



Aiming High Since 1927

West Hill School

Behaviour Policy 2023 - 2024

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1. Aims

This policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

- [Supporting students with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

The school has classified the different type of unacceptable behaviour into a group related to their severity. They are classified as S1-S5. S1 behaviours are the least severe and S5 behaviours are the most severe.

In most cases, S1 & S2 behaviour will be resolved by the member of staff initially dealing with the incident. Where a student breaches the school behaviour expectation at S3, a sanction will generally be applied by a middle leader (HoD/HoY).

Unacceptable behaviours classified as S4 and S5 **MUST** be reported immediately, or as soon as is practicable to a member of the Senior Leadership team. If the incident involves a safeguarding issue, the Designated Safeguarding Lead must be informed in the first instance.

Examples of S1-S2 misbehaviour:

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

Examples of S3 misbehaviour:

- Fighting
- Persistent disruption or defiance
- Bringing the school into disrepute
- Homophobic or racist language
- Any form of bullying

Examples of S4-S5 serious misconduct:

- Possession, or evidence to suggest the bringing onto school site of any prohibited items, for example: drugs; alcohol; weapons or articles with potential to cause harm; fireworks; pornography; cigarettes or e-cigarettes (vapes)
- Repeated breaches of the school behaviour policy
- Serious violence towards another student
- Verbal abuse or threats of violence towards adults
- Violence towards staff
- Sexual abuse/assault of anyone in our school community
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments; sexual jokes or taunting; online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

5. Roles and responsibilities

5.1 The board of Trustees

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Creating a calm and safe environment for students
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMS

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

5.4 Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. Student code of conduct

As a school community, we believe that the personal attitudes, attributes and positive behaviours of "The West Hill Boy" are encapsulated by the values of Readiness, Respect and Responsibility, and the demonstration of behaviours which exemplify these.

Our expectations are simple, and can be summarised by the 3 R's:

Ready:

- Having the correct equipment for learning
 - Wearing full school uniform correctly
 - Being on time
- } Ready to learn

Respectful:

- Of staff
 - Of other students
 - Of our school site and facilities
- } Respectful of the West Hill way

Responsible:

- For your behaviour
 - For your learning
 - For your safety
- } Responsible for your actions

7. Responding to behaviour

High standards of behaviour and uniform are highly compatible with a calm, positive, and relaxed school environment. At West Hill School, we believe that in order to achieve such an environment, the highest of expectations must exist, to facilitate excellent learning and achievement. We believe that good behaviour and routines matter, and to that end, we expect boys to adhere to our rules at all times.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display our core values of Ready, Respectful, Responsible within the classroom
- Develop a positive relationship with students, which may 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 afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or support. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our [Child Protection and Safeguarding Policy](#).

7.3 Responding to good behaviour

At the heart of the West Hill School ethos is the celebration of success, achievement and of "doing the right thing". A system of 'Praise' awards exists, that recognises positive behaviour, good attendance and punctuality on a weekly basis and then at particular key points in the academic year, such as: half-term, end of term, end of year etc.

We *recognise* success through the following:

- Praise awards & commendation badges (see appendix 2)
- The Student Leadership Award (see appendix 2)
- Achievement points on SIMS
- Letters/postcards or phone calls home to parents
- Awards assemblies

We *reward* success through the following:

- Special responsibilities/privileges
- A rewards trip for those students who have achieved the most HoY Praise awards in an academic year.

7.4 Responding to poor behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

The school may use one or more of the following sanctions in response to S1-S3 unacceptable behaviour:

- A verbal reprimand
- Sending a student to an exit room
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school

- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on monitoring report'
- School-based community service, such as tidying a classroom or litter picking
- Suspension

** Note: An enhanced tariff will apply in incidents motivated by prejudice, for example racism or homophobia.*

Protecting Learning Detention:

The disruption of students' learning by other students will not be tolerated. Where the behaviour of a boy disrupts the learning of others, he will receive a 15-minute detention from the class teacher. This will be logged in SIMS as 'disruption'.

A Protecting Learning Detention will be issued by a classroom teacher, when an accumulation of warnings has failed to see a change in a student's behaviour and a student has been exited from the lesson. Same day Protecting Learning Detentions will be held each night and will last for 45 minutes. There are no exemptions to this system and parents will be notified of their son's attendance via text message.

Behavioural Support Unit (BSU):

We may use the BSU (internal/external) in response to breaches of this policy. Students may be sent to the BSU during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention(s) may also be sent to the BSU.

Suspensions:

We may issue suspensions in response to serious or persistent breaches of this policy. In such an event, a student will not be allowed to attend school for a period of 1-10 days; if longer than 5 days, the student will be sent to a nearby school for alternative provision.

A reintegration meeting will take place with the headteacher, to discuss the reasons for the suspension. A student will not be allowed back into lessons until a formal reintegration meeting has taken place.

Where a student persistently fails to meet our expectations, an incremental increase in the duration of suspensions may apply, for example 1:3:5 days.

Alternative provision:

A number of interventions exist to ensure all students achieve their full potential. If a student fails to change their behaviour following a series of interventions, West Hill School reserves the right to place a student in alternative provision. A student will only be placed in alternative provision if the circumstances deem it to be an appropriate course of action, and funding allows it.

Permanent exclusion:

Permanent exclusion will be used for persistent breaches of the school's behaviour policy, or for a serious one-off incident.

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

7.6 Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

We will also confiscate any item that is detrimental to school discipline. In addition, carbonated drinks and energy drinks are not allowed for consumption by students during the school day. Such items will be returned to students after discussion with senior leaders and parents, *if appropriate*.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened

- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site behaviour

Our expectations of behaviour are the same whether boys are in school or travelling to and from school.

West Hill boys are expected to behave sensibly and show respect to those around them at all times.

Students failing to follow our expectations whilst travelling to and from school will be sanctioned accordingly.

West Hill School has the legal power to suspend or permanently exclude students for bringing the school into disrepute, or for demonstrating behaviours towards others that we find unacceptable, even when travelling to and from school.

7.8 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse.

7.9 Zero-tolerance approach to sexual harassment and sexual violence

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

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be: proportionate; considered; supportive and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report, carrying out risk assessments and, where appropriate, to help determine whether to: manage the incident internally; refer to early help; refer to children's social care; and/or report to the police.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information

7.10 Mobile phones

Our policy towards the use of mobile phones is straightforward: *No phones are to be seen on site, unless in a **classroom** and under the direction of a member of staff.*

Students can bring their mobile phone into school, but take full responsibility for it. School will not be liable for any loss or damage caused by other students or whilst in our possession whilst confiscated.

The sanction for unauthorised use of a mobile phone is confiscation. It is at the member of staff's discretion whether the mobile device is returned at the end of the day or placed in the school safe overnight or for an appropriate period of time.

Mobile devices placed in the school safe will require written permission from parents/carers for it to be returned.

Repeat occurrences will result in the student being referred to their Head of Year and longer periods of confiscation.

8. Responding to misbehaviour from students with SEND

8.1 Recognising the impact of SEND on behaviour

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

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

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

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

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

8.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

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

8.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

9. Student transition

To ensure a smooth transition into Year 7, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information 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/from other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Board of Trustees every 2 years. At each review, the policy will be approved by the headteacher.

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy

APPENDIX 1

Written statement of behaviour principles:

- **Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**
- **All students, staff and visitors are free from any form of discrimination**
- **Staff and volunteers set an excellent example to students at all times**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by students and staff**
- **Students are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and students' home life**

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Achievement & Rewards System



Commendation badges

Commendation badges are awarded to those pupils who accumulate and reach certain thresholds for **Form Tutor Praise Awards**.

Commendation badge	Number of Form Tutor Praise Awards
Bronze	15
Silver	45
Gold	75
Platinum	115

ANNUALLY
after the 5th Year

Chair Of Trustees Praise Award

Every boy who has achieved **'5 Headteacher Praise Awards'** will be presented with the **'Chair of Trustees Praise Award'** and a letter of commendation will be sent home to parents.

ANNUALLY

Headteacher's Praise Award

≥95% attendance + no behaviour incidents + no late marks = **'Headteacher Praise Award'**. A certificate will be sent home to parents.

EVERY TERM

Senior Leadership Team Praise Award

≥95% attendance + no behaviour incidents + no late marks = **'SLT Praise Award'**. A certificate will be sent home to parents.

EVERY HALF TERM

HoY Praise Award

≥95% attendance + no behaviour incidents + no late marks = **'HoY Praise Award'**. A certificate will be sent home to parents.

WEEKLY

Form Tutor Praise Award

100% attendance + no behaviour incidents + no late marks = **'Form Tutor Praise Award'**. The Form Tutor will record this in boys' planners & on SIMS.