



Behaviour for Learning Policy

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| Policy last reviewed | March 2025 |
| Policy ratified by the Full Governing Board | March 2025 |
| Next Policy review due | March 2026 |
| Due for review by Governors | March 2026 |
| Staff Lead | Associate Assistant Headteacher (student experience & welfare) |

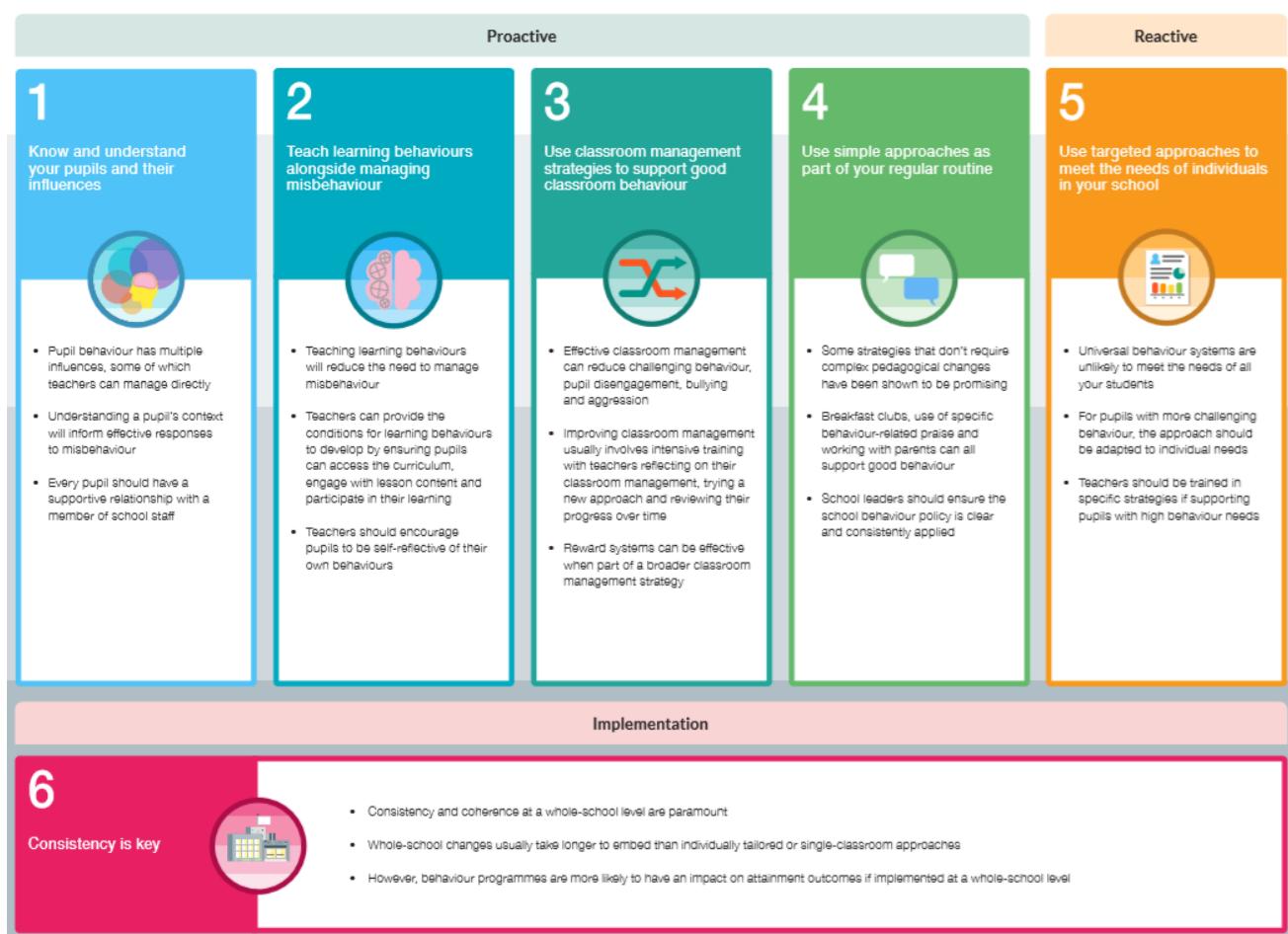
Significant Revisions Since Last Review

Amendments are shown in blue

This policy should be read alongside the

- Anti-bullying policy
- Attendance Policy
- Pupil remote learning policy
- Safeguarding and Child Protection Manual
- DfE Behaviour in Schools – February 2024
- DfE School Suspensions and Permanent Exclusion -September 2023
- DfE Searching, Screening and Confiscation – September 2022
- DfE 'Use of reasonable force' (2013)
- DfE and ACPO Drug Advice for Schools (Sept 2012)
- DfE Keeping Children Safe in Education 2024

Our policy is underpinned by educational research including EEF 'Improving Behaviour in Schools'(2019) and Tom Bennett's 'Creating a Culture' (2017).



Ethos and General Principles

Boroughbridge High School believes that all students and staff in our school have the right to be treated with respect and that we all have the responsibility to ensure that everyone within our community is safe, happy and successful. **This is at the heart of our core values, that we are ambitious, respectful and resilient.** Therefore, it is recognised that all members of the school community have a responsibility for themselves, others and the school environment and for challenging behaviour which does not support this ethos.

We have 'Aspiration for All' and are committed to the well-being of all of our students, staff and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community and a place where everyone can work effectively, free from violence, bullying and any form of harassment. We understand that the key to developing this is securing strong, positive relationships among all members of the community.

Therefore, securing a positive climate for learning is the responsibility of school staff, individual students, parents/carers and governors.

Our policy is underpinned by educational research and, in particular, the five recommendations in the EEF guidance 'Improving Behaviour in Schools' (October 2021) and Creating a Culture (Tom Bennett, 2017).

Aims of our Policy

- To create a positive, safe and inclusive environment that meets the needs of all students.
- To ensure that expectations around behaviour are clear and consistent.
- To outline how these expectations will take into account a student's personal circumstances.
- To define what is considered to be expected and unacceptable behaviour.
- To outline how our Climate for Learning approach includes rewards alongside Behaviour for Learning.
- To ensure that everyone will have mutual respect of others irrespective of age, disability, gender identity, race, religion or belief, gender, being married or in a civil partnership, being pregnant or on maternity leave, sex or sexual orientation.
- To promote strong staff/student relationships.
- To summarise the roles and responsibilities of different people within the school community with regards to behaviour management.

Underpinning this is our understanding that

Our school ethos promotes strong relationships between staff, pupils and home, within a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Boundaries and expectations around behaviour are clear. Our students need predictable routines, expectations and responses to behaviour, modelled appropriately within the context of a safe and caring school environment.

Behaviour must be viewed in context.

Parental engagement and involvement is crucial when addressing and planning SEMH support.

How do we provide a safe and secure climate for learning?

We consider Climate for Learning to incorporate rewards and behaviour for learning. A safe and secure Climate for Learning requires everyone to develop and nurture strong relationships between staff, students and parents/carers. Everything we do must be based on building mutually respectful relationships with other members of the school community and if these, for any reason, break down, actively seek to repair and restore these.

It is a requirement for all staff to have high expectations, be proactive in developing strong professional relationships with students and apply consistent routines.

However, managing these routines may require flexibility. Being 'fair' is not about each student getting the same (equality) but about everybody getting what they need (equity).

We understand, however, that for some of our students behaviour is not always a matter of choice. For example, behaviour that challenges may be because of gaps in emotional development. The stage of emotional development of a student will determine their ability to self-regulate and affect their readiness for learning.

We recognise that some of our young people who have a difficult start to life may have often learned that the world is not a safe place and people (adults) cannot be trusted. When a young person's needs are understood and met they are much more likely to be able to self-regulate and behave well.

We also recognise that poor behaviour may be linked to potential undiagnosed SEND. Therefore, patterns of behaviour are closely monitored with this in mind.

Learning new behaviour is a task, just like learning to read and write and, as adults, we must support them with this. Making mistakes is part of the learning process and we should support and guide students to get it right. We should help students to reflect upon their behaviour, understand the reasons for this and the impact/consequences of their actions.

We recognise that we may need to support students in developing the skills to self-regulate and they may need a personalised approach to support them to manage their behaviour.

Opportunities will be provided for all students within the curriculum for development of students' social, emotional and behavioural skills. This will include structured approaches in PSHCE and the tutor programme, assemblies, 'personalised' programmes of support for students where additional support is needed.

As students develop during their time at the School, there will be increasing opportunities for them to act as positive role models for younger learners, and the school and staff will encourage and support them to take these opportunities.

Staff will be given support in developing effective approaches to teaching and learning which will promote positive behaviour and attendance. Support may take the form of individual coaching, tailored or whole School CPD or, where appropriate, structured support with for e.g. challenging groups.

At Boroughbridge High School we endeavour to create a positive learning environment for all and complete restorative work where required.

How we expect our students to behave

This is linked to our values.

Behaviour for Learning

Respectful

I show kindness in my words and actions.

I value my own qualities and skills and those of others by listening to and considering ideas from others.

I respond positively to instructions from adults.

I meet behaviour expectations and take responsibility for my actions.

I wear my uniform with pride.

It is impossible to give an exhaustive set of rules but we expect our students to behave in a way which ensures everyone within our school community can be safe, happy and successful.

Therefore, the school defines expected behaviour as that which promotes courtesy, cooperation and consideration from all, showing respect in terms of relationships with other students within/outside the School, with teachers and other School staff and with visitors or other people within/outside the School premises.

This will include

- Attending all lessons
- Wearing the correct uniform
- Behaving and communicating respectfully
- Taking an active part in learning
- Recording and completing homework
- Following staff instructions
- Attend detentions, isolation or after school detention
- Be respectful and considerate on the journey to and from school.

Identified examples of, but not limited to, unacceptable behaviour as that which includes

- Breaking school rules, as above, and including any of the following:
- Failing to follow reasonable instructions
- Name calling
- Verbal abuse
- Threatening language or behaviour
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic abuse
- Online/Cyber bullying, abuse, harassment or sharing of information or images (including text messages)
- Carrying of offensive weapons
- Bringing drugs into school
- Being under the influence of drugs whilst on the school site
- Drugs paraphernalia
- Sexual assault or threatened sexual assault
- Malicious accusations against staff
- Truancy
- Smoking/Vaping or associating with smokers, and the possession of smoking/vaping paraphernalia

- Accessing or sharing pornographic, racist or other inappropriate material
- Vandalism
- Theft
- Breaches of Health & Safety rules
- Leaving class without permission
- Walking away from staff when being spoken to

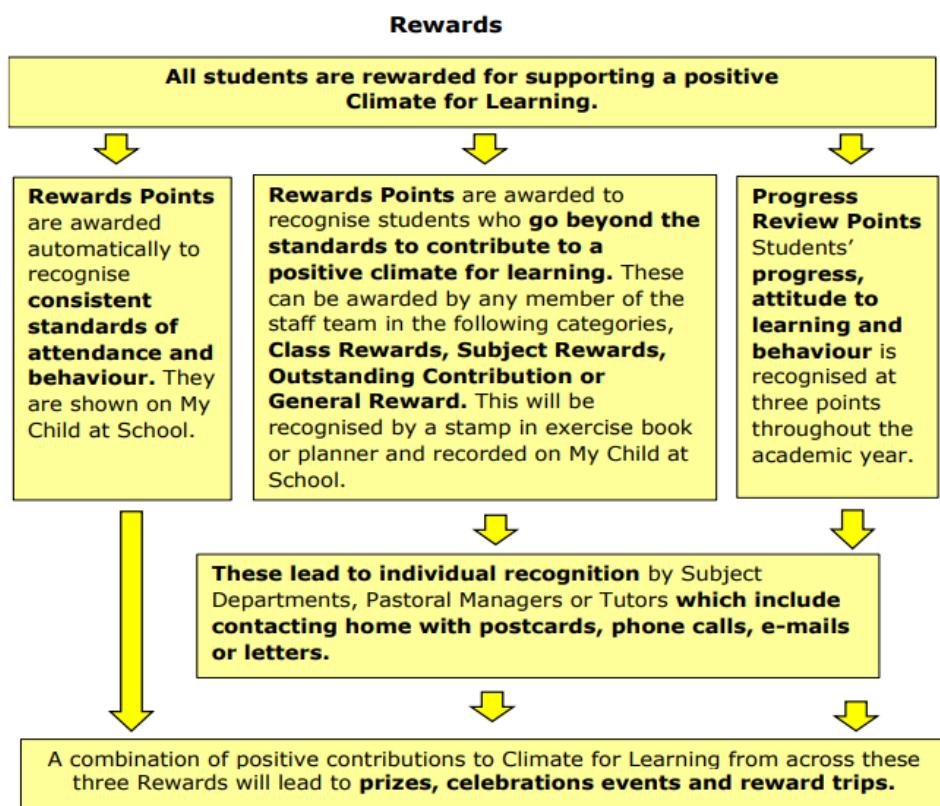
Supporting students with SEND

Our Behaviour for Learning system enables teachers to use their knowledge of students with SEND to support them in achieving high standards of behaviour. This includes following guidance outlined in IPMs and EHCPs along with strategies that they have found to be effective. Teachers will communicate with the SENCO where they feel that Adapted Consequences are needed. This will then be put in place so that an appropriate sanction can be put in place.

Rewards

At Boroughbridge High School we acknowledge and celebrate the achievements and successes of all of our students. Our positive relationships ensure that students are given opportunities to experience success in a wide variety of ways. We strongly believe that students should be regularly and fairly rewarded for their achievements not only to celebrate but also to inspire and motivate them to achieve their best.

Rewards are as follows,



Our procedures for managing behaviour expectations

When managing behaviour, we expect all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself and look at ways to support the students who present in this way along with any students who have been harmed/wronged.

In lessons

Our Agreed Practice for the beginning and end of lessons ensures that there is

- Meeting and greeting at doors
- Checking uniform on entry (if it doesn't cause a back log in the corridor)
- A starter activity ready as soon as students enter the room

Our Behaviour for Learning system is based around giving students the opportunity to correct their behaviour. The aim is always to keep a student in class and learning but not at the expense of other in the class.

- Before the lesson, the classroom teacher will, following Agreed Practice for Teaching and Learning, ensure that learning is well planned to meet all students' needs based upon knowledge of students and effective use of data, therefore employing adaptive teaching.

The class teacher will create a positive climate by

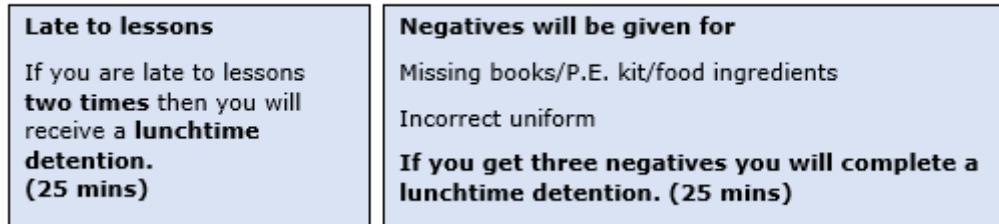
- Developing routines
- Making expectations clear
- Modelling positive interactions and behaviour
- Using praise as part of their practice
- Modelling polite interaction

Our expectations for each of the **learning phases** are shared with students and displayed in each classroom. These are used by teachers to articulate how students should behave during each learning phase.

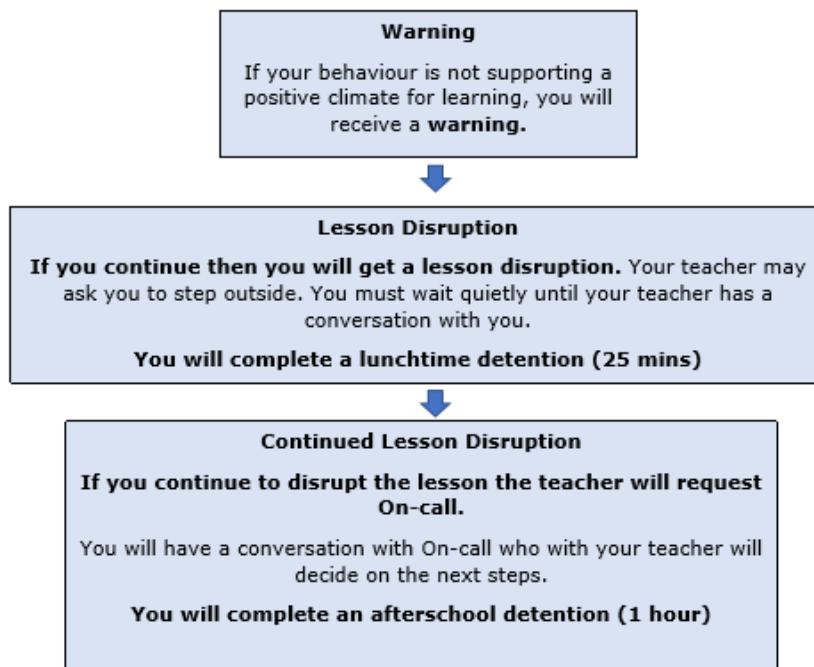
|  <p>Whole class work Teacher and Student Talk</p> | |  <p>Group and pair work Teacher and Student Talk</p> | |  <p>Individual work No talk</p> | |
|--|---|--|---|---|---|
| Teachers | Students | Teachers | Students | Teachers | Students |
| Will explain and give instructions Will select students to answer questions for recap and retrieval Will ask students to put up a hand if they have an idea to share during discussion | Listen and focus Don't talk Answer questions when asked Put up a hand if they want to ask a question or have something to contribute and wait for the teacher to ask them to speak Don't shout out answers (even if their hand is raised) | Will move around the room to check progress and give help if needed Listen to ideas from others Help other students that they are working with Keep their book or folder organised including sticking in sheets | Focus on work Ensure talk is about the activity being carried out Focus on work and do not speak to others Put up their hand if they need help Do not let others see or copy their work Keep their book or folder organised including sticking in sheets | Will move around the room to check progress and give help if needed or may, if appropriate, monitor the class from the front of the classroom | Focus on work and do not speak to others Put up their hand if they need help Do not let others see or copy their work Keep their book or folder organised including sticking in sheets |

Students will be expected to be prepared for lessons including arriving at lessons on time, lining up quietly outside of the classroom, having the correct equipment and being ready to learn.

Being prepared for lessons

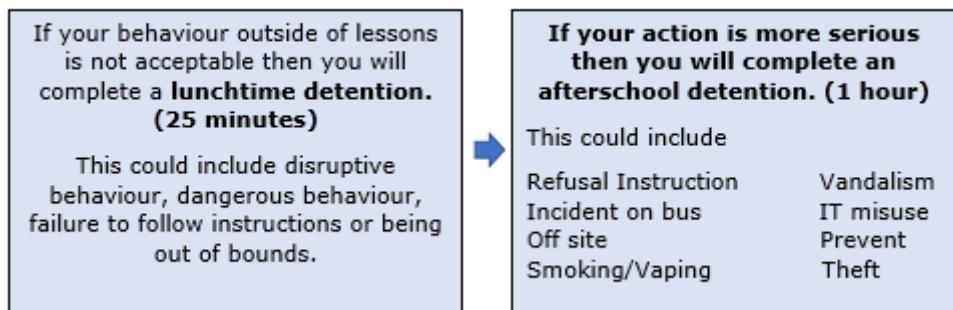


In lessons



The same standards of behaviour are expected outside of the classroom as inside the classroom. Therefore

Outside of lessons



We actively seek to try other alternatives to suspensions. However, in the event of persistent poor behaviour, aggressive or dangerous behaviour or when a student fails to respond to all other sanctions the school may have to resort to fixed term exclusions.

Serious incidents

Immediate sanctions are given for

Extreme defiance
Serious verbal abuse
Physical aggression
Dangerous behaviour

You will be isolated from other students immediately until the incident is investigated. You will be given a **suspension**. This may be

Level 1 – Isolation

Level 2 – Internal suspension

Level 3 – Fixed term suspension – this goes on your external school record.

The Headteacher always has the right to apply a fixed term suspension of 1+ days, or permanent exclusion when circumstances require it i.e. in response to a serious breach or persistent breaches of the school's behaviour policy (when a wide range of strategies for dealing with disciplinary offences have been employed) and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

- Over time, the school's use of fixed term suspension will mean that no-one exceeds 45 days suspension in an academic year without being permanently excluded, and that this will be the result of repeated violation of the school's behaviour policy or a serious single incident.
- It is also likely that a student's failure to adhere to the school's rules will lead to increasing number of days of suspension.
- It is expected that once a student reaches 45 days, it is unlikely that the school has the capacity to provide further strategies to support the student in addressing their poor conduct, and that a permanent exclusion will result.

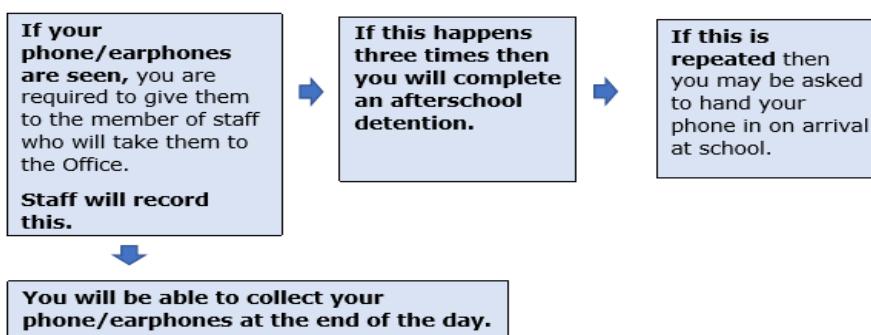
Smoking or vaping

Students are not allowed to smoke or vape in school or on school premises. If they are caught smoking or vaping then they will receive an afterschool detention. Items related to smoking/vaping will be confiscated and only returned to the parent/carer.

Mobile phone and electronic devices

Our policy will be that **students keep possession of their mobile phones on the strict condition that they are never used, seen or heard. Students are able to access their phones at the end of the school day to support safe journeys home.**

Mobile phones/earphones should not be seen in school



Truancy

Students will receive an afterschool detention.

Recording and Monitoring Behaviour

All staff record positive and negative behaviour on Bromcom. Behaviour data will be analysed regularly by both SLT and the Governing Board so that follow up actions can be taken.

Students with SEND including SEMH

Adapted consequences will be used to support students with SEND including SEMH. The SENCO in discussion with the pastoral manager and parents/carers will identify those students who will have adapted consequences. Behaviour events are still logged on Bromcom but are not linked to an automatic sanction so that the most appropriate sanction, taking SEND needs into account, can be determined.

Detentions

Detentions are used as part of the Behaviour for Learning system and, in line with DfE guidance, can be issued the same day. A detention outside of school hours may also be used and may be held on any school day where the student does not have permission to be absent, weekends during term time except a weekend preceding or following the half term break or on a non-teaching day, except if it falls on a public holiday, on a day which precedes the first day of term, during the half term break, or after the last day of the school term.

The Headteacher can decide which members of staff can issue detentions.

Parental consent is not required for detentions that satisfy the above,

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances.

For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and

- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Searching and confiscation of property

At times it is necessary for a student's property to be searched. This usually relates to a concern that the student may be in possession of prohibited items. In the first instance, we would always ask a student to hand over any such items. However, if

they are unwilling the school has a duty to ensure that all members of the school are safe and, as such, the school's general power, as set out in DfE 'Searching, screening and confiscation' July 2022 enables,

'2. Headteachers and staff they authorise have a statutory power to search a pupil of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.'

These are:-

- Knives or weapons, including BB guns, GATT guns, air guns, catapults and slings bats etc.
- Alcohol
- Illegal drugs
- Drugs paraphernalia
- Stolen items
- Cigarettes, tobacco, filters and papers
- Vapes/E Cigarettes
- Smoking/vaping paraphernalia including lighters/matches
- Fireworks
- Pornographic images
- Mobile phones which contain incident/offensive content which is reportable to the police
- Any article suspected to have been used, or likely to be used, to commit an offence and/or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

School staff can seize any prohibited item found as a result of a search. Any items considered detrimental or harmful to school discipline, however found, can be seized. In the case of a report made to the police the seized items are given to the police as evidence or to be destroyed. Searches The school will act in accordance with 'Searching, Screening and Confiscation'. Updated January 2018.

- School staff can search possessions over which the student has control or appears to have control, e.g. pockets, bags and lockers. Lockers can be searched without the student's presence or consent.
- Students can be required to remove outer clothing (not that worn next to the skin or covering underwear) including hats, scarves, shoes, gloves, boots.
- Possessions will only be searched in the presence of the pupil (and another member of staff) and with their consent unless there is a risk of serious harm to a person or the school if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

After the Search The school will act in accordance with paragraphs 57-79 of 'Searching, Screening and Confiscation' (DfE 2022),

57 An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

80 Schools' general power to discipline, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

81 The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated , provided they acted lawfully.

Also note

Prohibited or illegal items

58. Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance in paragraph

59. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

60. Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

61. Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

62. If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

20 Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images. See paragraphs 72-79 for further advice on searching electronic devices.

63. Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if

returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraph 64 below.

64. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

65. Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

66. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraphs 67-68.

67. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

68. If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

69. Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the school rules. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraph 70.

70. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

71. Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school. Electronic devices

72. Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not

limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

73. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

74. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined in paragraph 57, if there is good reason to do so.

75. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people. 20

76. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

77. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraphs 78 and 79 below.

78. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

79. In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Complaints about screening or searching should be dealt with through the normal school complaints procedure. Designated Staff

The staff authorised to conduct searches for prohibited items without consent are: -

- Headteacher
- Deputy Headteacher
- Associate Assistant Headteachers

- Pastoral Managers

Power to use reasonable force

School will act in accordance with 'Behaviour in Schools' (DfE July 2022) paragraphs 72-76 and 'Use of reasonable force' (DFE 2013):

Members of staff have the power to use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence, cause personal injury or damage to property.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Separate advice is available in 'Use of Reasonable Force – advice for headteachers, staff and governing bodies'.

Who is responsible for ensuring the policy is upheld/communication etc.?

Roles and Responsibilities

- **The Governing Board** will establish, together with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated regularly to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the School in maintaining high standards of behaviour.
- **The Headteacher**, together with other senior leaders, will be responsible for the implementation and day-to-day management of the policy and procedures including making sure that all staff understand the behavioural expectations and the importance of maintaining them. They are also responsible for arranging appropriate professional development for staff and ensuring that expectations of staff are clear through the Code of Conduct.
- **Staff, including teachers, support staff and volunteers**, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have responsibility for creating a high-quality learning environment. They will meet their statutory professional obligations under Teacher Standards to take responsibility for student conduct around the school site as well in lessons, as mutual support amongst all staff in the implementation of the policy is essential. They should also consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- **The Governing Board, Headteacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

- **Students will be expected to take responsibility** for their own behaviour and will be made fully aware of the School policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying, racism, sexism, homophobia, name-calling, peer on peer abuse any form of harassment are reported. Students will be given opportunities to seek and provide peer support as well as support from staff, who will be aware that students may become vulnerable through events such as bereavement, divorce or separation of their parents. The school Council will be responsible for feeding back areas which they feel are not effective.
- **Parents and carers will be expected to take responsibility for the behaviour of their child both inside** and outside the School, and for their attendance. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and attendance, and will have the opportunity to raise with the School any issues arising from the operation of the policy. Where a parent has a concern about the management of behaviour they should raise this directly with the school whilst continuing to work in partnership with them. Parents are updated about their child's behaviour through Bromcom My Child at School.

Training

- The Governing Board will ensure that appropriate high-quality training and all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other School Policies

- In order for the behaviour policy to be effective, a clear relationship with other School policies, particularly Single Equality Scheme, Special Educational Needs, Anti-Bullying and Exclusions is required.

Involvement of Outside Agencies

- The School works positively with external agencies. It seeks appropriate support from them and works collaboratively to ensure that the needs of all pupils are met.

Review

- The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour for Learning Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Board informed.
- The Governing Board will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents/carers.
- The outcome of the review will be communicated to all those involved, as appropriate.

Behaviour Management Procedures Policy Statement

- The School's Behaviour for Learning Policy has been adopted by the Governing Board.

- The School has ensured that parents/carers are fully informed of the behaviour policy, presented as Climate for Learning, by communicating it through the School's website, School registration documents, Standards Assemblies, Student Planner, Prospectus, Displays within school, letters and newsletters.
- The School has communicated the Behaviour for Learning Policy, through our Climate for Learning strategy, to all new and existing students through the student planner, prospectus, student noticeboards, assemblies, and within the curriculum wherever relevant.
- The School will seek to ensure that all staff are consulted regularly about the policy and its implementation.
- The Behaviour Policy, termed Climate for Learning was originally created by all staff during the Summer and Autumn Terms of 2019 and has subsequently each year continued to be developed through consultation. The policy will be communicated to all new staff by providing copies of the policy and through staff training sessions.
- In determining how to proceed in dealing with a behavioural incident, school will always gather as much information as possible or necessary in the first instance. How to proceed subsequently will be determined on a case by case basis and in line with any relevant DfE guidelines. The Headteacher always retains the right to act appropriately and not necessarily following every step of the procedures.