
 - Taking part in any academy organised or academy related activity outside of normal hours;
 - Wearing the academy uniform;
 - In some way identifiable as a student of Ansford Academy.
- 2 The scope of the policy extends, whether or not the above conditions apply, to unacceptable behaviour at any time where such behaviour:
 - Could have repercussions for the orderly running of the Academy;
 - Poses a threat to another student or member of the public;
 - Could adversely affect the reputation of the Academy.
- 3 We use the guidance and advice in the NSPCC document [When to Call the Police](#) to support decision making where behaviour is potentially criminal, or poses a threat to a member of the public.

Section C: Purpose

- 1 Ansford Academy is committed to ensuring that every member academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Academy's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 2 This policy seeks to encourage in all students a sense of responsibility to themselves, to the Ansford community and to the wider world. It sets out the expectations for positive behaviour and the system of rewards and consequences for ensuring that all are able to achieve these expectations.
- 3 We aim to encourage students to adopt attitudes and standards which will produce a positive learning environment and a happy, respectful school atmosphere, and to:
 - Keep everyone, students and staff safe;
 - Eliminate discrimination in all its forms;
 - Create a positive school culture, using feedback and rewards to recognise and promote positive learning behaviour choices;
 - Make clear the expectations of student behaviour for all members of the community

- Encourage students to manage their own behaviour;
- Adopt preventative measures, initiating early intervention and additional support wherever possible;
- Involve parents and carers, encouraging positive relationships and a shared approach to the management of their children’s behaviour;
- Use restorative processes to rebuild relationships in a fair and just manner;
- Respond to, and make provision for, individual students when difficulties arise;
- Make explicit the consequences of negative behaviour choices.

Section D: Underlying Principles

1 The following principles underpin the implementation of this policy:

- a) All students, staff and visitors have the right to feel safe, in a school environment that is free from disruption, violence, bullying and any form of harassment;
- b) All members of the school community should be free from discrimination of any sort;
- c) For effective learning to take place, good behaviour is necessary in all aspects of school life;
- d) Rewards and consequences should be applied fairly, consistently, proportionally and reasonably;
- e) Rigorous and consistent application of school systems and processes will support student well-being and school improvement;
- f) As an inclusive school, we endeavour to create a culture where all can flourish and will have due regard to our legal duties in respect of students with SEND, making reasonable adjustments where appropriate and necessary;
- g) Restorative practices and language should be used when and where necessary;
- h) Families are expected to cooperate with the school in supporting the maintenance of a safe and orderly climate for learning.

2 In addition, the implementation of this policy is underpinned by the principles and practices of Restorative Justice. The Academy recognises that working restoratively encourages and enables students to take responsibility for their actions and to work towards forming and maintaining meaningful relationships.

Section E: Links to Other Policies

1 This policy is linked to, and should be read in conjunction with, the following policies:

- Anti-Bullying
- Attendance
- Child Protection and Safeguarding
- Drugs
- E-Safety
- Exclusions
- SEND
- Teaching and Learning
- Use of Reasonable Force

Section F: Legislation and Statutory Requirements

- 1 This policy takes account of [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online and is based on advice from the Department for Education (DfE) in relation to:
 - [Behaviour in Schools: Advice for Headteachers and School Staff 2022](#)
 - [Searching, Screening and Confiscation: Advice for Schools 2022](#)
 - [The Equality Act 2010: Advice for Schools](#)
 - [Keeping Children Safe in Education 2023](#)
 - [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement: Guidance 2023](#)
 - [Use of Reasonable Force in Schools 2013](#)
 - [Supporting Pupils at School with Medical Conditions 2015](#)
- 2 It also takes account of the [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 which 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 (which may also be referred to as Child on Child Abuse).
- 3 We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
- 4 This policy complies with our funding agreement and articles of association.

PART 2: PROMOTING AND RESPONDING TO POSITIVE BEHAVIOUR

Section A: Expectations

- 1 Students are expected to demonstrate positive behaviour towards staff, other students and other members of the Ansford community. These expectations are outlined in Appendix A which illustrates examples of expected behaviours and is not an exhaustive list.

Section B: Recognition and Rewards

- 1 Our emphasis in promoting positive behaviour is to recognise when students meet the expectations as outlined in this policy. Rewards and praise are motivational and encourage students to see that appropriate behaviour and effort with their learning and in the wider community is valued. Every student should have the opportunity to achieve success and be rewarded for this success.
- 2 We use a range of rewards to:
 - Encourage students to repeat positive behaviour because they have positive outcomes
 - contribute to self esteem
 - Nurture students' emotional, social and academic development
 - Help to establish and nurture positive relationships between teachers and students
 - Motivate and create lifelong learners
- 3 There are a number of strategies to encourage positive behaviour in their classroom and around the Academy. These include:

- Using positive language
 - Using restorative processes when resolving conflict
 - Acknowledging students' work through verbal and written and verbal feedback
 - Displaying students' work
 - Providing feedback to Tutors, Heads of Year, Pastoral Support Leaders, Heads of Faculty and the Senior Leadership Team
 - Providing feedback to families through notes in the Log Book, phone calls, emails, postcards, letters
 - Celebrating students' work and achievements through assemblies, and other forums such as the school website, the Family Bulletin and Awards Evening
 - Nominating students for the annual award in their subject
 - Using the positive behaviour points system outlined below
- 3** Students will be awarded positive reward points for displaying a range of behaviours that link to our values at Ansford. Staff are expected to record positive points for students on ClassCharts at two different levels: when students meet expectations or work beyond expectations. An illustration of how positive behaviour points should be awarded is shown in the table in Appendix B.
- 4** Students will be able to redeem points in the Recognition and Reward Week which will be scheduled in the last week of each half term. There will be a range of items available e.g. attending a Movie in PA1, activities in the sports hall, vouchers for stationery or items of food from the canteen.

Section C: Positive Behaviour Management

- 1** We have high expectations of behaviour at Ansford Academy as this is essential for success. Our positive approach to behaviour management reflects our ethos. Staff are responsible for setting the tone and context for positive behaviour within and outside of the classroom by:
- Creating and maintaining a stimulating environment that encourages student engagement
 - Reinforcing the Expectations of Behaviour outlined in Appendix A and in the Home School Agreement
 - Developing a positive relationship with students
- 2** Some of the strategies that should be used by staff to promote positive relationships and develop good behaviour include:
- Greeting students 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
 - Concluding the day positively and starting the next day or lesson afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- 3** Teachers are expected to plan lessons appropriately, taking into account the needs of all students. By doing this, it will reduce the likelihood of negative behaviour escalating. The Academy's Teaching and Learning policy outlines the expectations of teachers for effective planning and preparation.

PART 3: RESPONDING TO NEGATIVE BEHAVIOUR

Section A: Restorative Practice

- 1** Restorative processes are at the very heart of our approach to managing negative behavior at Ansford. It is key to building relationships and resolving disputes. All teachers are to use restorative conversations as part of resolving negative behaviour and disputes in their classroom and their tutor group.
- 2** As behaviours become more serious, there may be the need for a restorative conference that involves staff and students. These will be led by the Head of Year.
- 3** All re-integration meetings after a suspension are restorative and are led by either a member of the Senior Leadership Team or the Head of Year.

Section B: Consequences

- 1** We want students to exhibit positive behaviour choices as this supports both their learning and that of others as well as ensuring positive behaviour in the community when students are not in lessons. In instances where students do meet the expectations as outlined in Appendix A, Academy staff are expected to follow the steps outlined in Appendix C.
- 2** We give all students the opportunity to correct and learn from their mistakes. As a result, in instances of behaviour which does not warrant a Support to Learn request or other immediate action, staff members will give a verbal warning which describes the expected required behaviour. The warning will be logged by the staff member on ClassCharts.
- 3** In instances where students do not correct their behaviour, or the behaviour displayed is more serious, consequences will be issued as illustrated in Appendix C. There are a range of possible consequences and the list provided is not exhaustive. In addition, the flow chart shows how the behaviour consequence stages escalate in cases where a student does not modify their behaviour or where the incident itself is of serious nature.
- 4** All incidents of negative behaviour, including warnings, should be logged on ClassCharts, following the guidelines issued to staff at the start of each academic year.

Section C: Detentions and Community Service

- 1** A break, lunchtime or afterschool detention may be issued as a consequence for poor conduct or negative behaviour choices which have an impact on the learning of others or disrupt the smooth running of the Academy. Students will be informed of any detentions in person and will be able to view bookings on their Class Charts accounts.
 - a)** A teacher may issue a detention of up to 15 minutes during a break or lunchtime.
 - b)** A middle leader may issue a detention of up to 25 minutes during a break or lunchtime.
 - c)** Middle and Senior Leaders may issue a detention of up to 90 minutes after school. In these instances, parents and carers will be given at least 24 hours notice to support with travel arrangements.
 - d)** Unless there are extenuating circumstances, any missed detentions will result in an escalation.
- 2** Community Service may be issued as a consequence in Behaviour Consequence 2 or 3. It will involve contributing positively to the school community such as litter picking.

3 The following table sets out the rationale for each detention type within the Academy:

Detention	Purpose [To serve to deter...]	Time	Day/s	Overseen by
Lates Detention	Lateness to lessons Ongoing punctuality concerns.	Break time	Daily	Senior Leadership Team
Pastoral Detention	Poor conduct or behaviours which occur outside of lesson times, including: Break and lunchtime Transition between lessons Traveling to school Travelling on buses Students are expected to engage and, with appropriate support, reflect on the incident to avoid repeat behaviours.	Lunchtime	Daily	Head of Year
Teacher Detention	Poor conduct or behaviours which occur during lessons, including: Disruption to learning Failure to engage with or complete work Failure to meet deadlines Failure to bring the necessary equipment Students are expected to engage and, with appropriate support, reflect on the incident to avoid repeat behaviours.	Break time Lunchtime	Daily	Teacher
Learning Detention	Poor conduct or persistently disruptive behaviours which occur during lessons, including: Disruption to learning Not following staff instructions Parking to another classroom Rudeness to staff Failure to meet extended deadlines Leaving a lesson without permission Truancy from lesson Students are expected to engage and, with appropriate support, complete the work which was not adequately attempted or completed within their lesson.	Afterschool 3.30-4.15pm	Tuesdays Thursdays	Head of Department Supported by a classroom teacher
Senior Leadership Detention	Serious or persistent disruptive behaviours Failure or refusal to attend detentions set out above.	After school 3.30-5.00pm	Friday	Senior Leadership Team

- 4 In order to ensure students and families are aware of detention bookings, and to avoid any potential clashes, all members of Academy staff will log detentions on Class Charts. Notifications will appear via the app or website if not using a mobile phone. Parents or carers will also receive a direct confirmation email which will include information about the detention:
- Type
 - Length
 - Date
 - Time
 - Location
 - Teacher
 - Any additional notes added by the member of staff to provide context
- 5 Should a student fail to attend their detention, and the student was aware of the booking, the appropriate member of staff will *upscale* the detention to the next category. The member of staff may also phone the parent / carer to advise them of the situation to ensure the best outcome for the student.

Section D: Removal from Lessons

- 1 There may be times when warnings have not been followed and student behaviour disrupts the learning of others. Where this occurs, it may result in the following action:
- a) Support to Learn is called by the teacher who then logs the incident as a Behaviour Consequence 2.
 - b) The Support to Learn responder will assess the incident and make a decision about next steps on a case by case basis.
 - c) If a student is removed from the lesson to enable the learning of others to progress without disruption, they may either be parked in a different room within the same faculty or taken to the Retracking room.
 - d) The incident will be followed up according to the Behaviour Policy and may result in, for example, an restorative conversation between the student and the teacher, a detention or further retracking depending on the nature of the incident and the response of the student.
- 3 Removal from the classroom should be considered a serious consequence and is different to occasions where a student is asked to step outside of the classroom briefly and asked to return following a conversation with a member of staff. Parents and carers will be informed on the same day of any incidents of lesson removal.
- 4 Whilst removed from lesson, students will be provided with meaningful work that may differ to that of the lesson(s) they have been removed from and this will include opportunities to reflect on the behaviour choices leading to the removal from lesson.

Section E: Reports and Support Plans

- 1 Pastoral or subject reports will be implemented when the behaviour of a student is a cause for concern and additional contact and oversight is needed to support a positive improvement in behaviour. Students can be on report to: their tutor, their Head of Year, the Pastoral Lead: Behaviour Intervention and Support or the Assistant Head Teacher: Community and Conduct. The allocation of staff will depend on the reason for the report and any repeated behaviours.
- 2 Following a weekly review of negative behaviour incidents recorded on ClassCharts, pastoral staff will use their knowledge of individuals' cases and their professional judgement to decide which students may benefit from a daily report. Contact with families is essential when a student goes onto report to ensure close

partnership working in the best interest of the student. Central record of reports will be held and reviewed each week.

- 3 If the review of the report is unsuccessful, it is likely to be escalated and consideration given to any additional support that may be required to ensure success.
- 4 Behaviour Support Plans will be implemented when the behaviour of a student is a cause for concern or they are returning from a suspension. The plans are implemented and managed by the Head of Year or the *Pastoral Lead Behaviour Support and Intervention*. Specific targets are set with the student and reviewed after six weeks. The process for implementing and managing support plans is illustrated in Appendix D.
- 5 Pastoral Support Plans will be implemented when a Behaviour Support Plan has been unsuccessful and it is considered that a student is at risk of a permanent exclusion. The plans are implemented by the Assistant Headteacher: Community and Conduct, working closely with other staff as required e.g. *Pastoral Lead Behaviour Support and Intervention*, SENDCo. Specific targets are set with the student and their parents or carers and reviewed after six weeks. The process for implementing and managing support plans is illustrated in Appendix D.

Section F: Contextual Safeguarding Approach to Child-on-Child Abuse

- 1 We will minimise the risk of child on child abuse taking place by adopting a contextual approach to safeguarding. This enables the Academy and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.
- 2 The Safeguarding Team will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

Section G: Responding to Incidents of Child on Child Abuse

- 1 Child on child abuse has previously been referred to as peer on peer abuse or bullying. All references in this, or other linked policies, should be understood in the same way.
- 2 All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding and Child Protection Policy, the Anti-Bullying Policy and in conjunction with this policy. Child on child abuse can happen in any environment and is not restricted to school settings. Examples of child on child abuse can be found in the Safeguarding and Child Protection Policy as well as further specific details in relation to the Academy's approach in the [Academy's Anti-Bullying Policy](#).
- 2 At Ansford:
 - We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up';
 - Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention;
 - We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning;

- Child on child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics;
 - Early identification of vulnerability to peer-on-peer abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- 3 There are clear systems in place for students to report any abuse knowing their concerns will be treated seriously and respectfully. We will handle initial reports of abuse by:
- Securing the immediate safety of students involved in an incident and sourcing support for other young people affected;
 - Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
 - Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report;
 - Ensuring the child’s wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort;
 - Not promising confidentiality as it is highly likely that information will need to be shared with others.

Section H: Responding to Incidents of Sexual Violence and Harassment

- 1 All protective actions will be in accordance with [Keeping Children Safe in Education 2022](#), Part 5 and the DfE advice and guidance: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021](#)
- 2 We will take the following actions when responding to incidents of sexual violence and sexual harassment:
- Incidents will be reported immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
 - The Brook Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team.
 - Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
 - When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
 - Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
 - A concurrent referral to Children Social Care must also be made
 - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
 - Where the report includes an online element, the setting will follow the following government guidance Searching, Screening and Confiscation at School and Sharing Nudes and Semi-Nudes
 - Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an occurrence of an incident. These should involve the child and their families and address contextual risks.

Section I: Responding to Incidents of Smoking and Vaping

- 1** It has been illegal to smoke in a public place, including schools, since 1st July 2007 and the Academy is a no smoking site. All further references to smoking is taken to include all use of legal tobacco products, herbal substitutes, and vaping.
- 2** In the event of a student found smoking or vaping on the Academy site, bringing smoking or vaping paraphernalia on to the Academy site or associating with others engaging in smoking or vaping an appropriate consequence will be issued e.g. time spent in re-tracking, community service or suspension.
- 3** If there is reason to believe that a student is suspected of carrying smoking or vaping paraphernalia, either for use by themselves or others, a bag search may be conducted. Carrying items for others will result in the same consequences as those students who are intending to use the items themselves.
- 4** Any smoking or vaping paraphernalia brought into the Academy will be confiscated and will not be returned to students. Parents or carers will be informed and may either choose to come to the school to receive and sign for the confiscated items or they may choose for the school to destroy them.
- 5** Students will be given the opportunity to benefit from a range of support to help modify their behaviour and prevent a repeat occurrence of the behaviour. This may include support from appropriate staff in school as well as information about how to access external support e.g. via organisations such as *Quitline*
- 6** In the event of repeated incidents, the consequence will escalate and may also include daily bag searches on entry to the Academy for an agreed period of time.

Section J: Responding to Incidents of Inappropriate Mobile Phone Usage

- 1** Mobile phones must be put away and not be used by students anywhere on the school site between 8.30am and 3.30pm unless permission is given by a teacher to support learning e.g. Bedrock.
- 2** Any student who has a mobile phone out will be asked to hand their phone to a member of staff. The phone will be stored securely in reception and students will be able to collect it at the end of the day.
- 3** Where students fail to cooperate with a request to hand in their phone, a consequence e.g. planned time in Retracking. Failure to complete the issued consequence will result in an escalation of the Behaviour Policy and may result in a fixed term suspension.
- 4** The mobile phone confiscation records will be monitored by members of the pastoral team who will contact the parents or carers of students with repeated entries. They will be asked to make an appointment to collect their child's mobile phone from reception and the confiscated mobile phone will remain locked away until it is collected.
- 5** On the rarer occasion where expectations about mobile phone usage are repeatedly not met, the relevant Head of Year will meet with the student and their parent or carer to resolve the issue and a variety of measures may be put in place e.g. handing in the phone on arrival at school each day, not bringing their phone to school at all for a period of time

Section K: Responding to Incidents of Vandalism and Damage to Academy Property

- 1** In the event that a student deliberate damages another students' property, this will be recorded on Class Charts and a consequence will be issued. This can include, but is not limited to: a restorative conversation between the students, retracking or suspension as appropriate. A contribution towards the cost of replacing/repair will be considered where possible. Repeated incidents of damage will result in an escalation of the consequence.

- 2 In the event that a student deliberately damages school property, this will be recorded on Class Charts and a consequence will be issued. This can include, but is not limited to: a period of community service to be carried out in the student's own time and may include working with the site team to make reparation for the damaged items where possible, retracking or suspension as appropriate. A contribution towards the cost of replacing/repair will be considered where possible. Repeated incidents of vandalism will result in an escalation of the consequence.

Section L: Banned Items

- 1 A list of Prohibited Items is defined in subsection 3 of section 550ZA of the Education Act as follows:

- Weapons
- Knives
- Alcohol
- Illegal/controlled drugs
- Pornographic images
- Stolen items
- Fireworks
- Any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence of causing personal injury to, or damage to property of, any person including the student

In addition, the following items are banned at Ansford Academy and students are not able to bring these items on to the school site:

- Energy drinks/fizzy drinks
- Tippex
- Marker pens
- Spray deodorant
- Water balloons
- Caps/snaps
- Airhorns
- Whistles
- Smoking or vaping paraphernalia
- Anything else that causes disruption or endangers the school community.

- 2 In addition, any other items or materials that are prohibited for children under the age of 16, if the student in question is under the age of 16, that do not appear in the 'Prohibited items' list above.
- 2 Any student bringing banned items into school will have them confiscated and a consequence issued that may include but is not limited to: bag searches, community service, retracking or suspension. Repeatedly bringing in banned items could result in an escalation of the consequence and regular bag searches.

Section M: Searching, Screening and Confiscation

- 1 The Headteacher (and staff authorised by the Headteacher) has a statutory power to search a student or his/her possessions where there are reasonable grounds to suspect that the student may be in possession of a prohibited or banned item as listed in *Section L*. There should be two members of staff present for all searches, with at least one member of staff of the same gender as the student being searched.
- 2 Whilst schools are not required to have formal written consent from the student, the member of staff conducting the search should ensure the student understands the reason for the search and how it will be conducted.

- 3 The designated member of staff may search a student's outer clothing, pockets possessions, desks, lockers and 'outer clothing' which includes footwear and any item not worn next to the skin or immediately over a garment that is being worn as underwear.
- 4 Whilst there is no legal requirement to make or keep a record of a search, at Ansford the staff member conducting the search should record the details on My Concern which will enable patterns to be observed and trigger early intervention as required. The following information should be recorded:
 - the date, time and location;
 - who conducted the search and who was present;
 - the reason for searching and what was being searched for;
 - what items, if any were found;
 - what action, if any, was taken.
- 5 Schools are not required to inform parents before a search takes place or to seek their consent to search their child. However, at Ansford, parents and carers will be informed that a search has been conducted and the outcome of it.
- 6 Where a student refuses a search, the refusal will be treated as 'refusing to follow an instruction' and the appropriate consequence applied. If the search is not urgent, the student should be supervised away from other students until the search can be conducted.
- 7 If a student persistently refuses a search and is suspected of possessing prohibited items as outlined in *Section L: 1*, the school may ask parents and carers and/or the police to carry out the search. Alternatively, if there is a threat to safety, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search.
- 8 In circumstances where banned or prohibited items are found during a search, we will follow the guidance about confiscation, disposal and police involvement as outlined on pages 17-19 of the document: [Searching, Screening and Confiscation: Advice for Schools 2022](#)

Section N: Use of Reasonable Force

- 1 We do all we can at Ansford to manage behaviour positively. However, there are circumstances when we may need to use 'reasonable force' to safeguard children or to maintain good order within the Academy.
- 2 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable in these circumstances means 'using no more force than is needed'. Further specific details in relation to the Academy's approach can be located in the [Reasonable Force Policy](#)
- 3 All school staff may use physical control or restraint when a student is:
 - committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
 - causing personal injury to, or damage to the property of, any person (including the student himself/herself)
 - prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Section O: Suspension and Permanent Exclusion

- 1 All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher 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 consequences and interventions. At Ansford, these would be issued at Behaviour Consequence 3. Further specific details in relation to the Academy's approach can be located in the [Exclusions Policy](#).

PART 4: ORGANISATIONAL RESPONSIBILITIES

Section A: Student Transition

- 1 To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Section B: Training

- 1 Staff are provided with training on managing behaviour, as part of the induction process.
- 2 We make a commitment to review the need for individual, group and whole school training in relation to this Behaviour Management as part of our Continuing Professional Development offer.

Section C: Roles and Responsibilities

1 The Governing Board should:

- a) provide accountability for school leaders in a way that challenges and supports the successful implementation of this policy;
- b) review and interrogate regular reports in relation to this policy through the Community, Culture and Welfare Committee;
- c) monitor the effectiveness of this policy and review it annually;
- d) provide a panel of Governors to hear disciplinary issues when required.

2 The Headteacher should:

- a) review and approve this policy;
- b) work with the senior leadership team to ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour;
- c) work with the senior leadership team to monitor how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students;
- d) ensure that this policy works alongside the Safeguarding Policy to offer students both consequences and support where necessary.

3 The Deputy Headteacher: Welfare and Inclusion should:

- a) regularly meet with the Assistant Headteacher: Community and Conduct, as part of the WAVE process, to oversee appropriate interventions are in place to support students;
- b) support behaviour management in school by working collaboratively with the Assistant Headteacher: Community and Conduct;
- c) meet regularly with the SENDCo to ensure students with additional and special needs are appropriately provided for;
- d) ensure that this policy works alongside the Anti-Bullying Policy to offer students both consequences and support where necessary;

- e) ensure that the data from the behaviour log is reviewed regularly with a focus on inclusivity to ensure all students are treated fairly and with reasonable adjustments where necessary;
- f) record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

4 The Assistant Headteacher: Community and Conduct should:

- a) hold responsibility for the strategic oversight of the Academy's Behaviour Management Policy and Practice;
- b) lead ethos assemblies and support the HOYs to ensure that messages are delivered with consistency and clarity;
- c) support behaviour management in the school through the line management of the Pastoral Lead: Behaviour Intervention and Support and the Heads of Year;
- d) record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

5 The Pastoral Lead: Behaviour Intervention and Support should:

- a) hold responsibility for the operational management of school behaviour systems;
- b) manage the *Retracking* provision, including overseeing the management and organisation of students, contact with families, organising work, overseeing student engagement and progress in attendance;
- c) provide leadership of behaviour intervention programmes, promoting positive behaviour choices, student engagement and enabling progress in learning;
- d) provide leadership of intervention programmes to support the prevention of repeat incidence in relation to all aspects of negative behaviours, including bullying, smoking, vaping or other anti-social behaviour;
- e) attend WAVE meetings to suggest proactive strategies and solutions to support students identified as needing support;
- f) work with individual students or groups of students to address negative behaviour choices and patterns of behaviour, supporting students to improve their behaviour;
- g) support behaviour management in the school through: supporting Support to Learn callouts; providing guidance and support for Heads of Year, including meeting with parents and carers;
- h) record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

6 The Heads of Year should:

- a) hold responsibility for the welfare, progress and behaviour of their year group within school;
- b) lead a team of tutors and manage their performance in line with whole-school policies;
- c) implement the Academy's rewards and consequences systems;
- d) issue and oversee *Head of Year Reports* for identified students to support the improvement of behaviour.
- e) record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

7 The Heads of Faculty should:

- a) oversee behaviour for learning within their subject areas;
- b) regularly review behaviour for learning within the faculty
- c) promote positive behaviour management techniques within their department via line managements meetings, faculty meetings and CPD

- d) identify , via ClassCharts, when an individual student is not meeting behaviour expectations within their subject and use a range of strategies e.g. use of a subject report to monitor and improve behaviour;
- e) issue and oversee *Head Of Faculty Reports* for identified students to support the improvement of behaviour.
- f) discuss student concerns with the relevant Head of Year;
- g) support the Academy's systems for managing behaviour such as leading Faculty detentions, managing subject reports, assisting with *Retracking* and *Support to Learn*;
- h) record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

8 Teachers should:

- a) provide a consistently high-quality learning environment that meets the needs of students in all lessons, tutorials and other activities;
- b) provide a personalised approach to the specific behavioural needs of particular students;
- c) maintain clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the Academy's Behaviour Policy;
- d) use the systems for rewards and consequences in a consistent way;
- e) challenge, encourage and support students, keeping them on task and responding fully to their educational needs;
- f) liaise with the Head of Faculty and/or Head of Year when a student's behaviour is a cause for concern;
- g) support the Academy's systems for managing behaviour such as leading teacher detentions, completing subject or pastoral reports, providing work for students in *Retracking* and completing the required information for a *Support to Learn* call out;
- h) record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

9 Tutors should:

- a) act as the first point of contact in relation to students in their tutor group, engaging in communication with families, making contact home and arranging meetings as necessary;
- b) record any contact home using the SIMS Communication Log;
- c) attend Year Team meetings and raise concerns with the Head of Year at the earliest opportunity;
- d) regularly review the behaviour logs for tutees and, in consultation with the Head of Year, taking any action as required;
- e) maintain *Tutor Reports* for identified students to support the improvement of behaviour.

10 Staff should:

- a) implement the behaviour policy consistently;
- b) model positive behaviour;
- c) provide a personalised approach to the specific behavioural needs of particular students;
- d) record behaviour incidents on ClassCharts with accuracy, professionalism and following issued guidance.

11 Students should:

- a) take responsibility for their own behaviour;
- b) ensure that they are fully aware of the Academy's policy, procedures and expectations as outlined in the Student Log Book, at the start of the academic year and in Ethos Assemblies;

- c) ensure that incidents of disruption, violence, bullying and any form of harassment are reported;
- d) follow the expectations communicated in in the Student Log Book, at the start of the academic year and in Ethos Assemblies including: showing respect for all members of the community, behaving in a way that ensures all students are able to learn;
- e) Carefully consider their behaviour outside of school and refrain from behaving in a way that brings the school into disrepute;
- f) accept consequences and engage in restorative conversation or other strategies that help to improve behaviour or enable students to put right and learn from their mistakes.

12 Parents and Carers should:

- a) work in partnership with staff and assist the school in maintaining high standards of behaviour as outlined in the Home-School Agreement and the Ansford Academy Online Safety Policy;
- b) inform the school of any changes in circumstances that may affect their child's behaviour;
- c) discuss any behavioural concerns about their child with the school promptly;
- d) in the event of a fixed term suspension being issued, provide supervision for their child and attend a reintegration meeting before the child returns to school.

Section D: Monitoring Arrangements

- 1 This behaviour policy will be reviewed by the Headteacher and the full Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour records. At each review, the policy will be approved by the governing body.
- 2 Reports relating to all aspects of behaviour at Ansford will be reported to the Community, Culture and Welfare Committee of the Governing Body on a half termly basis.

Appendix A: Expected Behaviours: In Class and Out of Class (1 of 2)

Expected Behaviours: In Class		
Focus Area	Examples of what this looks like	So that...
Ready to Learn	<ul style="list-style-type: none"> ▪ Have all equipment for each lesson including PE kit, food ingredients, everything on the equipment list ▪ Wear uniform correctly so it does not need to be addressed by members of staff and delay the start of lessons including removing outdoor clothing unless given permission not to do so ▪ Follow expectations in relation to items such as mobile phones, chewing gum etc so that this does not need to be addressed by members of staff and delay the start of lessons 	Lessons can start without delay.
Engaged in Learning	<ul style="list-style-type: none"> ▪ Work to the best of your ability in all lessons ▪ Actively take part in the lesson by listening carefully and participating as required. ▪ Use time effectively, completing work set ▪ Complete independent learning tasks ▪ Listen to the teacher and respond appropriately ▪ Enable others to focus on their learning ▪ Consider how and when you make your contributions, following the guidance of the teacher ▪ Remain in your allocated seat throughout the lesson, unless given permission to move ▪ Take care of school books and school property 	Lessons and learning are productive and everyone is able to work to the best of their ability.
Respectful to Others	<ul style="list-style-type: none"> ▪ Speak to other people in the room respectfully, using polite, courteous and non-confrontational language ▪ Follow the instructions of the member of staff ▪ Meet deadlines for independent learning ▪ Meet the expectations of the academy ▪ Look after the Academy and the facilities e.g. put litter in the bin ▪ Co-operate with requests from member of staff ▪ Take responsibility for actions, understanding that there are consequences if expectations are not met 	Lessons and learning are productive and everyone is able to work to the best of their ability.
Positive Relationships with Peers	<ul style="list-style-type: none"> ▪ Treat others with respect ▪ Respect others' physical space ▪ Resolve conflicts and disagreements before they escalate, seeking support from adults as required ▪ Consider the impact of actions upon peers ▪ Participate in the restorative process where required 	All members of the community feel safe and happy at Ansford.
Present and Punctual	<ul style="list-style-type: none"> ▪ Attend every lesson on time ▪ Make your way quickly to lessons from break and lunch 	Learning opportunities are maximised, resulting in good progress.

Appendix A: Expected Behaviours: In Class and Out of Class (2 of 2)

Expected Behaviours: Out of Class		
Focus Area	Examples of what this looks like	So that...
Ansford Community	<ul style="list-style-type: none"> ▪ Look after the academy and the facilities e.g. put litter in the bin, respecting school property and others' property ▪ Behave safely at all times, protecting yourself and others e.g. considering how you move around the school buildings, using the school only at permitted times, following all health and safety procedures in relation to fire alarms (including showing respect for fire safety equipment), reporting any concerns immediately, ▪ Know the items that are not allowed in school and the reasons for this so that you protect yourself and others e.g. energy drinks, cans of fizzy drinks, tippex, marker pens, spray deodorant, water balloons, caps/snaps, airhorns, whistles, fireworks or anything that causes disruption or endangers the school community such as alcohol and drugs ▪ Look after your own physical and mental health and protect the physical and mental health of others e.g. by refraining from dangerous behaviour including not smoking or vaping ▪ Behave appropriately, and with consideration for others within and outside community and the local community, when in school uniform, on the way to and from school (including on the bus if applicable), on trips and if visitors are in school ▪ Show respect for others and their property e.g. asking before borrowing equipment, speaking politely and kindly 	Our community is a safe, happy and welcoming place to work and learn and our facilities are in the best condition possible for ourselves and those who follow us.
Social Media	<ul style="list-style-type: none"> ▪ Use online technology safely and follow the school policy to ensure protection of your online selves and that of others in the community e.g. being aware of phishing hacking, bringing the school communication system into disrepute, taking videos and photographs of other students and staff without their permission, sharing videos taken on school site 	Technology is used as a force for good, supporting the development of positive relationships.
Respectful to Others	<ul style="list-style-type: none"> ▪ Treat every member of the community with respect e.g. by listening carefully, using considerate language, showing awareness of personal boundaries, considering carefully the nature of your verbal and physical communication, ▪ Show respect for the rules at Ansford and work hard to meet the Academy's expectations of you ▪ Be aware of the impact of your actions on others and engage in restorative processes if required ▪ Co-operate with requests from staff members whatever their role and in all areas of the school ▪ Take responsibility for your actions and understand that there are consequences for your choices ▪ Act as a force for good across the academy, role modelling positive behaviours with your peers ▪ Respect the rights of others to express their individuality ▪ Report, and actively seek to challenge, any Racist, Transphobic, Misogynistic or Homophobic incidents 	Our community is a harmonious one where people feel valued for who they are, enabled to flourish and grow as individuals and where relationships are built on trust, empathy and understanding

Appendix B: Positive Behaviour Points

Positive Behaviours	Meeting Expectations (1 Point)	Working Beyond Expectations (3 Points)
Uniform (Tutor)	<ul style="list-style-type: none"> To wear uniform smartly for a whole school week 	<ul style="list-style-type: none"> Consistently wear uniform correctly (half a term)
Punctuality (Tutor)	<ul style="list-style-type: none"> To arrive to lesson on time for a whole school week 	<ul style="list-style-type: none"> Consistently punctual to lessons (no lates for a whole half a term)
Organisation (Tutor)	<ul style="list-style-type: none"> To have the right equipment for a whole school week, including personal log book. 	<ul style="list-style-type: none"> Consistently have the correct equipment (a whole half term)
Kindness	<ul style="list-style-type: none"> Helping with everyday tasks (handing out books) Opening a door for someone Supporting others 	<ul style="list-style-type: none"> Making a positive impression on a visitor
Focus	<ul style="list-style-type: none"> Focusing throughout the lesson Coming into class and starting straight away Attempting more challenging questions 	<ul style="list-style-type: none"> Using initiative to solve a problem Consistently showing focus in several lessons Developing ideas that impact others learning
Pride in Work	<ul style="list-style-type: none"> Keeping the workbook tidy, neat, and looked after. Sharing work with others and/or the whole class 	<ul style="list-style-type: none"> Showing pride in a piece of work Producing beyond what has been asked Sharing work with the wider community e.g. displays
Homework	<ul style="list-style-type: none"> Good quality Putting in time and effort Completing what is expected to a good standard 	<ul style="list-style-type: none"> Putting in extra effort e.g. with presentation Beyond teacher expectations Completing an extension task
Personal Progress	<ul style="list-style-type: none"> Displaying good effort in a lesson 	<ul style="list-style-type: none"> Consistently displaying good effort in a lesson
Academic Progress	<ul style="list-style-type: none"> Making progress with a series of lessons Reaching a final assessment goal 	<ul style="list-style-type: none"> Showing progress between assessments Receiving a good progress letter home from Head of Faculty Exceeding learning goal on an end of term report
Leadership/Ambassador	<ul style="list-style-type: none"> Leading part of a lesson Leading a discussion in a lesson 	<ul style="list-style-type: none"> Welcoming visitors, tour guides Taking on a leadership role (School council, Literacy leader) Running a club
Enrichment	<ul style="list-style-type: none"> Taking part in a school club Participating in local competitions 	<ul style="list-style-type: none"> Regular attendance at clubs (half a term) Involvement in events
Mentoring/Coaching	<ul style="list-style-type: none"> Participating in coaching Supporting others through mentoring 	<ul style="list-style-type: none"> Coaching has an impact Engaging in sessions over a half term
Contributing	<ul style="list-style-type: none"> Contributing ideas Answering questions Good use of oracy 	<ul style="list-style-type: none"> Making a contribution that has a significant impact on the lesson. Acting as a lesson buddy
Resilience	<ul style="list-style-type: none"> Helping others when it is hard Sticking to a task 	<ul style="list-style-type: none"> Completing or overcoming an element of challenge
Community Praise	<ul style="list-style-type: none"> Picking up litter Making a positive contribution to Academy Life 	<ul style="list-style-type: none"> Helping to stay to clean up after an event Supporting the wider community
Making a Stand	<ul style="list-style-type: none"> Involved in school campaigns Supporting others when times are tough 	<ul style="list-style-type: none"> Volunteering at a local or national event
Peer Support	<ul style="list-style-type: none"> Helping someone with homework Looking after someone in tutorial Telling an adult if aware someone is being bullied 	<ul style="list-style-type: none"> Peer mentor Helping someone new get to their lessons
Charity Work	<ul style="list-style-type: none"> Participating in an Academy charity event 	<ul style="list-style-type: none"> Helping with the fundraising of a charity event Representing a cause/body in the community

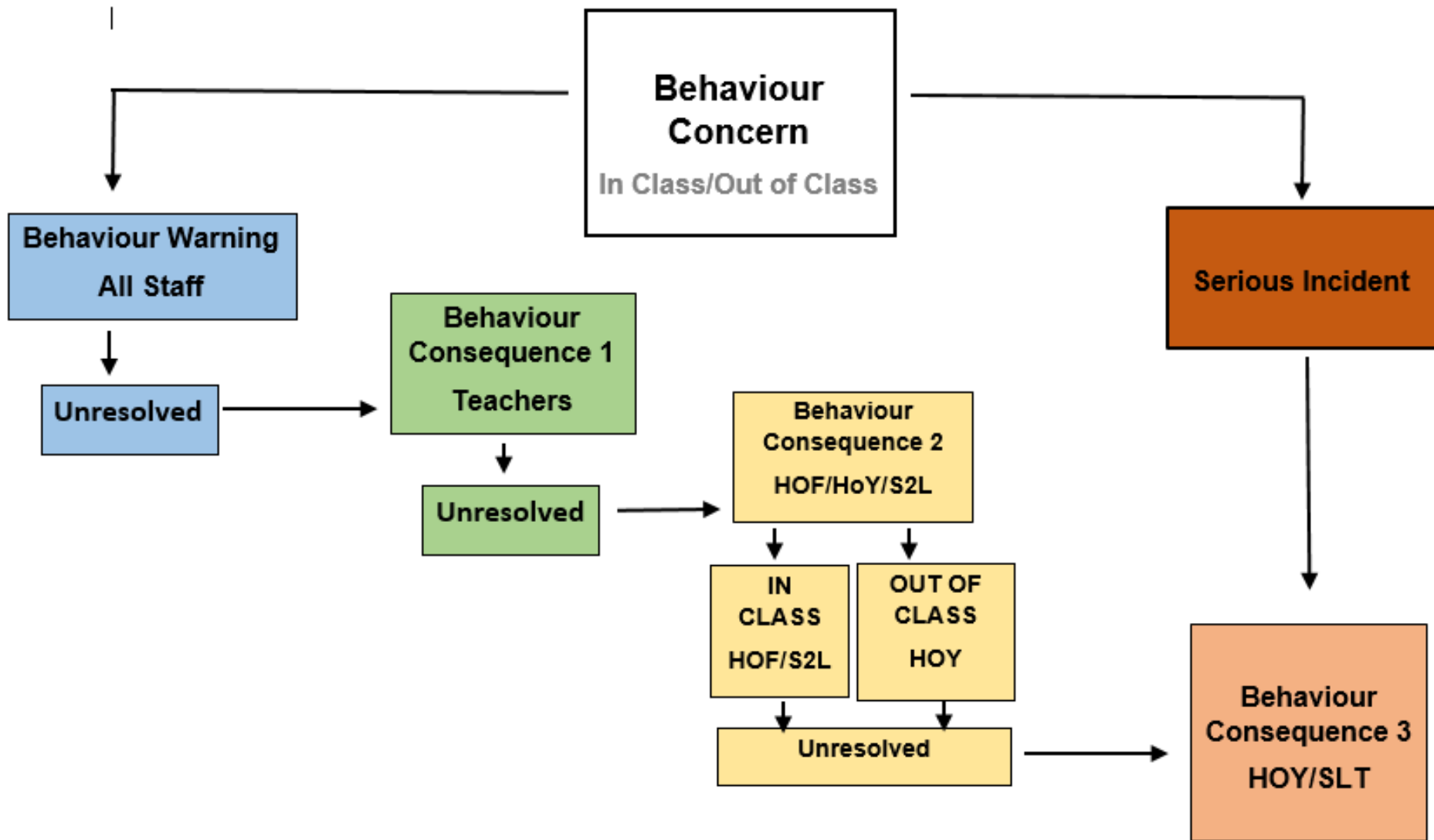
Appendix C: Behaviour Stages (1 of 3)

BEHAVIOUR STAGES				
IN CLASS	Stage	ClassCharts Entry	Nature of Concern	Examples of Consequence (NB: not an exhaustive list)
	Behaviour Warning	No comment required	LESSON CONCERNS: <ul style="list-style-type: none"> ▪ Unprepared for Learning ▪ Lack of Engagement ▪ Disrupting Learning ▪ Lack of Respect: Peers ▪ Lack of Respect: Adults ▪ Lack of Respect: Classroom Environment ▪ Failure to Complete Work ▪ Failure to Complete Homework ▪ Left Lesson without Permission ▪ Incorrect Uniform ▪ Lateness ▪ Lack of Equipment 	Verbal warning describing the required behaviour
	Behaviour Consequence 1	Requires a comment from the staff member e.g. persistent repetition of...describe the behaviour for which the warning was issued	<ul style="list-style-type: none"> ▪ Child on Child Abuse ▪ Truancy ▪ Mobile Phones ▪ Swearing 	Note in <i>Student LogBook</i> Move seat Short withdrawal from classroom Discuss concerns with student Request for written account of reflection of behaviour Restorative conversation, resulting in apology or other resolution Detention (Teacher) Missed social time Loss of privileges
	Behaviour Consequence 2	Requires a comment from the staff member logging the behaviour	<ul style="list-style-type: none"> ▪ Persistent disruptive behaviour ▪ Physical assault against a pupil ▪ Physical assault against an adult ▪ Verbal abuse/threatening behaviour against a pupil ▪ Verbal abuse/threatening behaviour against an adult ▪ Bullying ▪ Racist abuse ▪ Sexual misconduct ▪ Drug and alcohol related ▪ Damage ▪ Theft ▪ Use or threat of an offensive weapon or prohibited item ▪ Abuse against sexual orientation and gender identity ▪ Abuse related to disability ▪ Inappropriate use of social media or online technology 	'Parking' in alternative classroom Retracking Extended missed social time Extended loss of privileges Issuing of HoY/HoF Report Card Restorative Behaviour Conference Community Service Detention (HOY/HOF)
	Behaviour Consequence 3	Requires a comment from the staff member logging the behaviour	All of the above and: <ul style="list-style-type: none"> ▪ Wilful and repeated transgression of protective measures in place to protect public health 	Extended time in Retracking Extended Community Service Behaviour Contract Issuing of Support Plan Reduced Timetable Alternative Provision Issuing of SLT Report Card Suspension Permanent Exclusion

Appendix C: Behaviour Stages (2 of 3)

BEHAVIOUR STAGES				
OUT OF CLASS	Stage	ClassCharts Entry	Nature of Concern	Examples of Consequence (NB: not an exhaustive list)
	Behaviour Warning	No comment required	COMMUNITY CONCERNS:	Verbal warning describing the required behaviour
	Behaviour Consequence 1	Requires a comment from the staff member e.g. persistent repetition of...describe the behaviour for which the warning was issued	<ul style="list-style-type: none"> ▪ Corridor Concerns ▪ Lack of Respect: Peers ▪ Lack of Respect: Adults ▪ Lack of Respect: Environment ▪ Out of Bounds ▪ Social Time Concerns ▪ Incorrect Uniform ▪ Banned Items 	Note in <i>Student LogBook</i> Discuss concerns with student Request for written account of reflection of behaviour Restorative conversation, resulting in apology or other resolution Detention (Tutor) Missed social time Loss of privileges
	Behaviour Consequence 2	Requires a comment from the staff member logging the behaviour	<ul style="list-style-type: none"> ▪ Child on Child Abuse ▪ Truancy ▪ Mobile Phones ▪ Swearing 	Retracking Extended missed social time Extended loss of privileges Issuing of HoY Report Card Restorative Behaviour Conference Community Service Detention (HOY)
	Behaviour Consequence 3	Requires a comment from the staff member logging the behaviour	All of the above and: <ul style="list-style-type: none"> ▪ Persistent disruptive behaviour ▪ Physical assault against a pupil ▪ Physical assault against an adult ▪ Verbal abuse/threatening behaviour against a pupil ▪ Verbal abuse/threatening behaviour against an adult ▪ Bullying ▪ Racist abuse ▪ Sexual misconduct ▪ Drug and alcohol related ▪ Damage ▪ Theft ▪ Use or threat of an offensive weapon or prohibited item ▪ Abuse against sexual orientation and gender identity ▪ Abuse related to disability ▪ Inappropriate use of social media or online technology ▪ Wilful and repeated transgression of protective measures in place to protect public health 	Extended time in Retracking Extended Community Service Behaviour Contract Issuing of Support Plan Reduced Timetable Alternative Provision Issuing of SLT Report Card Suspension Permanent Exclusion

Appendix C: Behaviour Stages (3 of 3)



Appendix D: Support Plans

Support Plans				
Type	Length and Reporting to	Details	Outcomes	Decision Making
Behaviour Support Plan	6 weeks Head of Year	<ul style="list-style-type: none"> ▪ SMART targets, specific to student ▪ Meeting with family and HOY ▪ Behaviour for Learning Profile ▪ Refer to WAVE for review of provision and additional support ▪ Consider external referral e.g. PFSA/EHA/TAS 	<p>If successful, BSP ends</p> <p>If unsuccessful, BSP extends for up to 6 weeks, unless there has been a suspension when the BSP will escalate to PSP 1</p>	<p>Decisions on success of each stage made by the Assistant Headteacher: Community and Conduct</p> <p>Unsuccessful if:</p> <p>a) Student does not complete report</p>
Pastoral Support Plan 1	6 weeks Pastoral Lead Behaviour Intervention and Support	<ul style="list-style-type: none"> ▪ SMART targets, specific to student ▪ Meeting with family, PSL Behaviour and HOY ▪ Update Behaviour for Learning Profile ▪ 1:1 sessions with PSL Behaviour ▪ Teacher Clinic to discuss strategies ▪ Refer to WAVE for review of provision and additional support including internal or external alternative provision ▪ External agency referral, return to TAS ▪ Consider managed move 	<p>If successful, move back to BSP for 2 week monitoring</p> <p>If unsuccessful, PSP 1 extends for 2 weeks, unless there has been a suspension when the PSP 1 will escalate to PSP Stage 2</p>	<p>b) Student does not meet SMART targets</p> <p>c) Student is placed in retracking 5 times during the reporting period</p> <p>d) Student is suspended for any reason</p>
Pastoral Support Plan 2	6 weeks Assistant Headteacher: Community and Conduct	<ul style="list-style-type: none"> ▪ SMART targets specific to student ▪ Meeting with parent EBW and HOY ▪ 1:1 sessions with EBW ▪ Update Behaviour for Learning Profile ▪ Governor's Behaviour Panel ▪ Refer to WAVE for review of provision and additional support including internal or external alternative provision ▪ External agency referral – return to TAS ▪ Update Behaviour for Learning Profile ▪ Consider managed move 	<p>If successful, move back to BSP for 4 week monitoring</p> <p>If unsuccessful, PSP2 extends for 2 weeks OR if all other strategies have been unsuccessful or there has been a serious incident, consider for PEX</p>	<p>Reasonable Adjustment will be made for students with SEND in consultation with the SENDCo</p>

