



Behaviour Policy

Date of next review: August 2026

Reviewed by: J Higham, Vice Principal

Rationale

Moat Community College believes that all students could behave well in an environment where everyone shows respect for each other and promotes a positive, learning-focused ethos. Staff and students follow the college's core values everyday: learning excellence, respect, honesty, responsibility and kindness. Staff and students have the right to work in a safe, courteous, stimulating and secure environment, conducive to effective learning.

Every member of the college community has a responsibility for behaviour and everyone has the right to feel valued and respected.

The college believes that promoting good behaviour and discipline in students should be a partnership between home and college. Moat Community College seeks to reinforce the attitudes, courtesies and disciplined behaviour that begin at home with supportive parents.

The college believes that good behaviour needs to be consistently and positively encouraged, valued and rewarded using both formal and informal rewards.

Similarly, poor behaviour needs to be challenged and, where necessary to result in sanctions.

In all aspects of the work towards appropriate behaviour, the college recognises that all students are individuals with different backgrounds and abilities and that appropriate action should be taken to support the growth of the individual.

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1 Aims of the policy (taking account of the governing body's statement of behaviour principle)

- To create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- To establish a whole college approach to maintaining high standards of behaviour that reflect the college's core values.
- To outline the expectations and consequences of behaviour.
- To provide a consistent approach to behaviour management that is applied equally to all students.
- To define what Moat Community College considers to be unacceptable behaviour, including bullying and discrimination.

2 Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines the duty to safeguard and promote the welfare of its students;
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools and colleges to regulate students' behaviour and publish a behaviour policy, written statement of behaviour principles, and give schools and colleges the authority to confiscate students' property.

3 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Refusal to follow instructions

Serious misbehaviour is defined as:

- Any verbal, physical or online threat to another student or member of staff
- Repeated breaches of the college's behaviour expectations
- Any form of bullying, including on-line bullying
- Sexual violence
- Intentional sexual touching without consent

- Sexual harassment, meaning unwanted conduct of a sexual nature such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as pulling clothes
 - On-line sexual harassment, such as unwanted sexual comments and messages (including 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 such as:
 - Knives or weapons
 - Alcohol
 - Vapes
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarettes and cigarette papers
 - Fireworks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence to bully, cause personal injury or damage to the property of any person (including the student)
- Bullying

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

Bullying is therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: - Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic - Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For full details on the Moat Community College's approach to bullying, please refer to the college's Anti-Bullying policy. Moat Community College will not tolerate bullying and any issues will be dealt promptly.

This message has been explicitly communicated to all students through assemblies, the tutorial programme and through the reinforcement of the college's core values. Moat Community College expects everyone to be treated fairly, so that they feel safe and secure.

4 Roles and responsibilities

The Principal and Senior Leadership Team (SLT) will ensure that:

- High standards of behaviour are encouraged at all times;
- The pastoral system is supported by line managing the Year Achievement Coordinators (YACs) and/or supporting staff daily through the on-call duty procedures;
- The behaviour policy is applied consistently across the college.

Staff will ensure that:

- Moat Community College is a welcoming environment for parents, students and staff;
- Moat Community College is a safe and secure place of learning;
- Parents are informed on the first day of any unknown absence;
- Parents are informed if their child is not following the college's expectations;
- Students who make good progress and show good behaviour are rewarded;
- Parents receive reports about their child's academic progress at least three times a year;
- Staff mark students' work regularly;
- Parents are informed about achievements and opportunities through the Moat newsletter, certificates, the website and the Moat app.

Students are expected to:

- Attend regularly and be on time for all activities;
- Follow the college's core values of honesty, kindness, responsibility, respect and learning excellence;
- Wear the correct uniform;
- Have the right equipment for all lessons;
- Always follow instructions and meet the college's expectations;
- Listen carefully in class and not talk over others;
- Show good manners through their speech and behaviour and distance themselves from all forms of bullying, including using racist and homophobic language;
- Complete classwork and homework to the best of their ability;
- Use their phones only in the designated areas;
- Look after and respect the college and its property;
- Adhere to all existing and new rules.

Parents and carers will, wherever possible:

- Support their child in adhering to the college's behaviour policy;
- Inform the college of any change in circumstances that may affect their child's behaviour;
- Ensure that their son/daughter attends regularly and is on time;
- Ensure that their son daughter has all of their equipment every day;
- Ensure that their son/daughter wears the correct college uniform;
- Take part in any pastoral work following misbehaviour (for example, attending Pastoral Support Programmes (PSP) reviews or checking a child's report).

The Governing Body will:

- Support the college in its efforts to address issues related to behaviour;
- Monitor the policy's effectiveness;
- Hold senior leaders to account for its implementation.

5 Mobile phones and earphones

Updated May 2024 in response to the DFE guidance on mobile phones

- Students do not need to use or access mobile phones during the school day at the college. If there is a need for contact with home, this can be done via the main office.
- If students do bring a mobile phone into the college it must be kept in their bags and switched off at all times: “never seen or heard.” This includes break and lunch time, and outside the college building; the same rule applies for earphones.
- If a student takes their phone out at any stage during the day the phone will be confiscated until the end of the day, parents will be informed and the student will be given a 30 minute detention.
- If a student does not comply with the confiscation immediately then along with the 30 minute detention, parents will be contacted and the college will keep the phone in the college’s safe for 3 working days.
- If a student continues to argue and refuses to hand over their phone parents will be contacted and the student will be externally excluded.
- All of the above sanctions apply to earphones too.

6 Responding to behaviour

The college has outlined clear instructions for sanctions and rewards.

- All teaching rooms will display a copy of the behaviour chart demonstrating the clear structure and stages of sanctions and rewards. This includes the college’s rules linked to the home school agreement, the Low-Level Negative Behaviour (LLNB) point process, the staged report system and the rewards structure. This chart will also be shared with parents through the college’s website. This is intended to help students and parents understand the policy and ensure that it is fair and equal.
- Students will have a copy of the behaviour chart and the home school agreement in their planner.
- Tutorial work at the start of each year will reinforce behaviour expectations.
- Staff are clear as to their roles and responsibilities at each stage of the process. All documentation is recorded through an online package (Go4schools) which ensures that every staff member follows each stage consistently.
- Parents will be informed if their child reaches the stage two or three negative behaviour level and they will be sent copies of their child’s report during and at the end of the process.
- Whole college detention is staffed on a rota basis for those students failing to fulfil their stage two and stage three reports.
- Achievement assemblies are held at the end of each term to award students for excellent attendance, effort and attainment.

7 Monitoring and evaluation

The governing body will evaluate the impact of this policy by received data from the Principal analysed by year group, gender and ethnicity on:

- Number and range of rewards for good behaviour;
- Number of internal, fixed term and permanent exclusions;
- Number of detentions and other analyses of behaviour;
- Instances of bullying and action taken.

8 Behaviour in the College

8.1 Responding to good behaviour

When a student's behaviour meets or exceeds the expected behaviour standard, staff will recognise it with positive recognition and reward points. Positive reinforcements and reward points provide an opportunity for all staff to reinforce the college's culture and ethos. They will be applied clearly and fairly to strengthen the routines, expectations and norms of the college's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise;
- A positive phone call home to parents and carers;
- Reward points;
- Tutor group rewards, such as cookies on Fridays and special privilege badges.

8.2. Departmental behaviour management

- The college's Teaching and Learning policy outlines the expectations of staff for an orderly, dynamic and effective teaching and learning environment in every classroom.
- Each department will devise and manage procedures for rewards and behaviour management in response to the college's Behaviour Policy. All departments will follow set procedures for recording behaviour incidents using Go4Schools to enable a consistent approach and implementation across the college.

In the first instance, classroom teachers are responsible for ensuring that behaviour is conducive to good teaching and learning, supported by the Heads of Department.

8.3. Incidents of poor behaviour beyond curriculum lessons

- Behaviour in corridors and elsewhere outside the classroom (e.g., at break time or lunchtime, or after school hours) is managed through the pastoral system of the college, including lunchtime supervisors, support staff, duty teachers, tutors, YACs, senior staff on duty and staff with key stage responsibilities. For such instances, a referral system operates in order for staff to report accurately an incident to the most appropriate member of staff.
- Form tutors and Assistant Year Achievement Coordinators (AYACs) play an important role in supporting good behaviour in the college, through their role as first contact person in the pastoral structure.
- Incidents of poor behaviour are dealt by the most appropriate member of staff.
- Investigations take place to establish an outcome where students understand the impact of their actions and given an opportunity to reflect and correct any misbehaviour incidents.
- Where necessary, students will receive sanctions from the appropriate member of staff.
- During break and lunchtime, staff use the on-call system to report serious breaches of discipline outside the classroom.
- On other occasions, staff can directly report an incident to a senior member of staff on duty, if an incident merits this.
- YACs and Heads of Departments will work with students to resolve behavioural challenges. These may include the use of a stage two behaviour report, contacting parents for meetings, liaising with senior staff members additionally to phone calls home and letters to parents.
- YACs may make referrals (and vice-versa) to other members of the pastoral team, e.g., AYACs, Learning Support, the College Nurse, the Counsellor etc. according to each individual case.

8.4. Incidents of serious misconduct

- Students may be referred directly to a member of the SLT should their behaviour presents serious misconduct.
- SLT members with responsibility for key stage 3 and 4 will deal directly with such incidents or repeated behavioural concerns.
- On occasions, Assistant Principals will follow through incidents of serious misconduct to their conclusion, with appropriate sanctions.
- A full range of pastoral approaches and sanctions are available to SLT members with responsibility for key stage 3 and 4 when dealing with persistent or one-off behaviour issues. These include suspension, alternative curriculum provision placement, internal exclusion located in the college's Behaviour Reflection

Centre, Pastoral Support Programmes (PSP) at levels 2 and 3, and other approaches meeting the individual student's needs.

- All students are aware through tutorial work and reminded by a planner page that bullying and any unacceptable behaviour will not be tolerated by the college.
- Senior staff have the right to delete any images on phone/cameras if they reasonably suspect that these will be used to upset or cause harm to another student. They can also examine mobile phones for any content that might upset another student.
- Students may be searched by senior staff if there is reasonable suspicion that a student has stolen an item or is in possession of an item that has been or is likely to be used to commit an offence, cause injury or damage the property of another student. Ideally, the student will be searched by two staff members of the same sex as the student's gender. The search procedure is derived from the DfE guidance document: Searching, Screening and Confiscation – Advice for Headteachers, school staff and governing bodies, January 2018

8.5 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the college. Such misbehaviour incidents can occur when the student is:

- Taking part in any college-organised or college-related activity (e.g., educational trips);
- Travelling to or from the college;
- Wearing school uniform;
- In any other way identifiable as a Moat Community College student.

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the college;
- Poses a threat to another student;
- Could adversely affect the reputation of the college.

Sanctions will be issued on college premises or elsewhere that the student is under the lawful control of a staff member (e.g., educational trip).

8.6 Online misbehaviour

Moat Community College can issue behaviour sanctions for online misbehaviour when:

- It poses a threat or causes harm to another student;
- It could have repercussions for the orderly running of the college;
- It adversely affects the reputation of the college;
- The student is identifiable as a member of the college.

8.7 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the college will make an initial assessment of reporting the incident to the police.

When establishing facts, the college will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the appropriate member of the senior team will make the report.

The college will not interfere with any police action taken. However, the college may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will report to children's social care, if appropriate.

8.8 Zero-tolerance approach to sexual harassment and sexual violence/child on child abuse

The college will ensure that all incidents of sexual harassment and/or violence are met with a suitable and immediate response.

Students are encouraged to report any incident that makes them feel uncomfortable and uneasy, regardless the magnitude of the issue.

The college's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The college has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to Early Help;
 - Refer to Children's Social Care;
 - Report to the police.

Please refer to the college's Child Protection and Safeguarding Policy for more information.

8.9 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or whether the allegation was instigated as a route to access help. In the latter case, a referral to children's social care may be appropriate.

The college will also consider the needs of staff and students accused of misconduct.

9 **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.1 Confiscation

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

The college will also confiscate any item that is harmful or detrimental to the college's discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

9.2 Searching a student

Searches will only be carried out by members of staff who are authorised to do so by the Principal.

Ideally, authorised members of staff carrying out a search will be of the same sex as the student and in the presence of another member of staff witnessing the search.

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

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

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

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

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

An appropriate location for the search will be sought, enabling privacy. The search will only take place in college premises or in any location that a member of staff has lawful control or charge of the student.

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

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

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

If the student still refuses to comply, the member of staff will contact another senior member of staff to determine the reasons behind the student's refusal.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

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

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

Outer clothing includes:

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

9.3 Searching a students' possessions

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

- Desks
- Lockers
- Bags

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

9.4 Informing the Designated Safeguarding Lead (DSL)

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

- of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item;
- if they believe that a search has revealed a safeguarding risk.

9.5 Informing parents and carers

Parents will always be informed of any search for a prohibited item. A member of staff will contact the parents as soon as is reasonably practicable by informing:

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

9.6 Support after a search

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

9.7 Strip searches

Strip searches on the college premises will only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

All searches will be officially recorded on CPOMS by senior member of staff and/or the safeguarding team.

10 **Reasonable Force**

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

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

Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Never be used as a form of punishment;
- Be recorded and reported to parents and carers.

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

11 Safeguarding

The college recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

The college will consider whether a student's misbehaviour may be linked to exposure or possible exposure to harm.

Where this may be applicable, the college will follow the child protection and safeguarding policy and consider whether pastoral support, Early Help intervention or a referral to children's social care is appropriate.

Please refer to the college's Child Protection and Safeguarding policy for more information.

12 Suspension and permanent exclusions

The college can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following sanctions and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

Please refer to the college's exclusions policy for more information.

13 Responding to misbehaviour from students with SEND

13.1 Recognising the impact of SEND/EAL needs on behaviour

Moat Community College recognises that students' behaviour may be impacted by a learning/language need or disability.

When incidents or misbehaviour arise, the college will consider them in relation to the student's need, although it is acknowledged that not every incident of misbehaviour will be connected with their need. Decisions on whether a student's need had an impact on an incident of misbehaviour will be made on a case-by case basis.

When dealing with misbehaviour from students with SEND/EAL needs, especially where their learning and language need affects their behaviour, the college will work closely with the Special Education Needs Co-ordinator (SENCo) and will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the college's policies or practices (Equality Act 2010);
- Using best endeavours to meet the needs of students with SEND needs (Children and Families Act 2014);
- If a student has an Education Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the college must co-operate with the local authority and other bodies.

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

Any preventative measure will consider the specific circumstances and requirements of the student concerned. These may include:

- Short, planned movement breaks for a student who finds it difficult to sit still for long;
- Adjusting seating plans to allow a student with visual or hearing impairment to sit close to the teacher;
- Adjusting uniform requirements for a student with sensory issues or severe eczema;
- Training for staff in understanding and supporting students with conditions such as autism.

13.2 Adapting sanctions for students with SEND/EAL needs

When considering a behavioural sanction for a student with SEND/EAL needs, the college will consider:

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

If there is a positive response to any of the above points, it may be unlawful for the college to sanction the student for misbehaviour.

The college will assess whether it is appropriate to use a sanction and if so, consider any reasonable adjustments to the sanction.

13.3 Considering whether a student displaying challenging behaviour may have unidentified SEND/EAL needs

The college's SENCo may evaluate a student who exhibits challenging behaviour to determine whether there is an underlying need that is not currently identified.

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

When acute needs are identified in a student, Moat Community College will liaise with external agencies and plan support programmes. The college will work with parents to create the plan and review it on a regular basis.

13.4 Students with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP document must be secured and the college will collaborate with the local authority and other bodies.

If the college has a concern about the behaviour of a student with an EHCP, contact will be made with the local authority to discuss the issue further. If appropriate, the college may request an emergency review of the EHCP.

14 Supporting students following a sanction

Following a sanction, the college will implement strategies to help students to understand how to improve their behaviour and meet behaviour expectations. The college will:

- Meet with parents;
- Consider registering the student on a pastoral support plan and set targets;
- Present the student with a daily report, this could be also a positive report to record success and progress.

Depending on the needs of the student the college will:

- Offer access to counselling services;

- Ensure the AYAC offers extra support where needed;
- Present the student with a 'time out' pass

15 Student transition

15.1 Inducting incoming students

The college has an excellent transition and induction programme that ensures all students arriving in all year groups understand the college's expectations about behaviour.

During the summer term, the year 7 pastoral team will liaise with year 6 staff from primary schools to confirm a smooth transition for students who are more vulnerable, have SEND/EAL needs or behavioural issues.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to relevant staff at the start of the term or year.

The college will support students who join the college throughout the academic year to meet behaviour standards by offering induction sessions introducing the behaviour policy and the wider college culture.

16 Staff training

Moat Community College staff are provided with regular training on managing behaviour, including training on:

- Consistent Application of the College's Behaviour Policy;
- The needs of the students at the college;
- How SEND/EAL and mental health needs impact on behaviour.

17 Monitoring and evaluating behaviour

The college will collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, permanent exclusion and suspension;
- Use of the college's Behaviour Reflection Centre, off-site directions and managed moves;
- Incidents of searching, screening and confiscation;
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the college behaviour culture.

This behaviour policy will be reviewed by the Vice Principal annually to address findings from the regular monitoring of the behaviour data. At each review point, the policy will be approved by the Principal.