



# Cardinal Wiseman Catholic Technology College

## Behaviour Policy

August 2015

*“While he was still a long way off, his father saw him and was moved with pity.”*

*(Luke 15: 20)*

### Executive summary

This document sets out the guiding principles of positive behaviour for learning at Cardinal Wiseman. It is intended that it is a working and workable policy which reflects both the needs and direction of our school community. To this end significant changes are to be proposed by the Senior Leadership Team and ratified by the Board of Governors. Parents/carers, pupils and all staff are to be made aware of its content and an up to date version must be available through the school website.

### Relationship to the Equality Act 2010 (safeguarding and SEND)

It is acknowledged that the planning and delivery of this policy must be in keeping with the School’s legal duties under the Equality Act (2010) in respect of safeguarding (*see Safeguarding Policy*) and pupils with Special Educational Needs and/or Disabilities (*see SEND policy*).

## 1.0 Introduction

- 1.01 The core principles underlying our behaviour policy at Cardinal Wiseman Catholic Technology College (CWS) are inspired by the Gospel witness to God’s love, respect and forgiveness which we see clearly in our reading of the story of the lost son and generous father. It is the expectation that the behaviour of **all our pupils, staff and governors** will lean increasingly towards ‘*outstanding*’ because it is our faith and trust that the grace of the Holy Spirit always calls each person to this; a goodness, which, as it was said of St John Bosco, consists simply in doing gladly, “ordinary things, extraordinarily well”.

- 1.02 However, the same Gospel account also stresses that **each person is responsible for his/her own choices and is held accountable**. We do not help each other by removing responsibilities or by shielding one another from the consequences of our actions. Good behaviour is learned and it is often through the channel of an uncompromisingly assertive kindness that this is achieved.
- 1.03 We will deem behaviour at Cardinal Wiseman to be outstanding **when all are empowered to make positive choices** regarding attitude to learning and conduct, when learning, extra-curricular activities, free time and travel between home and school all proceed without issue and when the vast majority of stakeholders are in agreement that it is so.

## 1.1 Aims

- 1.1.1 In conjunction with the Wiseman Pupil Profile (see Figure 1 – below), to develop the whole person such that they may reach their full potential. Particular emphasis is given to the following qualities: grateful & generous; learned & wise; loving & compassionate; hopeful & faith-filled; active & curious; attentive & discerning; eloquent & truthful; intentional & prophetic. To this end our recording and logging system (currently Progresso) links directly to the Pupil Profile qualities.
- 1.1.2 to use data effectively to monitor and evaluate the patterns of behaviour in school and to set short, mid and long term targets to encourage **ever better** attitudes to learning.
- 1.1.3 to develop a range of strategies to **encourage positive attitudes to learning** (and to deal with poor behaviour) and reduce the number of FTE to significantly below national figures and to rationalise the application of those strategies.
- 1.1.4 to continue to reduce (with specific targets) the occasional incidents of poor behaviour in lessons which may disrupt the learning of other students
- 1.1.5 to continue to reduce (with specific targets) the incidents of poor behaviour which take place outside of lessons
- 1.1.6 to educate and support pupils who are experiencing difficulties with their behaviour to manage this better, make wiser choices and remain in school to follow an appropriate curriculum
- 1.1.7 to use the School Staff, the Prefect Body, School Council and Governing Body to create our behaviour plan and to communicate its aims and objectives clearly to all students and parents.
- 1.1.8 to create on-going opportunities to reward good behaviour through the use of a planned and well-resourced reward system (see policy and action plan). Our reward and praise system will link directly to the **Wiseman Pupil Profile**.

- 1.1.9 to maintain and publicise both the 'Behaviour and Agreed Working Practices' guidelines and 'Staff Code of Conduct' such that all staff are aware and may act accordingly.
- 1.1.10 to clarify staff roles and responsibilities and to offer high quality and personalised CPD to guarantee that all staff will be able to fulfil their duties
- 1.1.11 to devise and maintain clear lines of staff responsibilities and accountability regarding behaviour.

**2.0 Principles and Practices** (See also 'BWP' and 'Key Summary' documents)

The guiding principles for positive attitudes to learning at our school are intrinsically linked to the Wiseman Pupil Profile. We are committed to developing the whole person such that all may reach their full potential. We seek to praise and reward the admirable qualities below (Figure 1) whilst supporting and correcting where it is necessary. To further encourage these qualities we have adopted a set of expectations for positive attitudes to learning (see Appendices).

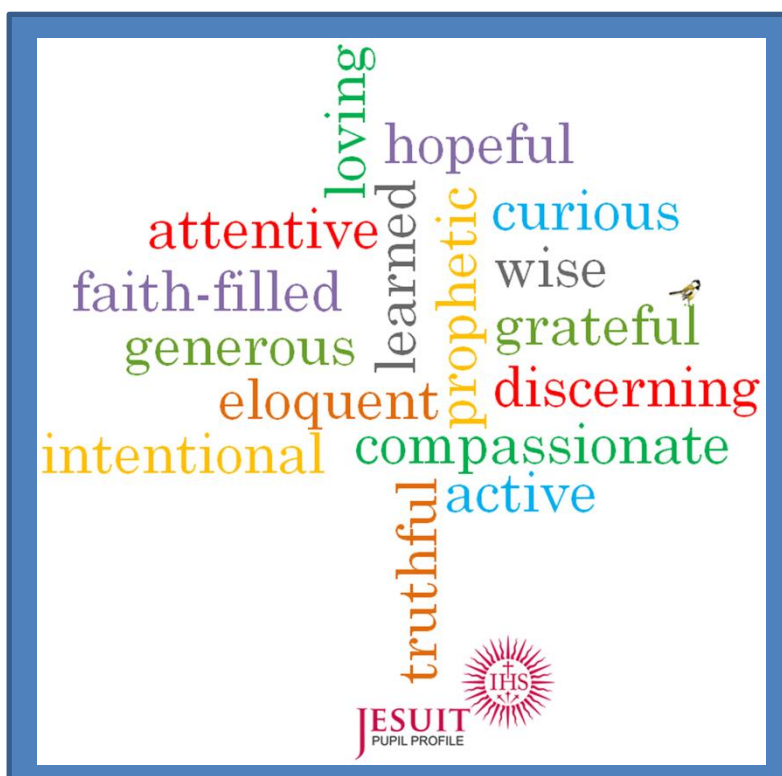
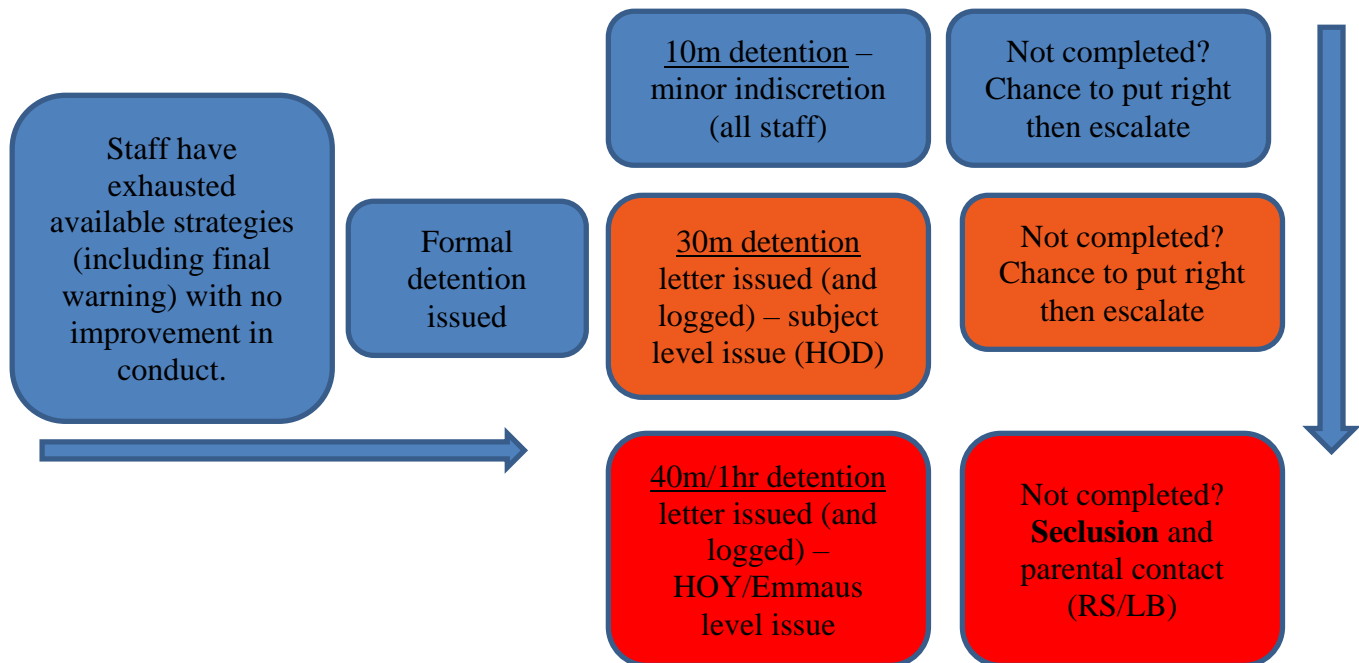


Figure 1:  
 The critical attributes of the Jesuit Pupil Profile which are embodied in the Wiseman Pupil Profile.  
 All are encouraged to aspire to these qualities and are praised and rewarded as they achieve them.

2.1 *Detentions - Used as a sanction when a pupil has broken a school rule (including our rules on punctuality). Parents/carers must be notified at least 24 hours in advance for detentions over 10 minutes.*

**Figure 2: Detention chain**



- 2.1.1 Although there can be many different and sometimes complex situations which arise in school, it is our underlying principles that have to remain grounded and uncompromised. A number of strategies/sanctions may be used prior to issuing a detention (see Behaviour and Agreed Working Practices). A detention of any duration and type must be for a positive, educative purpose which rules out the desire for mere retribution.
- 2.1.2 Forgiveness, in this context, is neither a cheap nor softer option. In fact it is without question the harder thing to do but it is also the most powerful and empowering for both students and staff. Some pupils need to be shown how to do this!
- 2.1.3 It is the School's position that if we set a detention then the pupil will be held to it (or face a more serious consequence). This position is not designed to escalate sanctions without due consideration and dialogue.

## 2.2 *Late Detentions*

- 2.2.1 If a pupil arrives late to school, he/she attends an after-school detention in the Emmaus Centre. If a pupil is late to school 2 or more times in a week, he/she may be required to do a detention after school (between 30 minutes and one hour depending on the seriousness of the issue). If a pupil fails to attend this detention, he/she is placed in Seclusion for a period of time and will still have to complete the detention. The AHT-Behaviour analyses trends in late detentions (using Progresso reports) and instructs HOYs accordingly.
- 2.2.2 Pupils who continue to arrive late to school jeopardise their place in higher teaching sets and may also require short-term placements in the Emmaus Centre. Behaviour and Attendance teams will liaise with HOYs and make contact with parents/carers.

## 2.3 *Longer detentions (30m, 40m, 1 hour)*

- 2.3.1 The 30 minute detention (**subject leader level**) should be seen as a significant consequence for a breach of our Code of Conduct at subject level (see both Code of Conduct and BWP for examples and procedures). Parents/carers are to be informed by letter at least 24hrs in advance.
- 2.3.2 The 40 minute/1hr detention (**HOY/SLT level**) must be seen by all as an extremely serious consequence. They are conducted in the Emmaus Centre at the end of school and are supervised by senior pastoral staff. At least a day in advance, the pupil is given a detention letter which is also posted (and placed on pupil file).

## 2.4 *Removal from Class*

- 2.4.1 We retain this most serious sanction for when it is deemed that a pupil's behaviour presents a **significant threat to the good progress of the rest of the group**. It is suggested that the need to remove a child from class represents a complete breakdown in the teacher/pupil relationship and as such will require swift and direct restorative action.

A student may to be removed from class in the following circumstances:

- Physical aggression towards anyone in the class (to include any behaviour that puts pupils or staff at risk).
- Fighting
- Verbal abuse towards anyone in the class (to include **discriminatory language** of any kind).
- A **disruptive** refusal to work or comply with the teacher's requests

- 2.4.2 Removing a pupil from class is not a sanction to be used lightly and must be as a last resort and/or in response to extremely poor behaviour. At the same time, removing a pupil is an emergency response and is not a sustainable strategy; it demands an appropriate 'follow-up'

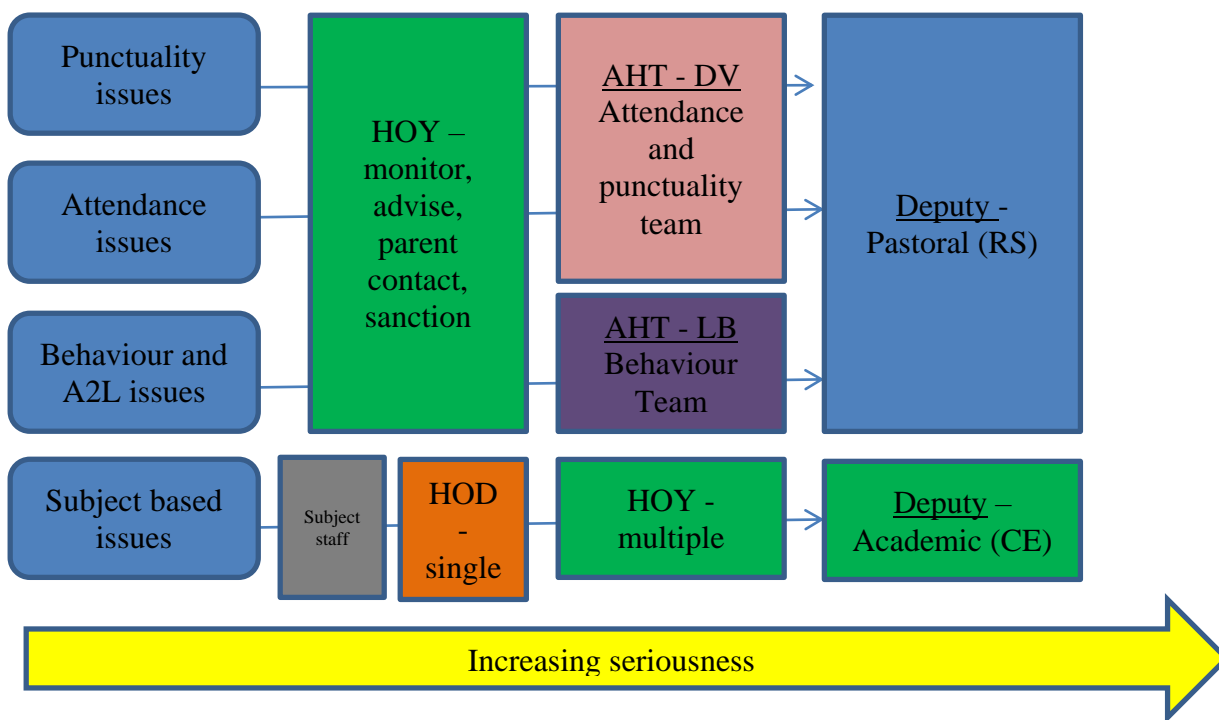
which must include the class teacher concerned if there is to be any meaningful change in that pupil's behaviour. Where the behaviour has been severe, this reconciliation will be initiated by one of the pastoral team.

2.4.3 Where a pupil has been removed from class, parents/carers will be informed by telephone. The pupil will need to complete a **30m detention** (this can be arranged over the telephone or a formal letter issued).

2.4.4 The member of staff requesting support is accountable for any removal and must log the issue as soon as possible. Additional commentary will be provided by the Emmaus Team and SLT in support.

2.5 *Heads of Year (HOYs) and Chaplaincy Link – Each year team forms the day-to-day point of contact for pastoral matters. They are responsible for the pastoral support of every pupil under the direction of the AHT-Behaviour.*

**Figure 2: Pupil intervention model**



2.5.1 HOYs monitor the behaviour, punctuality, attendance and A2L of the pupils in their year group. **The emphasis is not on data collection but rather using the data collected to actively intervene with pupils who are struggling in key pastoral areas.**

- 2.5.2 HOYs (under the direction of LB) **monitor and test the veracity of pupil** files and Progresso logs.
- 2.5.3 HOYs may place individual pupils on HoY Report or HoY Punctuality Report (**usually for a period of 1-2 weeks**) having notified parents by letter.

**Pupils (and parents/carers) are informed that having been on report to their HoY, they cannot continue to be disruptive; there is no tolerance of repeated disruption of lessons at Cardinal Wiseman. Failure to respond to such interventions will most certainly lead to a more serious consequence (seclusion, Emmaus placement) and may, in time, put a pupil's place at the school at risk.**

- 2.5.4 HOYs deliver a rolling programme of interventions for targeted pupils (following consultation with Deputy-Pastoral and AHT-Behaviour). These programmes are designed to improve the progress, attendance, punctuality and attitude to learning of selected pupils. HOYs are held accountable for improvements in the target group through Performance Management.

## 2.6 *Seclusion (see also Safeguarding Policy)*

- 2.6.1 The Emmaus Centre (managed by DK) provides a place of short-term and longer-term internal seclusion for pupils whose behaviour has warranted a removal from class. **This serves as a positive alternative to exclusion.**
- 2.6.2 A pupil may be placed in seclusion only **under the direction of SLT** (see BWP for examples of behaviour leading to seclusion and procedures). **Parents/carers are to be informed as soon as possible.**
- 2.6.2 Seclusion is a crucial element within the Emmaus Centre's and the whole-school's behaviour strategy. It needs to be 'hard-hitting' if it is to function as a meaningful sanction. Therefore, **behaviour and attitude to learning in the Emmaus Centre must be perfect.** Pupils working in the Emmaus Centre must do so under exacting conditions (the expectations of the Emmaus Centre are always clearly displayed and explained on entry). Communication is kept to a minimum and must always be polite and respectful. **Pupils displaying negative behaviour or a poor attitude to learning will be challenged immediately and robustly.** Failure to comply will lead to even more serious sanctions and is always reported directly to the Assistant Headteacher – Behaviour (LB) and Deputy Headteacher – Pastoral (RS) for further action.
- 2.6.3 Pupils working in the Emmaus Centre for any period of time will be given appropriately challenging work to complete. **It is the responsibility of each HOD to provide a summary or scheme of work** for each half term to ensure that pupils receive targeted learning activities.

## 2.7 *Emmaus placement - (see Emmaus Guidelines and Development Plan)*

Should a KS3 pupil fail to respond to targeted intervention (including HOY support, parent/carer meeting, preparation and monitoring of a Pastoral Support Plan or PSP) it may be necessary to complete an Emmaus placement. The decision to place a pupil in Emmaus for an extended period is not taken lightly and **only when a pattern of disruptive/harmful behaviour can be demonstrated**. Further that, by whilst on a standard timetable, said pupil is **unable/unwilling to make sufficient progress** (both academic and attitudinal) and/or may prevent the good progress of other pupils.

2.7.4 Poor behaviour whilst on Emmaus Placement **will not be tolerated** and will lead to serious and immediate consequences (see BWP).

## 2.8 *Working in Emmaus*

From time to time it may be necessary for a pupil to work in the Emmaus Centre. Reasons may include incorrect uniform (immediate solution not available) or whilst an investigation is carried out. The reasons for time spent in Emmaus will be explained to the pupil and parents/carers will be contacted as soon as possible.



2.9 *Fixed-Term Exclusion (see also 'Exclusion from maintained schools, academies and Pupil Referral Units in England – Department for Education').*

Exclusion from school is considered to be **one of the gravest sanctions available**. At Cardinal Wiseman School we seek to reduce the incidence of FTE (and permanent exclusion) to zero through targeted and effective intervention with struggling pupils.

2.9.1 **Only the Headteacher may exclude a pupil from school** and this must be on disciplinary grounds. This may be for one or more fixed periods (up to a maximum of 45 school days in an academic year). Such sanctions are never taken lightly but rather must be **rational, fair and proportionate** (*see Appendix E for examples of behaviour which may lead to exclusion*).

2.9.2 A pupil may be excluded for **behaviour outside of school** if the Headteacher deems an incident/issue to be contrary to the 'good running of the school'. This may include bringing the school into **disrepute** (*see also Section 5.0 – Behaviour outside the school gate*).

2.9.3 A pupil may be excluded for **repeated and disruptive defiance** (persistent refusal to follow reasonable instructions). Pupils choosing this course of action are indicating that they are unwilling to participate in our learning community.

2.9.4 Pupils returning from fixed term exclusion (FTE) will meet with either the Headteacher (CS), DHT – Pastoral (RS) or AHT – Behaviour (LB) and parents/carers to secure reintegration. During this meeting our core expectations will be reiterated and **the possible consequences of further poor behaviour will be discussed**. It may be necessary for the pupil to complete a **successful period in the Emmaus Centre** prior to return to standard TT.

2.10 *Governor's Contract*

2.10.1 Where a child has displayed a pattern of serious misbehaviour but expresses a **profound desire to improve and remain at the school**, the Senior Leadership Team (following consultation with parents/carers) may require a meeting with a representative of the Governing Body and for a **Governor's Contract letter** to be signed by the pupil and parent/carer. This letter will formalise and reiterate the School's key expectations regarding behaviour and attitude to learning. In signing the letter the pupil indicates his/her commitment to abiding by our Code of Conduct. During this meeting it will be made clear that further poor behaviour will not be tolerated and could put the pupil's place at school at risk.

2.11 *Managed Move (exit)*

2.11.1 In a small number of cases involving serious breaches of discipline, the School (in full consultation and with explicit consent of parents/carers) can arrange a **Managed Move** to

another school. This strategy is designed to enable the pupil to have a **fresh start** in a new school and in circumstances where it is in the best interests of the pupil concerned.

2.11.2 If a pupil's Managed Move (to a school other than Cardinal Wiseman) is terminated, a second Managed Move will only be arranged in exceptional circumstances. An emergency meeting will be convened on notification of termination and remaining options will be discussed with parents/carers.

2.11.3 The SLT of Cardinal Wiseman reserve the right to **terminate the Managed Move of any pupil placed at our school with immediate effect should said pupil fail to observe our Code of Conduct/School Rules.**

2.12 *Permanent Exclusion (see also 'Exclusion from maintained schools, academies and Pupil Referral Units in England' Department for Education)*

2.12.1 The principle behind the decision to exclude permanently remains, as above (*see Section 2.8*). A permanent exclusion from CWS follows **behaviours of such severity that no other alternative seems possible.**

2.12.2 It is the hope of CWS staff to always try to seek an alternative, positive, full-time provision for that young person should he/she need to be removed from CWS, for the sake of that young person's continued personal safety, development and well-being.

2.12.3 As detailed above, **only the Headteacher may exclude a pupil from school.** In such cases the HT must demonstrate '**on the balance of probabilities**' and not 'beyond reasonable doubt'.

2.12.4 The HT may decide to pursue an exclusion where:

- in response to a **serious breach, or persistent breaches**, of the school's behaviour policy
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **3.0 – Screening and searching pupils (*see also Department for Education Guidance on Searching, Screening and confiscation*)**

3.1 *Rationale, key terms and prohibited items*

The School has a statutory duty to maintain the Health & Safety of staff, pupils and visitors and to ensure that school discipline is maintained. Where it is deemed that this duty is compromised it may be necessary to search or screen a pupil. In such cases parents/carers will be contacted as soon as is practicable. Prohibited items may be confiscated (see below).

*Screening in this context means* – To use a walk through or hand held metal detector.

*Searching in this context means* – To conduct a hand search (for example to search clothing or a bag for a prohibited item).

*Confiscate in this context means* – To place a prohibited item in a place of safety.

**Table 1: Prohibited items**

Type	Examples
Items which could cause harm	Weapons such as knives Fireworks Cigarettes and smoking paraphernalia (including matches and lighters) E-cigarettes and associated ‘vaping’ products Sharp or excessively heavy items that could injure by accident. Alcohol So called ‘legal highs’ Prescription drugs and medications ( <i>these must be reported to the H&amp;S officer and ‘booked in’ for control procedures</i> ). Any item/substance deemed to be harmful if used incorrectly ( <i>for example correction fluid thinner, glue or high caffeine products</i> ).
Items which could cause damage to school property	Spray paint Permanent markers Tools
Illegal substances/objects	Drugs such as cannabis or amphetamines Stolen property
Offensive items	Clothing or accessories displaying foul and abusive language and/or symbols. Pornographic materials Extremist materials and literature Any materials which could be construed as discriminating against a group or individual Images relating to drug, gun or gang culture Any item not sensitive to the diverse and inclusive nature of our learning community.

\* Note – DFES guidance indicates that any item that we suspect **has been or is likely to be used to commit an offence** is deemed prohibited and can be confiscated.

### 3.2 *Searching with consent*

SLT members and Behaviour/Pastoral Team can search pupils for **any item** with consent from the pupil (*Department for Education guidance*). Parent/carer consent is not required but rather that they are informed that a search with consent has been carried out. This should lead to a discussion about the need for the search and information sharing. Such matters (and follow up discussions) should be carefully logged.

### 3.3 *Searching without consent*

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (see Table 1). The teacher must decide **in each particular case** what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious (*see also BWP and DFES Guidance*). **Parents/carers must be informed as soon as possible** to allow a full and frank discussion on the reasons for the search. Such matters (and follow up discussions) should be carefully logged.

Pupils **refusing to submit to a search** (when the procedure and reasons for the search have been fully explained to them) will be subject to further disciplinary action.

### 3.4 *Screening*

At the time of writing the School does not possess screening facilities but reserves the right to deploy them should the need arise. Screening may be carried out by staff whether or not they suspect a pupil of carrying a weapon. Refusal to submit to screening (when the procedure and reasons for it have been explained) will lead to further disciplinary action. A pupil may be refused access to the school premises (without exclusion) on the grounds of Health & Safety.

### 3.5 *Electronic devices (the right to search, confiscate and delete)*

The School reserves the right to search electronic devices if necessary. In determining necessity school staff must reasonably suspect that data contained on the device has been or could be used to harm, disrupt teaching or break school rules. Offending materials can be deleted or retained by the school (as evidence of wrongdoing). In extreme cases (for example where data or images are deemed to be illegal) the device and/or data may be passed to the police.

### 3.6 *Confiscation of prohibited items*

Any prohibited item can be seized during a search. The School may also seize any item deemed to be detrimental to school discipline.

#### *With consent*

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a

disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is **reasonable in the circumstances**. Where any article is thought to be a weapon it must be passed to the police.

*Without consent*

A person carrying out a search can **seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.**

#### **4.0 – The use of reasonable force and physical contact (see *DFES guidance on ‘Use of reasonable force’*)**

- 4.1 The term reasonable force in this context refers to physical contact with a pupil. Such actions can be used to control or restrain (but never to reprimand). It includes passive control (such as standing between two pupils) and more active restraint (physically preventing a pupil from harming themselves or others).
- 4.2 All members of school staff have the legal power to use reasonable force **when a pupil may harm themselves, others, damage property or cause disorder**. Clear and unambiguous warnings should be given wherever practicable that physical contact may be made if the pupil does not desist.
- 4.3 For procedures on reporting and further guidance please refer to the Behaviour and Working Practice document.

#### **5.0 – Behaviour and discipline beyond the school gate**

- 5.1 In accordance with Department for Education guidance staff will:
- discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on **school visits**.
  - discipline pupils for **misbehaviour outside school** (this is particularly relevant where pupils are in school uniform or are recognisably from our school). This includes misbehaviour which could have repercussions for the orderly running of the school and activities deemed to pose a threat to pupils or staff.
- 5.2 Misbehaviour whilst on a school visit or outside of school may be deemed to bring the school into **disrepute**. Pupils found to bring the school into disrepute will face the strongest sanctions and may put their place here at risk.
- 5.3 Incidents of disrepute will be formally recorded and placed on pupil files. Parents/carers will be

informed in writing and **restorative action** may be required from the pupil (for instance a letter of apology to a member of the public).

## **6.0 – Uniform and equipment (see also – Uniform policy and essential equipment list)**

- 6.1 At Cardinal Wiseman School we expect all pupils to adopt a positive attitude to learning. As part of this we expect all pupils to attend school in **full school uniform** which is **correctly worn**. We also expect pupils to attend school with the necessary equipment and materials to undertake outstanding learning.

## **7.0 – Tackling bullying (including cyber-bullying) – (see also – Anti-Bullying Policy)**

- 7.1 All forms of bullying and discrimination are entirely unacceptable. Where a pupil's actions may be construed as bullying following investigation, the School will intervene robustly. It may be necessary to place a pupil in the Emmaus Centre whilst an investigation is carried out. This is to prevent any continuing negative behaviour.
- 7.2 Following investigation, should no evidence of bullying be uncovered, the pupil will receive an apology from the Pastoral Team. An attempt will be made to resolve any animosity between the pupils involved.
- 7.3 All parents/carers of pupils involved in an allegation of bullying will be contacted by the Pastoral Team as soon as is practicable.
- 7.4 The investigation process will be evidential. Written accounts will be taken from those pupils involved and identified 'neutral' observers. Other items of evidence may also be collected (for example screen shots in the case of cyber-bullying). A decision on the likelihood of an incident or pattern of bullying will be made on the 'balance of probabilities'. All parties will be informed of this decision and the reasons for it.
- 7.5 Where evidence of bullying is found the pupil must work in seclusion with no free time until a parent/carer meeting can be arranged. A number of sanctions may be deployed depending on the severity of the issue (for example, formal warning or seclusion). In any case when a pupil is found to have bullied another, they will not be permitted to return to lessons and free time until a formal reconciliation has occurred. The pupil (with parent/carer) will also meet with a Senior Leader to discuss the nature of the issue and to be issued with a clear and unambiguous warning regarding future conduct.
- 7.6 Any pupil who has previously bullied another and later is shown to have bullied again will face serious consequences and puts their place at this school at risk.

- 7.7 All proven incidents of bullying will be formally logged, placed on pupil files and presented as part of our schedule of reporting to the Governing Body.

## 8.0 – Unsupportive parents/carers (see also ‘Practitioners Report on School Behaviour and Discipline)

- 8.1 At Cardinal Wiseman we seek to build **ever stronger links** with parents/carers (and the wider community). We believe that an effective parent/school partnership is a corner-stone of any learning community. Parents/carers need to be aware, when dealing with the school, that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see.
- 8.2 Violence, threatening behaviour or abuse against school staff or any members of our school community **will not be tolerated**. All members of our school community have a right to expect to be in a safe place in which to work and learn. Where such behaviour does occur, specific legal action may follow. Our school is an orderly and safe place, where relationships between staff and visitors, especially parents, demonstrate mutual respect and recognition of shared responsibility for our pupils’ welfare and educational progress.

## 9.0 – Malicious allegations

- 9.1 All complaints made against staff are **thoroughly investigated**. Complaints are transferred directly to the Headteacher who then plans the response (delegated where necessary). All complaints are treated confidentially.
- 9.2 Cardinal Wiseman School **will not tolerate malicious allegations against staff or pupils**. Should a pupil make malicious allegations against a member of the school, that once investigated are found to be unfounded, then the full range of sanctions may be deployed (depending on the seriousness of the accusation and including the ultimate sanction of permanent exclusion.). The allegation will be withdrawn from the personnel records. We are directed to refer such cases to the Police if we feel a crime has been committed.
- 9.3 Parents/carers should take note that it is prohibited to make unfounded or deliberately inaccurate public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. This may be construed as in breach of reporting restrictions and could lead to legal consequences (specifically in respect of libel, slander and malicious falsehood laws).

## 10.0 Evaluation, monitoring and feedback loop

The Behaviour Policy will be scrutinised and revised at regular intervals by the Policy Review Group. Significant revisions require ratification by the Governing Body (or delegate group thereof).

Version	Date	Reviewed by	Ratified by
1.0 (draft)	August 2015		