

# Peacehaven Community School

## Behaviour Policy

### Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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## 1. Aims

At PCS we recognise that students need to feel safe and secure in the school environment for them to be able to learn successfully and reach their full potential. This policy sets out our values and the social norms that underpin our culture and ethos, and our expectations around behaviour that will allow students to thrive both academically and socially.

Here at PCS we encourage good behaviour and respect for others. We take a firm stance on any form of child-on-child abuse and consequences are put in place according to the severity of the incident (please see section 8). Staff, students and parents/carers must be aware that young people may be at risk of abuse online and within the wider community. If parents/carers are concerned with any related issues outside of the school they can contact the safeguarding team for advice.

In applying this policy, PCS will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. PCS will also have regard to its safeguarding policy where appropriate.

### 1.2 Policy Implementation

We believe that everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online.

Furthermore, PCS is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

**All staff** will implement the policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

**The senior leadership team** of PCS will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stakeholders in setting and maintaining a behaviour culture.

This policy aims to:

- Ensure that there is a system that recognises and rewards pro social behaviours and gives clarity to staff, pupils and parents with regards to our Academy expectations around conduct and behaviour for learning.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school both inside and outside of the Academy and ensure that all members of the community feel heard, valued and supported.
- Provide a consistent approach to behaviour management that is applied equally to all pupils but that recognises reasonable adjustments need to be made for pupils with additional needs.
- Define what we consider to be unacceptable behaviour, including bullying, discrimination and 'serious incidents.'

## 2. The PCS values

The school values underpin our culture and ethos at Peacehaven Community School. These values are:

**Aspire:** At Peacehaven Community School, our vision is to provide outstanding education within a supportive environment that enhances students' cognitive and social-emotional outcomes, including their wellbeing. We believe in setting high expectations for all students and supporting them to achieve their full potential. Our students are encouraged to aspire to their personal best, and we strive to prepare them for their future in a changing world.

**Believe:** We believe in providing a happy, caring, and successful learning environment where all

students are valued and made welcome. We emphasise mutual respect, good manners, and exemplary behaviour, and offer a broad and balanced curriculum that prepares students for adult life. Our vision is to foster a culture of inclusivity, resilience, and community partnership, where every student is supported to achieve their full potential.

**Contribute:** At Peacehaven Community School, our vision is to develop students who are active contributors to society. We recognise the importance of community partnership and encourage our students to engage in extracurricular activities and a rich programme of trips and visits that help to broaden their horizons. Our students are encouraged to be responsible global citizens, making a positive impact on the world around them.

**Achieve:** Our vision is to provide innovative and challenging evidence-based teaching that inspires our students to achieve excellence and make excellent progress. We believe in providing a personalised learning experience that caters to each student's individual needs, abilities, and interests. Our curriculum is evidence-informed and designed with our vision in mind, and our learning activities and teaching are tailored to develop our students' cognitive and social-emotional skills, preparing them for their future in a changing world.

### **3. Mental Health**

At Peacehaven Community School, we aim to promote positive mental health for every member of our school community; staff members, students and parents alike. We use both universal, whole school and specialised, targeted approaches aimed supporting all our young people. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health. All behaviour is communication and therefore, staff will try to unpick children's behaviour and look at what else may be affecting or impacting the child at that time. Sometimes, a change in behaviour can indicate that a child may be experiencing some mental health issues and may need emotional support. We have systems in place to support our young people when needed, such as key adults, safe spaces, worry boxes, and Mental Health Practitioners. We work together with all stakeholders to ensure that the young person feels safe, supported and is able to take part in all aspects of our curriculum.

### **4. Home - School agreement**

Our Home School agreement is our mutual commitment to student learning celebrating the partnership between parents/carers, the school community and our students. We work together in partnership to ensure that every student does their very best and achieves their potential.

We communicate respectfully at all times understanding that we all want the best for our students. Student learning is the centre of all that we do – so that our young people can flourish.

We are committed to celebrating diversity and promoting equality. We will all ensure that we challenge any form of prejudice, including discriminatory remarks with regard to gender, race, age, sexuality, gender identity, religion and disability.

To support all members of our school community we expect everybody to follow our school rules with regards to behaviour, conduct, attitude to learning, uniform, attendance and punctuality.

The school will undertake to:

- Establish and sustain a positive partnership between home and school

- Respond to any email correspondence in line with our contact policy on the website
- Promote a culture of learning so that our students can excel
- Provide a balanced and diverse curriculum which can meet the needs of your child
- Keep parents and carers regularly informed and consulted about school matters in general and your child's progress in particular
- Provide clear information re student progress, achievements and behaviour
- Recognise, reward, praise and celebrate good behaviour, outstanding effort, achievement and contribution to school life
- Encourage your child to participate in a wide range of extra-curricular activities on offer
- Work with you to solve any problems which could harm your child's progress while at school, such as attendance below 96%

Parents and carers will:

- Ensure that my child attends school every day, on time, making sure they do not take time off unless it is unavoidable
- Ensure that my child wears the correct school uniform in line with the school uniform policy. This clearly states no jewellery
- Ensure that my child is properly equipped with the 'PCS 10 for Success' : Pencil case, 2 black or blue pens, purple pen, pencil, pencil sharpener, ruler, rubber, glue stick, reading book
- Support the school by working in partnership together, communicating any concerns and sharing success with the relevant staff
- Attend parents'/carers' evenings and discussions about my child
- Encourage my child to participate in school life to the full, including extra-curricular activities
- Support the school's Behaviour Policy including the roles and responsibilities of parents/carers and the Student Code of Conduct when in school and on the journey to and from school
- Keep the school informed of any concerns or problems which might affect my child's work or behaviour, working with the school to resolve these
- Use the progress reports provided by school to support my child's progress and work ethic
- Ensure my child completes any homework and requests support where required
- Download any apps that are relevant to my child's life at school
- Respond to communications from the school when required
- Use the school to pass on important messages to my child; understanding it is not possible for them to use their mobile phone during the school day
- Keep the school updated with regard to home contact details, including latest parental/carer mobile phone contact numbers and email addresses

Students will:

- Attend school every day and on time
- Wear the correct school uniform in line with the school uniform policy. This clearly states no jewellery
- **ASPIRE** - to be the best I can be, using the reports and feedback provided by school to inform my progress and work ethic
- **BELIEVE**- in myself by taking responsibility to do my classwork and homework to the best of my ability
- **CONTRIBUTE** - to school life, making our school the best school possible and embracing a positivity towards learning and showing care towards the school environment
- Take responsibility for my own behaviour; following the Student Code of Conduct and do everything I can to make PCS a safe and happy place for all
- Work with my teachers and school staff to support my learning so that I can **ACHIEVE** - be proud of my achievements

- Speak and act respectfully and politely to all members of the PCS community
- Respect and appreciate other students and staff, their work, views, property and individuality
- Be prepared to learn and bring all the equipment I need every day - the 'PCS 10 for Success': Pencil case, 2 black or blue pens, purple pen, pencil, pencil sharpener, ruler, rubber, glue stick, reading book
- Follow the school mobile phone policy, making sure that my mobile phone is turned off and kept in my bag throughout the school day

## 5. Legislation and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 52 of the [Education Act 2002](#), based on the legislation, which outlines schools' powers to suspend or permanently exclude students
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

Please refer to other Peacehaven Community School's policies available on the school's website:

- Accessibility Plan
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy and Procedure
- Equalities Policy and Objectives
- SEND Information Report
- Online Safety Policy
- Positive handling and physical intervention policy
- Supporting students with a Medical Condition
- Special Educational Needs and Disabilities Policy
- Prevent Duty Risk Assessment
- Equality Objectives and Single Equality Policy
- Exclusion Policy (Suspension and Permanent exclusion policy).

## 6. The Culture for learning

Our school recognises that poor behaviour and engagement are detrimental to learning, and disruption to lessons can affect the life chances of other students. We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential and have established a culture of respect for each other, as well as pride in academic achievement. In order to set the highest standards of behaviour in every lesson, staff and students are expected to model our culture for learning.

	Teacher Focus	Student Focus
1	Greet students at the door and record lateness on Bromcom. (More than 10 mins late is truancy.)	Arrive to each lesson on time.
2	Ensure the register is taken within 5 minutes of the lesson starting and is answered with 'Good morning/afternoon' or the teacher's full name.	Answer the register politely.
3	Ensure a retrieval practice starter is ready on the board immediately for the beginning of each lesson.	Complete the starter activity as soon as you have sat down.
4	Students should not call out in your classroom.	Work silently and put up your hand if you have a question or need help.
5	Ensure students stand behind chairs in silence at the end of the lesson' you then dismiss them in an orderly manner .	Leave the classroom as instructed by your teacher.

## 7. Rewards

Rewards are used to reinforce positive behaviours that are based on our PCS values. In order to promote a positive learning environment, Peacehaven Community School will always look to reward good attitudes to learning and outcomes. We use an electronic system to award achievement points. Students can be awarded one achievement point if they display positive behaviour linked to our four core values.

Celebrating success at school is also demonstrated through the following (but not limited to):

- certificates of attendance
- letters / postcards home from any member of staff for outstanding performance
- positive phone calls from staff
- Headteacher commendation letters
- presentation and celebration assemblies
- being featured in the school's newsletter
- presentation of awards at after-school events
- annually at the Academic Awards evening with a variety of prestigious awards.

Achievement points will accumulate and at set points a certificate will be awarded as outlined below:

Number of achievement points	Reward
50	Bronze certificate

100	Silver certificate
150	Gold certificate
250	Platinum certificate
350	Ruby certificate
500	Sapphire certificate

Students will also be able to claim items from our rewards shop. Students can purchase the following rewards from the school reward shop, using their achievement points. The reward shop will be open daily at 3:00 pm until 3:20 pm at the front reception.

PCS rewards shop...	
10 Achievement points	Small Eraser
10 Achievement points	Pencil
10 Achievement points	Large Eraser
10 Achievement points	Pen (Edding Handwriters, Blue or Black)
10 Achievement points	Pencil with eraser
10 Achievement points	Sharpener
10 Achievement points	Ruler
15 Achievement points	Ballpoint pen
15 Achievement points	Roller pen
15 Achievement points	Highlighter pen
70 Achievement points	Tennis Ball
100 Achievement points	Cookie
100 Achievement points	Week-long front of lunch queue pass
200 Achievement points	Stationery bundle (small)
200 Achievement points	Free Meal from the Food Hall
300 Achievement points	Football
300 Achievement points	Skipping Rope
400 Achievement points	Stationary bundle (large)
500 Achievement points	£5 Amazon Voucher
600 Achievement points	Basketball
800 Achievement points	£10 Amazon Voucher



## 8. Consequences

### 8.1 Response to 'child-on-child' abuse

There may be times when consequences will have to be issued to a student for negative interactions with their peers. By tracking the type of negative interaction, we can see if there are repeated behaviours where sanctions need to be escalated and bespoke interventions put in place.

### 8.2 School expectations and sanctions

Positive teacher-student relationships are considered to be key to promoting expected behaviours. We focus heavily on forming positive relationships based on consistency, fairness and trust. This allows teachers to understand their students and create a strong foundation from which, when necessary, behavioural change needs to take place. We promote positive behaviour through praise, rewards, postcards/letters home, and public recognition events such as honours evenings and assemblies. Sanctions for failing to meet behaviour expectations include verbal reprimands, detentions, removal from class, community service, and internal and external suspension. More severe consequences, such as directed off-site placements or permanent exclusion, are used when necessary.

Behaviour points (BP) are recorded relating the type of behaviour a student has displayed. Events that incur behaviour points (BP) include, but are not restricted to the following;

- Bullying
- Defied duty intervention
- Discriminatory behaviour
- Equipment - repeated
- Incorrect uniform
- Lack of work produced
- Major Incident (HOY/SLT only)
- Missed homework
- Mobile phone misuse
- Parking - duty required
- Parking - no duty call required
- Refusal/inappropriate behaviour
- Truancy
- Unsafe corridor behaviour

### 8.3 Low Level Disruption & Restorative Meetings

If a student does not work within our culture for learning expectations, staff will:

1. Give them warnings, identifying the behaviour that is detrimental and will model the expected behaviour.
2. If a student continues not to meet expectations, then a second warning is given which may include a move within the class.
3. If a student continues to disrupt the lesson's learning they will be relocated to another classroom within the curriculum area/corridor.

Teachers will be expected to contact home to explain what has happened and set up a **restorative meeting**. If the student fails to attend the restorative meeting or the restorative meeting is unsuccessful it is logged as refusal and the student receives a 30 minute detention. The teacher has a choice here to attend the detention to complete the restorative or have this on 'on the door' at the start of their next lesson.

### Lack of Work Produced & Restorative Meeting

If a student fails to complete an adequate amount of work they will receive this behaviour

point and will have to complete a restorative meeting with the teacher.

### **Refusal/inappropriate behaviour → After School Detention**

When behaviour within the classroom is deemed as more serious than low-level disruption this behaviour point will be issued. This will result in the student being parked in another classroom and them receiving an after school detention for the following day.

### **Mobile Phone Misuse**

Phones are not allowed out at school. If a teacher sees a phone they will notify duty who will go and collect the phone. The student will be able to collect the phone from main reception (where it will be kept securely) at 3.10pm. If the student refused the Pastoral Leader will decide upon how many days the student is to hand the phone in before entering school, this is usually 5 days.

### **Missed Homework**

A student will receive this behaviour point if they fail to meet the deadline set. If a student fails to meet the deadline for two or more subjects within the week they will receive a detention.

### **Truancy**

A student will receive a Truancy 1 behaviour point if they miss up to 30 minutes of a lesson. This will result in a 30 minute detention. If the student misses more than 30 minutes they will receive a Truancy 2 behaviour point resulting in a 60 minute detention.

### **Pastoral Leader Defined Sanctions**

There are other behaviour points that would trigger the Pastoral Leader to discuss the individual case with the Head of Behaviour. This could result in a detention and/or other disciplinary sanctions being put in place. These behaviour points include the following:

- Bullying
- Defied Duty Intervention
- Discriminatory Behaviour
- Major Incident

### **Detentions**

Detentions are generally hosted the day after the incident in question except for missed homework which is hosted on a Monday. If a student has received two or more behaviour points in a day the detention will be 60 minutes in duration. Failure to attend a detention results in escalation which can include a day in our Restart provision.

### **8.4 Internal suspension:**

Student conduct is discussed at the end of each day by the behaviour team and for more serious events students may be placed in the Restart Room to work with staff to reflect on their conduct and be supported to change negative behaviours.

### **8.5 School-to-school/directed off-site placements:**

For serious behaviour issues, students may transfer to another school within the trust or attend an alternative setting temporarily. These placements aim to improve behaviour, and decisions are made in the student's best interest. Transport and uniform costs are typically not covered by the school, although consideration may be given for financial hardship.

### **8.6 Fixed term Suspension/Permanent exclusions**

Only the Headteacher, or acting headteacher, can suspend or permanently exclude a student from school. A permanent exclusion will be taken as a last resort.

Peacehaven Community School is aware that off-rolling is unlawful. Ofsted defines off-rolling as: “the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student.”

We are committed to following all statutory suspension and permanent exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Please see the Exclusion policy on our website.

## **8.7 Student transition and reintegration**

For any student who joins or returns from a suspension at Peacehaven Community School, parents and carers will be invited into the school for a meeting to discuss the behaviour expectations. This will involve a member of the Senior Leadership team and the student will have a risk-reduction plan completed and be placed on a target card for a period of 2 weeks. This is then reviewed to see whether further interventions and support are required. In some cases, students may spend time in our alternative provision before being integrated into mainstream lessons, and support with external providers may be used.

## **8.8 Off-site behaviour**

Consequences may be applied where a student has displayed antisocial behaviour off-site when representing the school, such as on a school trip or on the bus on the way to or from school. As outlined in the Department for Education’s ‘Behaviour and discipline in school-guidance for headteachers’, the school has the power to discipline students, for their conduct and behaviour outside of the school premises and will sanction any student whose behaviour could have the following impact: repercussions for the orderly running of the school; poses a threat to another student, member of staff or member of the public; could adversely affect the reputation of the school. This includes behaviour online.

## **9. Uniform**

Students are expected to wear their uniform with pride throughout the school day. They are also expected to follow the school’s uniform policy on the way to and from school. If students forget items of their uniform they will face a sanction. Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required to wear borrowed items. If students still do not have the correct uniform they may be asked to complete their learning outside of their classroom until the issue is rectified. Please refer to the school’s uniform policy for further guidance and clarification.

## **10. Valuables**

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. We are a cashless school and it is unsafe for students to bring money to school. Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school but may not be used in lessons or between lessons and should be kept in bags. Staff will not accept responsibility for looking after mobile phones under any circumstances and they are brought to school entirely at students’ own risk. The school will not be liable for any loss, theft or damage, however caused. If a student is found to be using a mobile phone during a lesson or on corridors or between lessons it will be confiscated. At this point, it will be passed to reception. Should a student refuse to hand over their phone when instructed, this will result in a further sanction. Furthermore, should a student continue to breach the mobile phone rules and expectations, a mobile phone ban may be imposed.

## **11. Policy on breakages by students**

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student’s action, whether deliberate or reckless, there

may be a consequence. Parents/carers may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

## **12. Access to the school**

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- Students should only use their year group's designated toilets, which are clearly signposted.
- Students and staff need to observe the 'No entry' signs.
- School teaching rooms are not social areas and are out of bounds before school and during break and lunch times unless wet weather breaks/lunches are set.
- No student should be in classrooms without a member of staff present.
- No student is allowed to leave the school premises before the end of the school day, unless authorised to do so.
- Students must enter and exit the school on foot via the student entrance and exit.
- Only students in supervised activities can remain on site at the end of the school day.

## **13. Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

Incidents of physical restraint 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.

## **14. Confiscation**

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content whilst at school. The school does not have to return confiscated items. Prohibited items include, but not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes, cigarette papers,
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- energy drinks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

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

## **15. Malicious allegations**

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **16. Reasonable Adjustments**

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy. Consequently, our approach to challenging behaviour may be differentiated, making reasonable adjustments to meet the needs of the student, including CLA-assigned SEND students.

We continue to act on the guidance of the DfE, particularly regarding social Inclusion, taking account of any subsequent guidance published by the DfE. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. We will work with the school's special educational needs co-ordinator (SENDCo) and the Learning Support team to evaluate a student who exhibits challenging behaviour. We may make reasonable adjustments to consequences to meet individual needs. The SENCO in discussion with staff will determine whether the student has any underlying needs that are not currently being met.

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

## **17. Risk Assessments and Risk Reduction Plans:**

The leadership team may judge it necessary to construct a risk assessment (pre-emptive) or a risk-reduction plan (post incident) for identified children. These will be constructed in collaboration with key members of staff and parents/carers and the information recorded will then be disseminated to staff. The plan will be reviewed at the end of each term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term suspension.

## **18. Training**

Our staff are provided with training on managing behaviour as part of their induction process and is also part of our programme of continuing professional development.

## **19. Policy monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.