

Stephenson Studio School Behaviour for Learning Policy

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 Date Policy Written __March 2020__

Date Approved by SLT __Sept 2023__

Date to Review _____Sept 2024_____

Version	Date	Status & changes	Author
5	Sept 2023		Keith Hobbs

Signed by

_____ **Chair of governors**

Date:

_____ **Headteacher**

Date:

Behaviour for Learning Policy

At Stephenson Studio School our policy for behaviour for learning involves staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

Our policy is based on the premise that:

- Each student has the right to learn
- Each member of staff and internship partner has the right to cooperation from learners
- Every parent has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Each participant in this partnership needs to be aware of these standards
- Each student accepts responsibility for their own actions
- Every student is equal and should be treated as such at all times

Acceptable behaviour and Standards:

- Includes respecting others
- Includes listening to and responding to each other
- Includes avoiding conflict with others
- Behaviour that is the normal expectation of a respectable place of work in the opinion of the Headteacher of the School

CREATE skills

The School will use the CREATE framework of skills to plan lessons and activities to enable learners to understand and work within the standards expected by the School and our Internship Partners.

Responsibilities:

Staff Responsibilities are to:

- abide by the Home School Agreement
- treat all children fairly and equally
- raise the self-esteem of all children and develop their full potential
- provide challenging, interesting and relevant lessons appropriate to the age and ability of all students
- create a safe and pleasant environment
- use rules and sanctions, outlined in the Stephenson Studio School Behaviour for Learning Policy, clearly and consistently
- form good relationships with parents
- share concerns about a child's education, welfare and behaviour with the parents

Students' Responsibilities are to:

- abide by the Home School Agreement
- work to the best of their ability and allow others to do the same
- treat others with respect
- follow the directions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework on time and to the best of their ability
- wear the Stephenson Studio School uniform correctly at all times during the school day. Students should arrive and leave school correctly dressed
- wear a hairstyle and have only piercings (no tattoos) on display that in the opinion of the Headteacher are suitable for a place of work
- Attend school regularly and be on time (including for the start of lessons)

Parents' Responsibilities are to:

- abide by the Home School Agreement
- support the Stephenson Studio School Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' Evenings and support school functions
- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child attends school regularly and is punctual
- ensure their child is in full school uniform and wears that uniform correctly
- ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos
- ensure their child completes homework and all coursework to the best of their ability.
- supports the rewards and sanctions adopted by the school

Minimum Expected Standards

Stephenson Studio School expects students, parents and staff to follow the following conditions – if you feel that as a parent, you are unable to ask your child to adhere to these rules, or that you cannot support the school in upholding them, then you should consider whether Stephenson Studio School is an appropriate school for your child.

General Principles

- Students should arrive at school before 8.45am sign in, and be ready to join their tutor group on-time at 8.45am
- Students must use the Studio School entrance at all times and NOT the main college doors
- Students must remain in school for the whole of the school day and are not allowed to leave the premises without the school receiving prior notification supported by a valid reason to leave school

- Students should be appropriately dressed in the approved Stephenson Studio School uniform. Outdoor coats and / or hoodies, fleeces or tops not issued by the school are not allowed during school hours.
- Hair should be clean, tidy. Nails and nail extension should be of an appropriate length so as not to interfere with learning, make-up, if worn, must be tasteful and discreet, visible facial piercings are not permitted,
- Mobile Phones are prohibited and are not allowed on the school premises at any time
- Students are expected to arrive at lessons on time, and be prepared to learn by having the correct equipment
- Movement between lessons should be conducted as quickly as possible and students should not use lesson changeover periods for any other activity (including going to the toilet)
- Where possible, students should manage their toilet requirements to before 8.45am, during morning break or lunchtime and after 3pm
- Students are expected to know and abide by the core values of the school as identified in the school pledge

Uniform

School uniform has the joint purpose of enabling students to present themselves as part of the Stephenson Studio School 'community', supporting the corporate image of the school, and to support our safeguarding policy by being able to distinguish school students from college students and / or members of the public.

Students at Stephenson Studio School wear uniforms that are appropriate to the vocational provision they follow. It consists of:

1. Vocational polo shirt, sweat top, fleece, black jeans, dark socks and black trainers

Regardless of the uniform chosen, it must be worn in full and it is a **mandatory requirement** is that all students have an identity card and lanyard that they should wear at all times.

- Any student arriving at school inappropriately dressed, but in such a manner that can be immediately rectified will be asked to correct their uniform.
- Any student arriving at school inappropriately dressed that cannot be immediately rectified will either result in a call to parents to bring in the correct uniform or if logistics allow, the student will be sent home to change. If this is not possible we will expect the student to be in the correct uniform the following day. If student is not in correct uniform, they will stay in internal isolation until the uniform issue is resolved.
- Students that need to be asked to remove non-uniform items, like coats or hoodies, will have the offending article confiscated and returned to them at the end of the day.

We would ask parents, guardians and carers to help eliminate the need for any of the above by ensuring that you check your child's uniform before they leave the house, and make sure that they are aware of the potential consequences of not wearing the correct uniform

Eating and Drinking

- Students may only use Gordon's Bistro. Unless told otherwise, George's Bistro is off limits for Studio School students
- Food is available to purchase and usually includes; hot and cold drinks, hot meals (including a vegetarian option), sandwiches and baguettes or jacket potatoes
- Students wishing to bring a packed lunch may do so but they should not include carbonated drinks (including diet or zero sugar variants) or energy drinks of any description
- Carbonated or energy drinks will be confiscated
- Students are NOT ALLOWED to buy products from the vending machines
- Water is allowed in classrooms, but all other food and drink must be consumed in either Gordon's Bistro or in the outside recreation area

PE / Vocational Study

- All students are timetabled to take part in one session of PE every two weeks
- Students may be excused PE if they have a medical condition (confirmed by a parent and supported with appropriate evidence) or there is a specific reason (again, confirmed in advance by a parent) for missing PE. Repeatedly forgetting PE kit is not a valid excuse to miss PE.
- School approved PE kit is available to purchase – if a student forgets their PE kit a call home will be made to have the kit brought into school
- Some vocational courses require students to have appropriate PPE in order to participate in the programme. Where students forget PPE a call home will be made to have PPE brought into school.

Smoking / Vaping

- The law states under 18's are not allowed to buy cigarettes and that if under 16, the police can confiscate smoking materials. Based on that information, students at Stephenson Studio School are not permitted to smoke or vape at any time or anywhere on the school or college campus.

Mobile Phones

- Ideally, students should not bring a mobile phone on to the school premises. If that is not possible, the phone should be handed in to their tutor at the beginning of the day. Secure storage will be available.
- If a mobile phone is seen anywhere on the school site it will be confiscated, and students risk being excluded for refusing to work with the school policies and systems.

- Parents can support the mobile phone policy by ensuring that you do not communicate with or respond to communication from students during lesson time or school hours. If you need to contact a student you can do so by calling the school switchboard

Lockers

- Lockers are available for students to store personal belongings. Locks and keys can be obtained from the school for a small refundable deposit. Alternatively, students can provide their own lock if they prefer.

Right of Search

- Stephenson Studio School reserves the right to conduct random searches of students' bags and other personal items where staff have reasonable suspicion that the student may be holding prohibited, illicit or dangerous items or substances.
- The right of search extends to lockers.
- Any prohibited, illicit or dangerous items will be confiscated

Behaviour Pathway

The school has a clearly defined pathway to deal with behaviour of both a positive or negative kind.

- The school wants to reward students who show high levels of engagement, good progress, attendance, effort and other qualities consistent with the school pledge and has the following mechanisms
 1. Positive Behaviour Points
 2. Certificates of achievement
 3. Public Recognition in Assemblies
 4. Letters or Calls home
 5. Gold Awards

Where behaviour falls below the Minimum Expected Standards staff will follow the procedure shown below.

1. Verbal warning potentially accompanied by the award of negative behaviour points on Trackit Lights system (see Tier 1)
2. Request for the student to step outside of the classroom for a quiet chat about how to modify their behaviour. This could lead to the teacher again awarding negative behaviour points or to setting a 20 – minute lunchtime detention (see Tier 1)

3. Where a resolution cannot be found, or if the student fails to modify their behaviour, then the student will be sent to sit in the internal exclusion room. Being sent to Internal Exclusion Room also carries an automatic 30 – minute detention to be completed the same day. (see Tier 2)
4. On the rare occasion where behaviour falls significantly below minimum standards a period of fixed-term exclusion of between half a day and five days will be applied. Any student that is excluded will be required to attend a successful re-integration meeting with parents before being re-admitted to the school. (see Tier 3)
5. Where students' behaviour regularly fails to meet the school's expected standards, or following an exclusion, a student will be put onto behaviour report. In the first instance this will be to the tutor and if this does not alter behaviour, it will be escalated to a Deputy Headteacher report.
6. Any student not complying with the reporting process will be set an automatic detention.

Behaviour Tiers

The following represent examples of different behaviours that could lead to the sanctions described above. Please note, this list is not exhaustive and sanctions are at the discretion of the staff and influenced by individual incidents that cannot always be predicted.

Tier 1

- Not having the correct equipment
- Arriving late for lessons
- Inappropriate use of a chair
- Low level disruption (eg chatting)
- Lack of effort or engagement
- Failure to submit homework
- Not following instructions
- Chewing gum / eating
- Poor quality of work / homework
- Inappropriate language not directed at staff or other students

Tier 2

- Repeated Tier 1 behaviour
- Inappropriate or offensive language directed toward another student
- Using language that is explicitly sexual in tone or content
- Insolence or arguing with a member of staff
- Graffiti in exercise books or other surfaces
- Damaging property
- Smoking or Vaping
- Failing to hand over personal items requested by a member staff including mobile phones
- Not correcting uniform or personal appearance when requested to do so
- Being 'out of bounds' or in a restricted or prohibited area

Tier 3

- Repeated Tier 2 behaviour
- Failing to comply with the rules of reflection / isolation
- Inappropriate or offensive language directed toward a member of staff
- Threatening language or behaviour
- Homophobic, sexist or racist language or behaviour
- Assault against a student or staff member
- Leaving school premises without permission

Detention / Missing Detention

Whilst the school is reluctant to issue detentions, they unfortunately are sometimes required in order to help show students that actions have consequences and that poor behaviour will always lead to some form of sanction.

There are three levels of detention:

- 20 minutes at lunchtime
- 30 minutes after school (automatic if sent to Headteacher or Deputy Headteacher)
- 60 minutes after school on Friday

Parents will receive a phone call / text / email or 'mychildatschool' notifications to advise that a detention has been set and there is an expectation that parents will support the school's decision in this matter.

Students who fail to attend detentions that have been set, will have the detention re-set with additional time added as shown below;

- | | |
|----------------------------------|-----------------------------------|
| • Missed 20 minute lunchtime | 30 minutes after school |
| • Missed 30 minutes after school | 60 minutes after school FRIDAY |
| • Missed 60 minutes FRIDAY | Reflection + 30 minutes detention |

Use of Force

Communicating the school's approach to the use of force

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Schools do not require parental consent to use force on a student. Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

What the Law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student doing, or continuing to do, any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the students him/herself; or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise. Again force used in this situation must be reasonable, proportionate and necessary. It would not be acceptable to use force if a student answered a question without putting their hand up or did not have correct equipment. Professional judgement must be used here.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Schools need to take their own decisions about staff training. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Staff authorised to use force

The staff to which this power applies are defined in section 95 of the Education Inspections Act 2006. They are:

- any teacher who works at the school, and;
- any other person whom the head has authorised to have control or charge of students. This:
 - i) includes support staff whose job normally includes supervising student such as teaching assistant, learning support assistant, community liaison officer and lunchtime supervisors.
 - ii) can also include people to whom the head has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises related staff) and unpaid volunteers (for example parents accompanying students on school organised trips).

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

Behavior Policy supporting document

- 1.1 The school's behavior policy was adopted by the Board of Trustees in July 2013.
- 1.2 The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, school prospectus, home-school agreements, newsletters and other normally used channels.
- 1.3 The school has communicated the behaviour policy to all new and existing students through the school rules, school prospectus, student notice board, student newsletters, school assemblies, and within the curriculum wherever relevant.
- 1.4 The school will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these in appropriate language and format.
- 1.5 The school will ensure that all stakeholders are consulted regularly about the policy and its implementation.
- 1.6 The school has communicated the behaviour policy to all teaching and teaching support staff by providing copies of the policy and through the staff training programme.

❖ Acceptable and unacceptable behaviour

- 1.7 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- 1.8 The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- 1.9 The school communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the school rules, school prospectus, home-school agreement, school assemblies, student notice board, parent/carer newsletters and letters to parents/carers.
- 1.10 The school communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

❖ Recognition rewards and sanctions

- 1.11 The school will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:
- praise and positive feedback;
 - commendations and awards;
 - letters to parents/carers;
 - extension of school privileges.
- 1.12 The school will review the support available to individual students who may be at risk of disaffection or exclusion, including:
- tutor interviews;
 - half termly progress reviews;
 - academic report cards;
 - mentoring;
 - individual education planning;
 - effective curriculum and curriculum resources;
 - teaching strategies;
 - study support.
- 1.13 The school will implement a range of strategies to deal with inappropriate behaviour by students, including:
- internal isolation;
 - talking 'privately' with the student;
 - verbal reprimand;
 - time out;
 - referring matters to class teacher/personal coach/ SENCO, the Deputy Headteacher(s) and the Headteacher (as appropriate);
 - curriculum and pastoral detentions as appropriate;
 - withdrawal of school privileges;
 - letters to parents/carers;
 - meetings with parents/carers;
 - referral to external agencies;
 - Senior Team detention;
 - fixed-term or permanent exclusion (see annex 1).
- 1.14 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

❖ *Early intervention*

- 1.15 The school will undertake reviews of the educational needs of students, as appropriate. Details of reviews undertaken will be included within each student's file.

- 1.16 The school will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.
- 1.17 The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- 1.18 The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.
- 1.19 Parents/carers will be contacted promptly by the school and normally within one working day to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

❖ *Investigating cases*

- 1.20 The school will investigate, as appropriate, reported incidents of student misbehaviour.
- 1.21 The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- 1.22 The school will provide adequate non-contact time for the conduct of investigations.
- 1.23 The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.
- 1.24 The school will complete investigations within a reasonable timescale and not normally exceeding two days.
- 1.25 The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.26 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the student's file.

Developing capacity

❖ *Training and professional development for all staff*

- 2.1 The school has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.
- 2.2 The school reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support (including counselling and training).

2.3 The school provides relevant information and training on behaviour management matters to all groups of staff, including:

- support staff (e.g. teaching assistants, technicians);
- other school staff (e.g. catering staff, buildings/grounds maintenance);
- newly qualified teachers during their formal induction period;
- students undertaking programmes of initial teacher training;
- supply teachers;
- class teachers ;
- management/leadership group.

2.4 The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school training and specific planned/tailored training.

2.5 The school undertakes annual reviews of the continuing professional development needs of all staff.

2.6 The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:

- implementing the school's behaviour policy;
- logging and recording of incidents;
- lunchtime supervision;
- classroom management;
- educational visits;
- learning styles;
- legislation affecting behaviour management (e.g, detention, exclusion, child protection, student restraint);
- pastoral support;
- equal opportunities and anti-discrimination;
- techniques for promoting positive behaviour.

❖ *Clear roles and responsibilities*

2.7 The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.

2.8 The Trustees are advised of the implications of the behaviour policy for its own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and government guidance.

❖ *Referral*

- 2.9 The school will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternatives for students.
- 2.10 The school undertakes regular monitoring and review of its internal and external arrangements for student referral and support.
- 2.11 The school has established a database of the main points of referral outside the school (including student counselling, education social work personnel, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).
- 2.12 The school maintains appropriate records on the use of referrals, using the relevant referral forms.
- 2.13 The school ensures that the class teacher/personal coach is informed in full of the outcome of any referral.

❖ *Resources*

- 2.14 The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:
- (a) staffing issues:
- staffing levels;
 - staff training and development;
 - provision for non-contact time;
 - workload;
 - health and safety.
- (b) record keeping:
- provision of administrative and record keeping systems (including use of ICT);
 - monitoring arrangements (including use of ICT).
- (c) curriculum review and alternative provision:
- alternative education provision for students, including the use of off-site provision (where available);
 - review of curriculum appropriateness;
 - use of curriculum flexibility;
 - on-site facilities wherever possible and appropriate
- 2.15 The school has secured access to appropriate specialist child and family support services

including:

- Education Social Work Service;
- Education Psychology Service;
- health Services (including mental health);
- Social Care ;
- Youth Workers;
- Youth Offending Team;
- drug Counselling Agencies;
- Learning Mentors.

2.16 The school has a pastoral support programme overseen by our personal coach, and has reviewed the need for mentoring, counselling and peer mediation.

Meeting needs

❖ *Needs assessment/reviews*

3.1 The school has identified a named person (SENCO) to undertake assessments and reviews of the needs of students whose behaviour is disruptive.

3.2 The school provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.

3.3 The school ensures that adequate time is given during the normal school day for the conduct of student assessments and reviews and for the development and implementation of the pastoral support programme.

3.4 The school ensures that teachers receive adequate non-contact time to provide support to individual students.

❖ *Curriculum flexibility*

3.5 The school's curriculum is appropriate to the needs of students.

3.6 The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

❖ *Student involvement*

3.7 The school encourages students to take responsibility for their own learning and behaviour.

3.8 The school encourages students to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self - discipline.

3.9 The school provides opportunities for students' positive involvement in the life of the school and community.

❖ *Parent/carer involvement*

3.10 The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

3.11 The school provides opportunities to encourage parental involvement and support for the behaviour policy.

❖ *Community involvement*

3.12 The school liaises with a range of bodies as appropriate, including health services, police, voluntary sector and religious bodies, social services.

Reviewing effectiveness

❖ *Record keeping*

4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

4.2 The school maintains accurate records of behaviour incidents using the standard incident report forms.

4.3 The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

4.4 The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.

4.5 The school deploys appropriate administrative staff to undertake routine administration and record keeping.

❖ *Monitoring and evaluation*

4.6 The school monitors behaviour incidents in order to identify issues and trends.

4.7 The school makes effective use of ICT database facilities to support the implementation of its procedures.

4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

4.9 The school monitors incidents of disruptive behaviour in terms of:

- type of incident (including racist, sexist and homophobic incidents);
- critical days/times in the week;
- critical places within/outside the school;
- students involved;
- profile of students involved (ethnicity, gender, age, SEN);
- timeliness of response;
- outcomes.

4.10 The school ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

4.11 The school ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

4.12 The school evaluates its policy against key improvement objectives which include:

- improvement of individual behaviour;
- academic progress.
- general behaviour patterns; balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;
- equal opportunities;
- behaviour management trends over time;
- effectiveness of the policy in encouraging positive behaviour.

4.13 The school provides details of issues and trends to staff and the Trustees as a basis for effective decision making.

4.14 The school ensures that behaviour issues are discussed with all parents/carers as part of each of its parents' meetings.

4.15 The school will report to parents/carers details on the implementation of the behaviour management programme.

❖ *Sharing good practice*

4.16 The school shares information on good practice gleaned from:

- reviews of individual practice;
- reviews of whole-school practice;
- reviews of practice in other schools;
- reviews of cross-phase practice;

- reviews of cross-subject practice.

4.17 Relevant information is shared with all members of staff and the Trustees to better inform decision making, and to assist in meeting the educational needs of all students at the school.