

Policy Name: Behaviour & Exclusions

Policy Date: September 2019

Heworth Grange

Policy: Behaviour & Exclusions

Rationale

In Heworth Grange School, we believe that there is an integral link between good behaviour and effective learning: the Behaviour Policy must complement, therefore, the Teaching & Learning Policy. In order to ensure the most effective learning, all children have the right to work and to learn in an environment which is safe, secure and free from disruption.

Principles

- Pupils learn best in an ordered environment.
- All forms of bullying are unacceptable, including those on the grounds of race, gender, sexuality or disability.
- All members of the school community deserve to be treated with respect.
- Good behaviour is achieved through a positive learning culture.
- Pupils need to receive tangible recognition of achievement.
- Giving young people responsibilities helps to raise self-confidence, self-esteem and promote independence.
- Pupils should be encouraged to treat the school's environment and each other's property with respect.
- Equal opportunities and equal rights should be exercised at all times.

Aims

To encourage, support and reward good behaviour and good learning habits

- To raise the level of attainment in the school by offering young people the necessary guidance, challenge and partnership to ensure they are able to take advantage of the maximum opportunities for learning.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To build and support the self-esteem of young people.
- To value the rights of the individual.
- To encourage the development of positive relationships in all areas of school activities.
- To define acceptable standards of behaviour.
- To ensure that the school's strategies and expectations of behaviour are widely understood by parents and pupils.
- To produce an environment in which children feel safe, happy, secure and respected.
- To ensure that pupils are confident of their right to be treated fairly.
- To promote/develop empathy and respect for self and others.

Rights and Responsibilities

Young people have an entitlement to an education that challenges and helps them realise their true potential.

All those involved in the life of the school have a responsibility for ensuring good behaviour.

The Heworth Grange Comprehensive School Code of Conduct is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby the pupils are personally involved and accept responsibility for their own actions and behaviour.

A description of responsibilities for all members of the school community.

	Pupils	Parents	Staff and Governors
Discipline	<p>To treat staff and fellow pupils with respect.</p> <p>To accept and obey all rules to enable the school to run smoothly and ensure maximum opportunity for learning.</p> <p>To be polite and considerate to all members of the school community and members of the wider community.</p> <p>To observe the Code of Conduct at all times.</p> <p>To wear the correct school uniform and be tidy in appearance.</p>	<p>To be aware of, and support, the school's values and expectations.</p> <p>To share with the school any concerns or problems which affect their child's behaviour.</p>	<p>To lead by example and encouraging students to follow their lead</p> <p>To be considerate, fair and consistent in approach to all pupils.</p> <p>To encourage pupils to achieve their full potential as valued members of the school community.</p> <p>To respond to any allegation of bullying in accordance with the school's anti-bullying policy.</p> <p>To respond to cases of indiscipline that come to their attention.</p>
Attendance	<p>Attend school regularly and punctually.</p>	<p>To ensure that children arrive on time each day.</p>	<p>To monitor the attendance of all pupils.</p>
Conduct	<p>Be prepared for learning by bringing the necessary equipment.</p> <p>Pay attention in class and play an active part in their learning</p> <p>Complete all classwork, homework and coursework to the best of their ability.</p>	<p>To provide any necessary equipment.</p> <p>To support children in their learning.</p>	<p>To provide an education that is appropriately structured and challenging.</p> <p>To praise pupils, commending them for hard work, commitment, helpfulness, improvement and excellence, celebrating their achievements.</p>

Proactive Strategies

As a school, we will ensure that good behaviour is promoted and unacceptable behaviour avoided wherever possible.

Positive strategies we will use are as follows:

- Supervision of pupils (see duty rota)
- Use of data to inform planning, teaching and learning and pupil class allocation.
- High-quality teaching and learning
- High-quality classroom management
- Intervention work with 'at risk' and underachieving pupils
- Learning mentoring
- Curriculum planning
- External curriculum provision
- Praise Points
- Rewards and recognition of learning
- Student Council
- Assemblies
- L4L lessons
- External agencies provision
- Pastoral Student Support Services
- Case conferences
- Quality standards
- Home-School Agreement
- Passport to Prom
- Anti-bullying

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. On an annual basis, we review the curriculum to ensure that it meets the needs of all pupils. This review takes into consideration the views of pupils, parents and staff as well as a wide variety of pupil data.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid disaffection, which can lie at the root of poor behaviour. The school Teaching and Learning policy is followed by all teachers, in order to ensure maximum pupil engagement.

Information and Data

Individual pupil and whole-school data are analysed and used to inform short-term and long-term planning. Teachers use data profiles of their classes to prepare lessons and programmes of study. Individual pupil data are used to set pupils in a variety of subjects.

If a pupil exhibits unacceptable behaviour categorised as persistent C1 to C4 as explained on page 7, it is important that a variety of data on the pupil be looked at, to identify any potential underlying problems; this includes data on ability, attainment, attendance, behaviour, individual learning needs and individual social needs.

Data on pupil behaviour are stored in the schools online Classcharts MIS which can be accessed by all teachers, classroom assistants and learning mentors.

Heads of Year meet with Pastoral Assistant Head teachers on a regular basis to discuss matters and issues within the year group. The data mentioned in paragraph 2 above is used to inform these meetings.

Communication and Parental Partnership

Home-School Agreement: Parents, pupils and school will sign this document and it is expected all parties will strictly adhere to all aspects of the agreement.

Heworth Grange Comprehensive gives high priority to clear communications within the school and to positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour and learning.

A positive partnership with parents is essential to build trust and develop a common approach to behaviour, expectations and strategies for dealing with problems.

Where behaviour is causing concern, parents will be informed at an early stage, and encouraged to work with the school in rectifying the situation.

Passport to Prom Year 11 students

'Passport to the Prom' formally recognises and rewards the achievements and efforts that each Year 11 student continues to make during their time at Heworth. Successful completion of all of their targets will allow them the opportunity to take part in the Prom and to be eligible to wear the 'leavers hoody'.

Year 11 students are given a '**Passport to the Prom**' card which they will need to complete and get signed by the staff indicated on the passport. Students who are successfully completing their passports will be invited to the Prom at February half term and may pay their deposit. Likewise, they will be able to order a 'leavers hoody' by April 2019. In both cases the privilege can be withdrawn at any time if their passport targets are not being met.

The passport runs right through until the end of June OF YEAR 11 and students must continue to meet their targets. All the targets that are in the 'passport to the prom and hoody' are basic standards and expectations:

1. No more than 6 late and 5 class detentions
2. 95% attendance between September and June of year 11.
3. 50 Praise Points to be collected through Class Charts (Most these will be awarded automatically for daily attendance)
4. Attendance at all intervention and revision sessions (for which they will receive timetables at the appropriate time)
5. No placements in the school's Referral Base
6. No more than 30 negative points received on Class charts during the year.
7. All GCSE coursework completed by the deadlines set
8. All BTEC lessons attended; including through May and June, where required
9. All school resources borrowed must be returned to the relevant department at the end of the course.
10. Students must demonstrate exemplary behaviour during the exam period.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the pupils about the extent to which their efforts are valued.

Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way in which pupils behave.

Staff Training

It is essential that staff are fully aware of, and act in accordance with, the school's behaviour policy. To this end, all staff receive in-house training and guidance as to the policy and its implementation. On joining the school, staff are given training through the induction programme for new staff. Additional support for all staff can be provided through:

- Refresher courses
- Teacher improvement strategies
- One-to-one support

Positive Achievement

Heworth Grange Comprehensive School aims to foster a positive attitude to all aspects of school life; the acknowledgement of learning – and of the positive attitudes which maximise learning – lies at the heart of all we do.

Staff encourage all pupils to achieve their potential through a system which strives to reward through praise and acknowledgement of achievement. This is done through:

- Praise Points
- Letters/Postcards home
- Departmental and Pastoral rewards
- Year group Achievement assemblies
- Prizes

Our annual Prize-Giving Ceremony (Celebration of Achievement), held in the Autumn Term of each year, acknowledges achievement, effort and contribution in all aspects of school life; attendance and punctuality; talent in sport, music and the arts; contribution to the school and wider community; and academic achievement

Anti-Bullying

Within school, we strive to ensure that forms of bullying are prevented and eliminated, rather than just controlled. Teachers, pupils, parents, governors and support staff make sure the school is a welcoming place where children are happy and relaxed enough to take advantage of all the educational opportunities that are being offered.

In order to deal with incidents of bullying, the school will react firmly and promptly where bullying is identified. (See Anti-Bullying Policy)

Behaviour and Disciplinary system

The schools' expectations and behaviour and disciplinary systems are arranged in 3 linked strands from the general to the specific

- Ethos, aims and expectations
- Behaviour for Learning – PROGRESS
- Actions and Consequences

STRAND 1: The broad aims and objectives of the school are set out in the Heworth code:

HEWORTH pupils:

- Have the highest standards of conduct everywhere in school
- Express themselves in a polite, respectful and considerate manner at all times.
- Wear the correct uniform every day
- Organise themselves so that they have what they need to learn every day.
- Respond to requests and instructions from staff immediately and without question.
- Turn up on time for school and lessons every day
- Have the highest aspirations for themselves and their peers.

STRAND 2: Behaviour for Learning (classroom) expectations are set out in

‘PROGRESS’:

POSITIVITY:

- Be involved, don't be passive
- Contribute – Ask and Answer questions
- Work effectively with others in pairs or groups
- Show the self-discipline to work independently in lessons

RESPECT:

- Consistently demonstrate respect, consideration and courtesy for others at all times
- Always follow the Heworth Code
- Always follow the classroom expectations at Heworth

ORGANISATION:

- Always arrive at lessons with the correct equipment
- Be prepared for work immediately
- Complete homework on time and to the best of your ability
- Seek help in advance of deadlines

GOALS:

- Always aim high
- Always show a desire to achieve the best grades that you can
- Be aware that your grades determine your future

RESILIENCE:

- Always show a determination to succeed in everything you do
- Don't give up
- Understand that mistakes help you to learn better

EFFORT:

- Be motivated at all times
- Accept challenges
- Always present your work to the best of your ability
- Never give up

STANDARDS:

- Have high standards in everything that you do
- Always show a desire to achieve the best that you can do
- Observe all the school's rules and codes of conduct

SUCCESS

- Always aim to be successful
- Success comes with hard work and dedication
- With the right progress you will achieve the success and rewards that you deserve.

Strand 3 - Reactive Strategies

When unacceptable behaviour occurs, the school deals with incidents quickly and effectively. Actions and Consequences are dealt with as outlined below. This table is displayed in every classroom across the school.

Actions and consequences

W1	First Warning Your teacher will tell you that your behaviour or actions are not acceptable	No further consequence if you do as requested
	Final Warning Your teacher will warn you that you could face a C1 if you don't do as requested	Negative Points in Classcharts
If you are regularly receiving lots of warnings, you will also be getting negative points in ClassCharts and your form teacher or class teacher could place you on a monitoring report.		
C1	Foolish Behaviour This includes the following: <ul style="list-style-type: none"> Being defiant / being silly in class / not on task / disruption / being late to lessons / chewing / lack of work Lack of equipment / wearing jewellery / incorrect uniform / too much makeup Talking in a test / lack of homework Mobile phone seen or heard 	Class Detention 15 minutes with your form tutor or class teacher If you deliberately miss or avoid going to detention you will automatically get a 30 minute detention
	IF YOU RECEIVE A C1 DETENTION, YOU WILL ALSO HAVE LOST POINTS IN CLASS CHARTS, AND YOUR FORM TEACHER OR CLASS TEACHER COULD PLACE YOU ON A MONITORING REPORT	
C2	Thoughtless Behaviour This includes the following: <ul style="list-style-type: none"> Repeating any C1 behaviours Deliberate defiance by refusing to complete work/ refusal to immediately hand over banned items (including mobile phone) Deliberate defiance by refusal to follow instructions 	Class Detention 30 minutes with your form tutor or class teacher If you deliberately miss or avoid going to detention you will automatically get a 45 minute detention
	IF YOU RECEIVE A C2 DETENTION, YOU WILL ALSO HAVE LOST POINTS IN CLASS CHARTS, AND YOUR FORM TEACHER OR CLASS TEACHER COULD PLACE YOU ON A MONITORING REPORT	
C3	Reckless Behaviour This includes the following: <ul style="list-style-type: none"> Repeating any C2 behaviours Abusing or harassing another pupil Major disruption of a class activity Fighting Not following the school safety code 	Class Detention 45 minutes with the Head of Department or your Head of Year If you deliberately miss or avoid going to detention you will automatically get a 60 minute detention
	IF YOU RECEIVE A C3 DETENTION YOU WILL ALSO HAVE LOST POINTS IN CLASS CHARTS, AND THE HEAD OF DEPARTMENT OR YOUR HEAD OF YEAR COULD PLACE YOU ON A MONITORING REPORT	
C4	Dangerous Behaviour This includes the following: <ul style="list-style-type: none"> Repeat of any C3 behaviours Assault Serious and sustained fighting Racially motivated and/or persistent bullying Possession of dangerous and/or illegal items Drugs - possession/supply Abusive or obscene language directed at staff 	Referral base placement and possible exclusion C4 actions may have many serious consequences: <ul style="list-style-type: none"> Referral base Exclusion Meeting with parents Having to appear before School Governors
	IF YOU RECEIVED A 60 MINUTE DETENTION FOR A C3 AND YOU DELIBERATELY MISSED OR AVOIDED IT <u>YOU WILL BE EXCLUDED FOR A C4</u> - YOU MAY BE PLACED ON AN SLT MONITORING REPORT	

Referral system

The expected responsibility for issues in various school settings

	C1 and C2	C3	C4
Classroom	Teacher Classroom Assistant	Head of Department	HOY, SLT
Tutorial Period	Form tutor	Head of Year	HOY, SLT
Exam Hall		Head of Examinations	HOY, SLT
Around school	Classroom assistant	Head of Year	HOY, SLT
Across subjects		Head of Year	HOY, SLT

DISCIPLINARY REFERRAL PROCEDURES

SUBJECT TEACHER (W1 to C2)

Each member of staff has the responsibility for the orderly conduct of pupils within the classroom and around the school. The classroom teacher must encourage good behaviour and the development of self-discipline by the regular use of praise and reward. Subject teachers should follow the Actions and Consequences system. In particular, staff must take responsibility for setting detentions at **C1** and **C2** level and ensuring that 'missed' detentions are chased up.

HEAD OF DEPARTMENT (C3)

If a pupil repeatedly disturbs the working atmosphere within the classroom the Head of Department must be informed and the sanction may be raised to **C3**. In addition, appropriate rescue bases may be used.

HEAD OF YEAR (C3)

At **C3 level**, Heads of Year may be involved where appropriate. In such cases pupils will be put 'on report' by the Head of Department or the Head of Year and parents may be invited into school to discuss the problem. In extreme cases, following discussion between the Head of Department and the Head of Year, the pupil may be withdrawn from lessons. In such circumstances the appropriate pastoral AHT will be informed of the action. The pupil will be either accommodated within the subject department, in its rescue base or withdrawn from lessons. If the HOY, in consultation with the relevant AHT, deems the action to warrant raising to a **C4** sanction, then the pupils will be placed in the referral base. Parents will be informed of the school's action. Where it is thought appropriate, referral will be made to the Learning Mentors/Behaviour Support for further counselling and support. Pupils removed from class must not be sent out to work unsupervised in areas such as Shared Learning or sent to HOYs.

PASTORAL AHT (C4)

Those pupils who do not moderate their behaviour will be referred to the appropriate pastoral AHT who will decide upon the appropriate course of action, including placement in the Referral Base.

DEPUTY HEAD

Those pupils who are habitually disruptive, or who are involved in violent incidents will be reported to the Deputy Head Teacher

TEACHER (C4) placement

(Leadership & Support), who will decide on a referral Base

or further sanctions as appropriate.

Behaviour targets may be set on returning to the classroom and the reintroduction to lessons may be supported by the Behaviour Manager. If the pupil still presents problems an exclusion from school will be considered by the Head Teacher. All pupils who are excluded for over 15 days a term will have to meet with the Governors' Disciplinary Committee accompanied by his/her parents.

Referrals will be made to the Educational Psychologist and Behaviour Support Service if it is thought necessary. Parents will be involved in such a decision. Pastoral Support Programmes will be initiated as appropriate.

HEAD TEACHER/ GOVERNORS

In the event of an extremely serious incident at **C4** or persistent disruptive C4 behaviour, the Head Teacher will be involved and the pupil may be permanently excluded. This will necessitate a meeting of the Governing Body & the LA Exclusion Panel.

Strategies and Sanctions which can be used to encourage positive behaviour

	Classroom teachers	Head of Year Head of Department	Head of Year /SLT
tn c: m: en	Reminder of Code of Conduct	Referral to Head of Department, Head of Year, Head of Examinations	PSP
	Private discussion with pupil	Letter/Telephone home	Case conference
		Meeting with parents	Key Stage Report
		Departmental monitoring	Disciplinary Governors' Panel
		Year Report	Referral Base placement
		Parent Partnership	Work with Inclusion Team
tn c: m: en	Verbal reprimand	Withdrawal from lesson and isolation within department (Rescue Base)	Senior Team Detention – 1 hour
	Move seats	Loss of privileges	Pre-exclusion warning
	Isolation in class	Year/Subject Detention	Internal exclusion
	Repeat work	Rescue Base	Final contract
	Extra work to complete at home	Corridor Support	Alternative Education placement
	Confiscation		

Detentions

*“**Detention:** Schools don’t have to give parents notice of after-school detentions or tell them why a detention has been given.” Gov.UK website*

In their more detailed guidance, the Department for Education states that detentions can be given on the same day at break, lunch or after school for up to 60 minutes with no advance warning to parents.

All school detentions are set and monitored through Class Charts.
The formal system is as follows:

- Teachers may set a ‘same day’ detention at break, lunch or after school for up to a maximum of
 - 30 minutes.
- Parents are informed by text about the detention.
- Staff may set a ‘same day’ after school detention up to 1.10pm this allows the school office time to send a text home.
- After 1.10pm, any after school detentions will be set for the next day.
- A detention slip is not automatically issued to a pupil, it is recorded on the Class Charts system
- Detentions can vary from 15, 30, 45 and in the most severe cases up to 60 minutes
- 45 and 60 minute detentions will always be set with advance warning to parents i.e. not ‘same day’
- Classroom teachers can set 15 or 30 minute detentions. Heads of Year and Heads of Department can set 45 minute detentions and the Senior Leadership Team can set 60 minute detentions
- If detentions are deliberately missed or avoided, the detention is automatically moved to the next level e.g. 15 to 30 minutes. Parents will be informed by text if this has happened.
- Detentions will only be re-scheduled in exceptional circumstances and that is at the discretion of the school.

All pupils have been informed about the new detention system which fits into our new C1 to C4 sanctions system. Although the legal position on detentions is unchanged, all parents are being informed about our new behaviour system by letter, which will be arriving imminently.

Exclusions

The Head Teacher, or the Deputy Head Teacher delegated to be in charge of the school in the event of the Head Teacher’s absence, may use fixed term or permanent exclusion in response to incidents of a very serious nature.

When deciding upon an exclusion, the Head Teacher will take account of any special educational needs, any disability that might affect the decision and any relevant cultural or religious issues. The Head Teacher will ensure that the school keeps a record of actions taken during the investigation of any incident leading to exclusion.

If a child is excluded from school, the school will:

- Inform the parent immediately, in writing, of the reason for the exclusion;
- Set work for the first 5 days of any exclusion;
- Provide alternative provision from Day 6 of any fixed term exclusion; the Local Authority (LA) will provide this in the case of a permanent exclusion;
- Arrange a readmission meeting, at which the reasons for the exclusion will be further discussed;
- Where appropriate, arrange for a Governors’ Disciplinary Committee to consider the

exclusion.

A student will normally be placed in isolation during investigations leading to possible exclusion and for the remainder of the day on which a decision to exclude has been made, unless they are collected by a

parent/carer. Students may also be placed in the Inclusion Base on their return from exclusion.

Parents have a legal responsibility to supervise students during the first 5 days of any fixed term or permanent exclusion and can be subject to fixed term penalties if a child is seen out and unsupervised during that time.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from Maintained Schools, Academies and pupil referral units in England 2012) Therefore failure to conform to the high standards, expected of all students, may result in permanent exclusion by the Head Teacher.

For example, if a student:

- Absolutely refuses to conform to reasonable requests by a member of staff;
- Makes a malicious allegation against a member of staff;
- Makes an unprovoked physical assault on another member of the school;
- Is involved in the bullying of another pupil;
- Is involved with substance abuse during the school day. This includes being in possession, supplying or using drugs, or those substances referred to as "legal highs".
- Brings an offensive weapon to school;
- Is in possession of pornographic material or is involved in inappropriate sexualised behaviour;
- Uses social networking media inappropriately with respect to the school or its members;
- Sells counterfeit or stolen goods on school premises;
- Engages in unlawful activity;
- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy via social media;
- Takes up an inordinate amount of staff time dealing with his or her misbehaviour;

The list above provides examples for which permanent exclusion may be deemed appropriate, however it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanor. Permanent exclusion will be considered where The Head Teacher feels that a students' behaviour or actions brings the school's name into disrepute.

In the case of arson, the trafficking of drugs, sexual assault, theft, the carrying of a weapon or assault causing injury the police will be contacted.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

The Head Teacher and staff authorised by the Head Teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
 - Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should items be found, the response of the school will be based upon the item found and any relevant information regarding its use. Generally this will involve contacting the police. In the case of knives and weapons a referral will also be made to Social Services

Possession of Illegal Drugs

Any pupil bringing drugs into school to sell or with the intention of selling will be permanently excluded. Any pupil buying drugs in school will be permanently excluded.

Any student found with drugs on their person or involved in drugs related incident will potentially face permanent exclusion based upon the facts ascertained during the investigation.

The above points also include any school based activity or residential, off school site. (Please also see Management of Drug Related Incidents Policy)

Use of Reasonable Force

School staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This will be done in line with Team Teach procedures.

The Head Teacher and staff authorised by the Head Teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Abuse and threatening behaviour to staff

The school has a duty of care to its staff as well as its students. Incidents of abuse, harassment and threatening behaviour will at all times be taken seriously whether these occur in school or out of school. In an ever increasing digital world, targeting of staff through electronic modes of communication including the use of social media will also be taken seriously. In serious cases these can all lead to permanent exclusion.

Allegations of abuse against staff

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of a member of staff will not be used as an automatic response when an allegation has been reported.

Should a student make a malicious accusations against school staff, the matter will be taken seriously and will result in either a fixed term or permanent exclusion from the school.

Governing Body Disciplinary Committee

Where a student's behaviour over time is poor and the student's future at the school is at risk, the deputy head teacher may make the decision that the student and parents/carers attend a formal meeting of the Governors Disciplinary Committee at which 2 or 3 governors will look at the student's school behaviour record and formally discuss the issues. Students at such meetings will be asked to sign a behaviour contract.

Monitoring and Evaluation

Monitoring and evaluation of the policy will take place through a combination of the following mechanisms:

- Behaviour audit
- Questionnaires to pupils and parents
- Lesson observations
- Learning walks
- Corridor observations
- Pupil behaviour data
- Attainment data
- Attendance data

The policy provides a focus for dealing with issues of pupil behaviour, although it will be reviewed annually.

REVIEWED BY Business Manager

Review Date September 2019

Next Review Date September 2020