

Colne Valley High School

Behaviour Policy

Autumn 2023

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1. Aims

This policy aims to:

- o Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- o Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- o Outline the expectations and consequences of behaviour
- o Provide a consistent approach to behaviour management that is applied equally to all pupils
- o Define what we consider to be unacceptable behaviour, including bullying and discrimination
- o Support staff, students and parents in upholding our RITA values (respect, integrity, teamwork, aspiration)

2. Legislation, statutory requirements and statutory guidance

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

- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)
- o [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- o Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- o Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- o [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- o Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, 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 such as 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 are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- o Deliberately hurtful
- o Repeated, often over a period of time
- o 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: <ul style="list-style-type: none"> • 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Please see the link to our anti-bullying policy here:

https://www.thecvhs.co.uk/docs/CVHS_Anti-bullying_Policy_June_2023.pdf

5. Roles and responsibilities

5.1 The governing board

The governing body (LGB) is responsible for:

- o Reviewing this behaviour policy in conjunction with the Principal
- o Monitoring the policy's effectiveness
- o Holding the Principal to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the governing body (LGB)
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- o Discuss any behavioural concerns with the class teacher promptly
- o Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- o Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- o Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction and in tutor time and assemblies via the Conduct Curriculum:

- o The expected standard of behaviour they should be displaying at school
- o That they have a duty to follow the behaviour policy
- o The school's key rules and routines
- o The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- o The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- o Behave in an orderly and self-controlled way
- o Show respect to members of staff and each other
- o In class, make it possible for all pupils to learn
- o Move quietly around the school
- o Treat the school buildings and school property with respect
- o Wear the correct uniform at all times
- o Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Follow the school's routines
- Uphold RITA values in all aspects of school life
- Be kind to others

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Please click on the link to our mobile phone policy:

https://www.thecvhs.co.uk/docs/CVHS_Mobile_Phone_Policy_July_2023.pdf

7. Responding to behaviour:

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please click on the link to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos, supporting our RITA values.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- RITA points in lesson time awarded for positive contribution, these generate recognition in assemblies weekly for student and form of the week
- Form tutors nominate Star of the Week
- Students are rewarded half termly with celebration awards linked to attendance, positive attitude to learning, progress and performance
- Celebration assemblies also recognise subject and contribution to school and external community. Forms receive a reward such as brunch, pizza party.
- Interform competitions to celebrate teamwork
- Parental award evening to celebrate Diploma and awards
- Opportunity to attend events based on positive ATL and behaviour
- Contact home by staff, postcards and certificates
- Attendance awards
- Trips

7.4 Responding to misbehaviour:

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Please click on the link to our behaviour procedures.

https://www.thecvhs.co.uk/docs/Behaviour_Procedures_September_2023.pdf

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- o Always be used as a last resort
- o Be applied using the minimum amount of force and for the minimum amount of time possible
- o Be used in a way that maintains the safety and dignity of all concerned
- o Never be used as a form of punishment
- o Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, screening and searching

[Please click on the link to our policy.](#)

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- o Taking part in any school-organised or school-related activity (e.g. school trips)
- o Travelling to or from school
- o Wearing school uniform
- o In any other way identifiable as a pupil of our school

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

- o Could have repercussions for the orderly running of the school

- o Poses a threat to another pupil
- o Could adversely affect the reputation of the school

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- o It poses a threat or causes harm to another pupil
- o It could have repercussions for the orderly running of the school
- o It adversely affects the reputation of the school
- o The pupil is identifiable as a member of the school
- o Online behaviour creates a safeguarding risk to pupils in school
- o Online behaviour leads to misbehaviour during the school day

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school 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 Principal or Deputy Principal will make the report.

The school will not interfere with any police action taken. However, the school 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 make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- o Responding to a report

- o Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please click on the link to our child protection and safeguarding policy for more information:

[https://www.thecvhs.co.uk/docs/Safeguarding and Child Protection Policy 2023-2024.pdf](https://www.thecvhs.co.uk/docs/Safeguarding_and_Child_Protection_Policy_2023-2024.pdf)

7.11 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention:

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- o Compromise the pupil's safety
- o Conflict with a medical appointment
- o Prevent the pupil from getting home safely

- o Interrupt the pupil's caring responsibilities

Please click on the link to the behaviour procedures which details the detentions system in school.

https://www.thecvhs.co.uk/docs/Behaviour_Procedures_September_2023.pdf

8.2 Removal from classrooms:

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- o Restore order if the pupil is being unreasonably disruptive
- o Maintain the safety of all pupils
- o Allow the disruptive pupil to continue their learning in a managed environment
- o Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a school leader; this may be a Senior Leader, Curriculum Leader or Pastoral leader.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- o Mentoring/behaviour support
- o Use of teaching assistants
- o Short-term behaviour report cards/lesson monitoring
- o Individual behaviour plans or risk assessments
- o Pupil support units
- o Multi-agency assessment
- o Partner school support

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusion:

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

The decision to suspend or exclude will be made by the Principal and only as a last resort, such as when persistent non-compliance occurs, or as a result of dangerous and/or abusive behaviours.

When students are suspended, it is the parent/carers responsibility to provide transport to get the student home, as quickly as possible. Parents will receive a letter confirming the number of days suspension, the reasons for the suspension and the date of return. The letter will also signpost the student to appropriate work.

Upon their return to school, students will attend a reintegration meeting with their parent/carer and a member of our pastoral or senior leadership teams. The aim of this meeting is to ensure that the student is ready to return and that they have appropriate support in place.

Students that accrue multiple suspensions may have to attend a panel with either the Principal or the governing board.

Please refer to our exclusions policy for more information:

https://www.thecvhs.co.uk/docs/CVHS_Exclusion_Suspension_Policy.pdf

9. Responding to misbehaviour from pupils with SEND:

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- o Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

- o Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- o If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Example support for students includes:

- o Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- o Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- o Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- o Training for staff in understanding conditions such as autism
- o Pupil with SEND follows your instruction but huffs and puffs, mumbles, rolls their eyes etc. - tactically ignore 'secondary behaviour' and thank them for following the instruction.
- o Use of separation spaces here pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- o Was the pupil unable to understand the rule or instruction?
- o Was the pupil unable to act differently at the time as a result of their SEND?
- o Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

local authority information

SEN Assessment & Commissioning Team: SENACT.Two@kirklees.gov.uk
www.kirklees.gov.uk Tel: 01484 456888

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- **Reintegration meetings**
- **Daily contact with the pastoral lead/mentor**
- **A report card with personalised behaviour goals**
- **A behaviour plan or contract, including a review period**
- **A programme of work around behaviours displayed**
- **A bespoke timetable**
- **Aspire provision package (Aspire to Learn, Aspire Hub, Aspire Higher)**
- **External Partnership Provision**
- **External agency referrals**

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- o High standards and clear rules reflecting our core values - RITA
- o The proper use of restraint
- o Essential Routines and common language
- o The needs of the pupils at the school
- o How SEND and mental health needs can impact behaviour
- o De-escalation techniques
- o Searching and confiscation
- o Supporting pupils following a sanction
- o Removal from classrooms

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- o Behavioural incidents, including removal from the classroom
- o Attendance, permanent exclusions and suspensions
- o Use of pupil support units, off-site directions and managed moves
- o Incidents of searching, screening and confiscation
- o Perceptions and experiences of the school behaviour culture for staff, pupils and parents

The data will be analysed from a variety of perspectives including:

- o At school level
- o By age group
- o At the level of individual members of staff
- o By time of day/week/term
- o By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- o Exclusions policy
- o Child protection and safeguarding policy
- o Physical restraint policy
- o Mobile phone policy