

Ashton Community Science College

Behaviour Code

Version Control

Named Owner:	Mr W Clarke (Deputy Headteacher)
Version Number:	1.00
Date Of Creation:	Sept 2022
Last Review:	Sept 2021
Next Scheduled Review:	Sept 2023
Overview of Amendments to this Version:	Policy rewritten.

This policy should be read in conjunction with the school's:

Child Protection and Safeguarding Policy;

Anti-Bullying Policy;

Online Safety Policy;

ICT Security (Students) Policy;

Care and Control of Students Policy;

Personal Searching Policy;

SEN Policy;

Mental Health and Emotional Wellbeing Policy

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities. This policy has been drawn up using advice from Behaviour and Discipline in Schools: Advice for Headteachers and School Staff DfE July 2022, Keeping Children Safe in Education 2022 and DfE guidance Sexual violence and sexual harassment between children in schools and colleges September 2021

Ashton Community Science College

Introduction

At Ashton our strapline is – **'A school to be PROUD of'**. We want to create a culture in which students and staff alike feel they belong in our community, that they dream, believe, work hard and achieve.

With this principle in mind we strongly believe that by upholding high standards of behaviour the school community can fulfil their ambitions and achieve success on many fronts. All members of the school community have the right to feel safe at all times and be able to work and relate confidently with each other. In dealing with issues of behaviour we aim to reflect and repair, supporting each other to learn from mistakes and re-establish positive relationships where they may have broken down.

Aim

This policy aims to develop a student's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour. Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

The policy aims to define what we consider to be unacceptable behaviour, including bullying and discrimination, although these examples are not exhaustive. It:

- Outlines how students are expected to behave
- Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
- Outlines our system of rewards and sanctions

Our Principles

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment in the school by promoting good behaviour and discipline. We share this with the students through our use of our Ashton strapline – **'A school to be PROUD of'**. This is there to help remind us of some of the basic things every student must get right to be part of our school community:

Punctual – be on time for school and for each lesson, missed learning takes you further from success.

Responsible – take ownership of your behaviour and accept the consequences of everything you do.

Organised – learn to manage your time, equipment, workload and resources. It is your job, no-one else's.

Uniform – your uniform shows you belong to the Ashton family – wear it smartly and with pride.

Determined – commit to achieving your very best, be prepared to struggle and to fail on the road to success.

Roles and Responsibilities

The school is aware that in order to facilitate high standards of teaching and learning and therefore excellent student outcomes there must be high standards of behaviour at all times. Behaviour management is a matter that concerns and involves all members of the school community.

All students are expected to:

1. Treat all members of the Ashton community with courtesy and respect.
2. Take pride in and respect the school's environment.
3. Fully engage in the Ashton Way
4. Arrive at school on time every day and attend every lesson on time.
5. Always be fully equipped and ready to learn.
6. Wear the correct school uniform with pride in line with the school expectations.
7. Be determined to achieve to the best of their ability, learning from any mistakes they might make.
8. Strive to uphold the PROUD values that Ashton has.
9. Have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
10. Comply with all reasonable requests made by staff.
11. Follow the school rules and behave in a responsible way, in the school, on school trips and when travelling to and from the school.
12. Behave in a manner which does not adversely affect the health and safety of others
13. Understand the school's definition of disruptive behaviour and not act in a manner which is disruptive to the learning of others.
14. Complete homework on time and to the best of their ability.
15. Move sensibly and safely around the school.
16. Not have a mobile phone or electronic device switched on or visible, whilst in school.
17. Not bring any banned items onto the school site.

Parents and Carers

Parent and carers are expected to take responsibility for the behaviour of their child both inside and outside the school by:

1. Abiding by the Home-School Agreement
2. Encourage their child to respect others and the school environment.
3. Actively encourage their child to uphold the school's PROUD values and engage in The Ashton Way.
4. Ensure their regular attendance and good punctuality and inform the school promptly of any reason for absence.
5. Ensure holidays are not taken in term time; they will be unauthorised and are likely to attract a fixed penalty notice.
6. Actively support in insisting on high standards of uniform, behaviour and discipline to and from school
7. Ensure their child is in full school uniform with appropriate footwear.
8. Provide the necessary PE kit, bag and equipment.
9. Actively engage with School Synergy
10. Actively encourage their child to do homework.
11. Supporting their child's independent learning.
12. Actively support the school's behaviour, sanctions and rewards policy.
13. Make the school aware of any concerns or problems that might affect their child's education, welfare, behaviour and life at school.
14. Attend parents' evenings and other appointments as they arise.

15. Ensure that any changes to their contact details are communicated with the school immediately
16. Speak to the school directly if they are unsure about anything.

School Staff

School Staff are expected to:

1. Be fully aware that behaviour management is the responsibility of all staff
2. All staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied
3. Staff are responsible for dealing with unacceptable behaviour wherever they see it, in classrooms and corridors
4. Have high expectations from students at all times and insist on high standards of behaviour, discipline, attendance, punctuality and uniform from all students
5. Create a high-quality learning environment, with well planned, engaging lessons that cater for the needs of all students in the lesson
6. Follow and consistently apply The Ashton Way dealing with behaviour that disrupts learning method
7. Treat all members of the Ashton Community with courtesy and respect.
8. Encourage and support students to embody the school's PROUD values and to follow The Ashton Way.
9. Raise any concerns regarding students' behaviour with the relevant head of year.
10. Issue sanctions, including detentions and the use of on-call, for unacceptable behaviour
11. Issue praise, including the administration of merits, for excellent behaviour
12. Record all behavioural events, both positive and negative, on School Synergy, by following the correct reporting procedure.
13. Contact parents/carers regarding their child's behaviour where necessary.
14. Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD
15. Ensure they demonstrate, communicate and model correct behaviour in all aspects of school life.
16. Provide a safe, enjoyable and caring environment
17. Take part in repair and rebuild conversations with student following instances of persistent disruptive behaviour or incident of serious misbehaviour.
18. Remain calm and conduct discussions that are respectful and allow for all parties to engage in dignified resolution.

The Governing Body

The Governing Body are expected to:

1. Ensure that the policy is clearly communicated to students and parents
2. The policy is non- discriminatory and the expectations are clear.
3. Support the school in maintaining high standards of behaviour
4. Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
5. Monitor the implementation of the policy

The home school agreement highlights many of the core responsibilities found above.

Classroom and Corridor Routines

One key way to establishing and maintaining a culture of excellent behaviour is through ensuring there are routines that teach students the correct way to behave. These routines are to be followed at all times by staff to ensure consistency of practice and to support students in managing their

behaviour and enhance their learning. These routines must not be changed in any way for any class at any time

Classroom routines

At the start of every lesson the routines are as follows and staff will:

- Greet students at the door appropriately ("good morning" / "good afternoon")
- Ensure students enter immediately in an orderly manner.
- Ensure students place equipment packs on desk.
- Ensure bags and coats are be packed away under the desk/on the chair back.
- Complete the starter task in silence.
- Take register in silence.
- Call out every student's name and expect the response to be 'Yes Miss/Sir' (or as instructed).

During every lesson the expectations form students are as follows:

- Students will respond to greetings from the staff member/s upon arrival to the lesson
- Follow all instructions from all adults in the classroom at all times
- Students will speak to peers and adults in a pleasant and polite manner
- Students will actively engage in the learning experience, complete all work to the best of their ability
- Students will ask for help by putting up their hand to attract a teacher's attention
- Students will treat all members of the class with dignity and respect

At the end of every lesson the routines are as follows and teachers must ensure:

- Students pack away when they are told to by the teacher and not until then.
- Students remain seated until the teacher asks them to stand behind their chairs
- Students will stand behind their seats in silence unless they are responding to a teacher's question
- Students will be dismissed by the teacher
- The teacher will stand at the door to control the exit of students from the room and to monitor movement and behaviour on the corridor

Corridor Rules and Routines

Around the school, staff will monitor behaviour, encourage and expect students to:

- Walk on the left-hand side of the corridor
- Always wear full school uniform
- Not wear outdoor clothing, such as coats, hats, gloves and scarves in the building
- Eat and drink in designated areas - no eating or drinking in corridors or classrooms
- Only use the designated toilets for the year group
- Use the correct staircases and remain in designated areas
- Place litter in the bins provided
- Be polite and helpful to others at all times
- Move sensibly and safely (no running, shouting etc.)
- Follow ALL instructions given by ALL staff at ALL times
- Accept requests or instructions from staff without argument, answering back or challenge
- Arrive promptly to lessons.

Rewards

- Rewards can be issued on Synergy (registers System) in the form of merits by any member of staff for positive behaviour either in the classroom or around school. Merits will also be issued at regular intervals by SLT (Senior Leadership Team) to reward students for good academic performance recorded via whole school data captures.
- Merits will accumulate as points. At the end of each term, students will be entered into draws to win prize items.
- At the end of each term a rewards Assembly will take place celebrating students' achievements over the previous term.
- The school hosts an awards evening in the Summer Term to acknowledge and celebrate students' successes, with the wider school community.
- Further rewards include:
 - Talking privately to the student
 - Postcards Home
 - Certificates
 - Phone calls/text messages home
 - Rewards Assemblies
 - School Trips
 - Breakfast with the Headteacher
- There are 5 main categories the student can receive a merit for inside the classroom that embody the Ashton Way and which will support students in promoting their learning and deepening their knowledge within the classroom.
 - Demonstrating good recall / retrieval
 - Demonstrating resilience
 - Showing engagement / Being passionate
 - Responding to feedback
 - Using excellent vocabulary
 - Further ways of receiving merits outside of the classroom involve.
 - Contributing to the School Community
 - Attending BOOST activities
 - Good Attendance
 - Employability Skills
 - Being a Star Reader

Sanctions

Sanctions will be given when a student's behaviour is unacceptable / inappropriate, in order to help them to develop a sense of right and wrong. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

The school will implement a range of strategies to deal with inappropriate behaviour by students including:

- Talking 'privately' with the student
- Verbal reprimand – spoken in an assertive way if necessary but not shouted.
- Time out to the removal room
- Use of the detention system
- Report Cards
- Withdrawal of school privileges
- Letters to parents/carers
- Meetings with parents/carers

- Referral to external agencies
- Referral to the Fixed Term Exclusion Centre (FTEC)
- Suspensions (previously Fixed-term exclusions) or permanent exclusion

Support

The school will review the support available to individual students who may be at risk of disaffection, disengagement or exclusion, including the development and provision of:

- Learning support programmes
- Mentoring programmes
- Individual Behaviour Plans (IBPs)
- Pastoral Support Plans (PSPs)
- Additional curriculum resources
- Different teaching strategies
- Study support or alternative curriculum provision
- Counselling referral

Early intervention

The school will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.

- The school liaises with a range of external and professional bodies as appropriate, including the LA, health and social services, police, voluntary sector and religious bodies, and Children's services.

Dealing with disruptive behaviour in the classroom

Definition of disruption: "*Disruptive behaviour is **anything** students do that causes the teacher to stop teaching the lesson*"

- Examples but not an exhaustive list are: Talking when the teacher is talking, or another child is responding to a question from the teacher, eating/chewing/drinking, swinging on chairs, shouting out, general disruption to learning, distracting others.

Teachers have a wide range of non-verbal cues they can use to correct a student's behaviour before they deem it necessary to hand out a verbal warning. However, the use of these does not make disruption acceptable and a teacher may choose to limit the number they use. That is entirely at their professional discretion.

If disruption occurs in a lesson a teacher will issue a:

1. **REMINDER** to ALL students:
 - On the first incident of disruptive behaviour ALL students will be reminded that disruption to lessons is unacceptable
For example; "I have stopped my teaching because..... I am reminding you that this is unacceptable"
2. **WARNING** to ALL students:
 - On the second incident of disruption ALL students are issued a warning
For example; "This is the second time I have stopped my teaching, you are all warned any student that disrupts from now will receive a consequence for their actions"
3. **CONSEQUENCE** to the student(s) that continue to disrupt:

- The next student(s) to disrupt are issued with a 40-minute detention (3.00-3.40 pm) on the same day for incidents of disruption Periods 1-4 and the next day for incidents of disruption period 5.

For example; "You have disrupted my lesson despite the reminders and warnings, your consequence is a 40-minute detention after school".

- It is the responsibility of the student to report to the detention room on the day the detention is issued. Students who fail to attend the detention without discussion or permission from a member of staff will have further sanctions, including time in the Removal Room, FTEC or exclusion applied.

4. **REMOVE** student from lesson via the "B4L" system. If the same or any other student further disrupts the lesson:

- The teacher to make a request for B4L.
- The student will be removed from lessons and placed in the removal room. Parents will be contacted. In some cases, students may continue to learn in isolation pending a meeting with parents.

Dealing with Disruptive Behaviour on The Corridor

Definition of disruptive behaviour outside of lesson times:

"Disruptive behaviour is anything students do that does not follow the corridor and school rules or instructions given to them by adults"

When disruption occurs on a corridor (break, lunch, lesson change-overs etc) Staff are required to:

1. Issue a **REMINDER** to individual or group of students:
 - "Your behaviour on this corridor/library/yard/classroom etc is unacceptable, I would like you to stop and follow my instruction to"
2. Issue a **WARNING** to individual or group of students:
 - "This is the second time I have instructed you to, you are / you all are warned any student that does not follow this instruction will be issued with a consequence for their behaviour
3. Issue a **CONSEQUENCE** to individual or group that continue to disrupt:
 - "You have not followed my instructions despite the reminders and warnings, your consequence is a detention"
 - Any individual or group of students that are not following instructions will ALL be issued with a 1-hour behaviour detention
 - If students remain in a group and anyone of that group argues, they will all get a sanction - this is to encourage students to walk away from disruptive behaviour
4. **REMOVE** student via "B4L" system:
 - The teacher makes a request for SLT or pastoral support
 - The student will be removed from the area and parents will be contacted. In some cases, students may continue to learn in isolation pending a meeting with parents.

Detentions

The school uses break time, lunch time and after school detentions as a form of sanction for students who fail to comply with expectations and rules. Detentions can be issued by teachers and the law

states parental consent is not required when issuing a detention. However, the school will endeavour to notify parents by text message for after school detentions longer than 15 minutes. The following detentions are currently being used:

Detention	Length	Frequency	Time of Day
Late to school detention	Break time	Daily	Break Time
Whole School Non-negotiable Detention	30 mins	Daily	After school
Class Teacher Detention	Min: 15mins Max: 1 hour	Daily	Break time, lunchtime or after school, at the discretion of the Teacher
Faculty Leader Detention	Min: 15mins Max: 1 hour	Daily	Break time, lunchtime or after school, at the discretion of the Faculty Leader
Pastoral Detention	Min: 15 mins Max: 1 hour	Daily	Break time, lunchtime or after school, at the discretion of the Faculty Leader
Homework Detention	30mins	Daily	Lunch Time
Whole School Consequence 3 Detention	40mins	Daily	After school
Whole School Consequence 4 Detention	1 hour	Daily	After school

During lunchtime detentions staff must allow reasonable time for students to be able to visit the toilet and eat their lunch

Issuing a Behaviour Detention

- The detention issued for unacceptable behaviour needs to be logged by the member of staff as soon as possible to allow parents to be informed by School Synergy.
- For incidents that occur and are logged before period 5 the detention it will be issued on the same day.
- For incidents that occur later than the start of period 5 the detention will be issued on the following day.

During the Whole School Detention

- All members of staff will be present in the dining room from 3.00pm
- Staff should remind students who appear on their register to attend the detention. This may mean a student receives up to 5 reminders in any 1 day, which should improve their attendance to detention.
- Students will report to the detention and be seated by pastoral/senior staff
- All staff who have issued classroom or corridor disruption detention will, with the support of a Department/Senior Leader, have a discussion with the student about the reasons for the sanction - the purpose of this is to re-set the students behaviour, complete the restorative process and ensure a fresh start the following day.
- Teaching staff will leave the detention room at 3:15 after which Senior Staff, supported by the Behaviour Team will supervise on a rota until 4.00pm

Behaviour Management

Students who are regularly removed via B4L for behaviour which disrupts teaching and so disrupts learning will face further sanctions which could include a period of time in FTEC, suspension or even permanent exclusion

As a last resort, to supplement normal disciplinary procedures in the school and where behaviour disrupts the teaching of a lesson students may be removed instantly by B4L and a referral to SLT without first issuing class warnings. This would usually be where health and safety of members of the school community is compromised or a member of the school community needs support instantly.

For instances of **serious** misbehaviour, the sanction of placement in the school's Fixed Term Exclusion Centre (FTEC) **or** a formal, legally binding suspension or permanent Exclusion from school will be issued.

Examples of serious misbehaviour can be seen below. Please note this is not an exhaustive list:

- Repeated breaches of the school rules
- Any form of bullying (Further information can be found in the school's Addressing Bullying Policy.)
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These could include
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Vape pens and paraphernalia
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Searching and confiscation

Searching and confiscation should be read in conjunction with the Personal Searching Policy.

Searching

If a staff member believes a student is in possession of a prohibited item, they have a duty of care to have the student searched and they would be deemed to be failing in their duty if they did not take the appropriate action.

Confiscation

Prohibited items found in a student's possession can be confiscated, retained or disposed of where reasonable to do so. The student will receive a sanction in line with the School's Behaviour Policy.

Physical Use of Reasonable Force

In July 2013, the government published a revised version of 'Use of Reasonable Force'. It indicates that all members of school staff have a legal power to use reasonable force and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The guidance is clear that any member of staff may use 'reasonable force' to physically restrain a student. Reasonable force should be used judiciously, for example when it is to prevent a student harming themselves or others

Removal Room

The removal room is a short stay room where a student will be placed and removed from the normal school day for a period of time. If it is because a student has been removed from a class due to persistent disruptive behaviour, they will remain there for at least the remainder of the lesson. Once a student has understood that their actions have caused disruption to the good order of the school and are remorseful, they will be allowed to return to class to continue with their learning and attend their detention that afternoon. Some students may not reach this point and the teacher in charge of the room will recommend they stay for a longer period of the day.

The removal room is also a first response room for students who have seriously misbehaved and a member of staff has referred the student's behaviour to the SLT. The student will remain in the room until a decision on their behaviour is reached.

The room can also be used as a place where students can give written accounts and where they may work whilst incidents are being investigated.

On arrival to the removal room the following actions will take place:

- The students will be registered into the removal room
- The students will place all their belongings away
- The student will then be allocated a seat
- The student will be given time to refocus if they find themselves in a heightened state, however this will down to the member of staff's judgement
- The students will be expected to work and remain settled when in the removal room
- Once a student has demonstrated they can remain settled and have provided a sufficient amount of work they will be allowed back to their next class
- If the quality of the work does not meet the required standard, then their time within the removal room will be increased

Expectations

- Students will follow all instructions from all adults in the classroom at all times
- Students will not disrupt other students from learning
- Students will complete all work to the best of their ability
- Students will ask for help by putting up their hand to attract a teacher's attention
- Students will treat all members of the room with dignity and respect
- Students will be dismissed by the member of staff

There may be times when a student will need to remain in the removal room for the day due to their behaviour. In these instances, the student will be sat in one of the removal room booths.

- The students will stay in the removal room during breaks and lunches
- The students will access the toilets closest to the removal room during supervised times
- Students on school meals will have a packed lunch ordered and delivered to the removal room

- At the end of the school day students will be escorted to the dining room to complete their detention

FTEC

FTEC is used to avoid a suspension from school. Students will be placed in FTEC for instances of serious misbehaviour, some of which are listed above. The SLT will make the decision on whether a student is being placed in FTEC and parents will be invited into meet with a member of the Senior Leadership Team and/or the Year Team.

FTEC meetings are held to be held each morning from 9am. Following the meeting the student will meet with a member of the Behaviour Team who will oversee their time in FTEC. The school day in FTEC runs from 8:40-16:00.

Behaviour Manager Responsibilities

- Inform parents and arrange appropriate meetings
- Gather and collate the work for the student.
- Provide students with adequate reflection tasks to allow them to think deeply about their behaviour
- Provide prompt and high-level support to staff requesting it
- Keep SLT informed about student behaviour

Expectations for FTEC students

- The Proud ethos and Ashton Way classroom expectations apply at all times
- Students will not put their heads on the desk. They will sit up straight at all times.
- Students will complete all work to the best of their ability.
- Students will raise their hands to speak/ask questions
- Students will follow all instructions given to them

Behaviour Management procedures for FTEC and the Removal Room

If students are not following the rules for the room the usual non-verbal cues must be used at first. The following procedures are applied, depending on the behaviour, this can be either to individuals OR the whole room:

1. REMINDER to the student(s) are reminded that their behaviour is unacceptable. For example; "you are not following the rules of The Removal Room / FTEC, because you have/are..... I am reminding you this is unacceptable"
2. WARNING to the student(s) about their behaviour. For example; "this is the second time, I am asking you to stop....., you are warned that any further continuation of this behaviour will result in a consequence.
3. CONSEQUENCE for the student(s)
 - At this point the member of staff will ring for the member of SLT Support (or in their absence another member of the SLT Team) for support.
 - A member of the behaviour team will remove the student and escort to the relevant person. The student will be spoken to and they will be given the choice to:
 - Return to the Removal Room / FTEC and complete their work or they will be issued a fixed term exclusion from school and then will recomplete the full day in FTEC.
 - Students will be informed that if they refuse to complete the FTEC, any absences will be unauthorised and their will then be subject to attendance monitoring procedures.
 - Students will be given a "time-out" to make their choice.
 - Depending on their choice, the student may be returned for the next lesson or sent home with a fixed term exclusion.

Suspension

- A formal suspension may be issued for persistent breaches of the Behaviour Code as noted above or for an offence deemed too serious to be dealt with through FTEC.
- Suspension is a legal process and so any decision to formally exclude a student is always a last resort and will always be made making 'reasonable adjustment' for any relevant circumstances.
- The length of any suspension will be determined by the seriousness of the offence and the surrounding circumstances with each case taken on merit. However, in the case of repeated similar offences the length of suspension could increase incrementally with each subsequent offence.
- All suspensions will involve a reintegration meeting with parents/carers and the student present. When the student has successfully completed the reintegration meeting, they will spend one day in the FTEC room prior to them being readmitted to normal lessons. Where possible the reintegration meeting with parent/carers will be made in the morning of the day of returning from the suspension, if a parent/carer cannot attend, the student will be placed in FTEC until the reintegration meeting takes place.

Permanent Exclusion

In line with the Department for Education Statutory Guidance July 2022, the decision to permanently exclude a student will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

Staff members should refrain from telling a student they will be placed in FTEC, suspended or permanently excluded. This decision rests with a member of SLT. Suspension and exclusion are legal states and cannot be entered into lightly.

Monitoring Arrangements

The Senior Leadership Team, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Deputy Headteacher Pastoral will keep the Governing Body informed of student's behaviour and discuss the effectiveness of this policy. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.