

Ascend Learning Trust

## **BEHAVIOUR FOR LEARNING POLICY**

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Ascend Learning Trust Responsibility:	<b>TELT</b>
Date ratified:	<b>16.12.2020</b>
Version Number:	<b>2</b>
Committee Reviewed:	<b>Standards</b>

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## RATIONAL OF THE POLICY

The Royal Wootton Bassett Academy Trust (Ascend Learning Trust) believes that excellent behaviour **“is a necessary condition for effective teaching to take place.”** (Education Observed 5 – DES 1987).

The Ascend Learning Trust Trustee Board accepts this principle and seeks to create and maintain an environment in their schools, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

This policy is addressed to all staff, all pupils and all parents; it also applies to the wider school communities. A copy of this policy can be found on the Ascend Learning Trust and individual school websites, or a hard copy can be requested directly from schools; parents and carers will be reminded of this on an annual basis. This policy will be reviewed annually, or sooner if legislation or school systems and processes necessitate.

This policy can be made available in large print or other accessible format if required.

## AIMS

### This policy aims to:

- Provide a consistent approach to behaviour management
- Define what Ascend Learning Trust schools consider to be unacceptable behaviour, including bullying
- Outline how Ascend Learning Trust pupils are expected to behave
- Summarise the roles and responsibilities of different people in the Ascend Learning Trust school community with regards to behaviour management
- Outline our system of rewards and sanctions

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## **LEGISLATION & STATUTORY REQUIREMENTS**

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Education and Inspections Act 2006

**It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:**

- 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
- DfE guidance explaining that academies should publish their behaviour policy and anti bullying strategy online

**This policy complies with our funding agreement and articles of association.**

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## BEHAVIOUR STATEMENT OF PRINCIPLES FOR OUR SCHOOLS

- To create a positive teaching and learning culture for all pupils
- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships – modelled at all times by the adults in the school community
- To ensure that the schools' expectations and strategies are widely known and understood by pupils, school staff, and parents/carers
- To encourage the involvement of pupils, parents/carers, school staff, and other stakeholders in the implementation of this policy
- To ensure every pupil is valued and encouraged to develop a sense of responsibility for their own learning and to the community at large.
- To develop a positive school ethos that celebrates all achievement through an effective and consistently applied system of praise and recognition
- To put in place appropriate interventions to support pupils with identified behaviour and learning needs, including emotional needs
- To ensure that there is a strong sense of fairness and respect, including self-respect and respect for others regardless of disability, race, culture, religion, gender, socio-economic background, sexual orientation or ability, and an understanding of the individual and shared responsibilities which underpin the rights of all members of the school community.
- This policy takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010.
- The Ascend Learning Trust Trustee Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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## STANDARDS OF BEHAVIOUR

We believe that a pupil can only reach their potential if learning is free from disruption. Social and moral development of pupils is as important as their academic development. Ascend Learning Trust acknowledges that pupils bring a wide variety of behaviour patterns to our schools, based on differences in home values, attitudes and parenting skills.

### 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, lateness and failure to bring equipment.

### Serious misbehaviour is defined as\*:

- Repeated breaches of the school rules
- Failure to follow consequences
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting / physical assault between pupils
- Verbal or physical assault of an adult
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Smoking paraphernalia, including: Tobacco, lighters, Vapes 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 pupil) **\*NB: this list is not exhaustive**

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## **ROLE & RESPONSIBILITIES**

### **All Teaching and Support Staff will:**

- implement the behaviour policy consistently
- model positive behaviour
- provide a personalised approach to the specific behavioural needs of particular pupils; understanding that the quality of learning, teaching and attitudes to learning are inextricably linked and the responsibility of all staff
- Listen to pupils
- encourage relationships based on kindness, respect and understanding of the needs of others;
- treat each pupil as a unique individual with their own talents and abilities, ensuring fair treatment for all regardless of: age, disability, gender, race, religion or belief, or sexual orientation
- where possible consult with pupils on matters which will affect their life at school;
- take ownership of managing behaviour, including entering incidents on SIMS and contacting home as appropriate.
- contribute to supervising a whole-school detention system.

### **Pupils will:**

- treat others with respect, kindness and courtesy;
- understand the school rules, with particular regard to 'prohibited items'
- try to do their best to understand the needs of others and offer help when they need support
- strive to achieve their personal best in everything they do;
- let others around them work without disruption;
- listen to others when they are speaking and take their views seriously even if they are different from their own;
- remember that everyone makes mistakes and we can learn from them;
- never resort to verbal or physical bullying or make sexist, racist, homophobic or other prejudicial comments;
- never risk the safety or health of another person;
- never interfere with, or damage, the school's property or the property of others.

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### **Parents/carers will:**

- Support their child in order to fulfil their responsibilities as a pupil, such as in meeting presentation expectations and having the correct equipment, as well as through attendance at relevant parental meetings
- Communicate politely with the school through telephone, email, or letter and refrain from the negative use of social media
- Fulfil their commitment as a parent/carer to the Home-School agreement, including supporting decisions made by the school in relation to promoting high expectations and good behaviour.

### **Senior Leadership Team:**

- A member of the Senior Leadership Team will have oversight of 'Behaviour for Learning' and is responsible for all related matters at an operational and strategic level. The SLT member is responsible for reporting the impact of the policy to the Senior Leadership Team and Trustees on all related matters.
- Senior Leaders from schools within Ascend Learning Trust will work together to share good practice in all matters related to personal development, behaviour and welfare.

### **Headteacher:**

- Ascend Learning Trust Headteachers are responsible for reviewing and approving this behaviour policy.
- Ascend Learning Trust Headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- It is the Headteachers' legal duty to maintain and publicise the Behaviour policy.
- It is the responsibility of the Headteachers to bring their school's Behaviour policy to the attention of pupils, parents and staff at least once a year.

### **Trustees:**

- The Ascend Learning Trust Trustee Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Trustees of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils. (Behaviour & Discipline in Schools Jan 2016)
- Trustees must take a close and regular interest in behaviour issues and should ensure that responsible staff are taking appropriate and timely action to tackle poor

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behaviour and are supported in their roles to do so. In order to monitor the Policy's implementation and evaluate its impact on pupil outcomes, Trustees will:

- Understand how the school's performance compares with national data and LA averages;
- Expect that the Ascend Learning Trust Trustee Board is alerted by the school's Senior Leadership Teams to any emerging problems and notable successes;
- Review the Policy annually, or sooner if legislative changes dictate.
- Consider emerging trends across schools within the Trust and support Senior Leaders in collaborative working to raise standards

**The specific responsibilities of different staff are outlined in documentation related to rewards and consequences that can be found as appendices to this policy for each Ascend Learning Trust school.**

## **IMPLEMENTATION OF THE POLICY**

The Trustees, Chief Executive Officer, and the Headteachers intend that the school rules and the consequences provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from Ascend Learning Trust premises and outside of the jurisdiction of the school, for example on the journey to or from school, on school trips, or even during the holidays.

This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member(s) of the school community, a member of the public, or which brings the school into disrepute.

## **PRAISE & CELEBRATION**

Ascend Learning Trust schools understand that praise and celebration can be more effective than punishment in motivating pupils and that they are central to reinforcing good behaviour. Praise and celebration motivate pupils and help them to see that good behaviour is valued; the most powerful form of reward is verbal praise.

Our schools are committed to recognising and celebrating good behaviour and may do so in some of the following ways: Postcards, phone calls, letters home, certificates, trips, House Points and attendance at the Prom.

More information for staff in relation to Praise and Celebration can be found in the Staff Handbook of each school.

More information for parents / carers in relation to Praise and Celebration can be found on the website of individual schools.



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## **CLASSROOM MANAGEMENT**

- Guidance for staff on the school's Consequence System to manage low-level disruption to lessons can be found in the Staff Handbook of each school. This appendix also contains additional practical strategies for staff regarding managing low-level disruption
- The classroom should be a positive, safe and encouraging environment so that each pupil can learn and be successful
- De-escalation of negative behaviours should be encouraged at all times.
- Furniture should be arranged to provide an environment conducive to on-task behaviour
- Stimulating displays help to create a positive learning environment
- Differentiation is a key-learning tool; teaching the same thing to all pupils may not be appropriate
- Lessons should develop the skills, knowledge and understanding in a way, which makes learning fun
- Pupils should have their work assessed regularly in a way, which shows where they are and what they need to do to improve.
- Personal and public praise should be used frequently.

More information for parents / carers in relation to consequences for pupils who do not meet behaviour for learning expectations can be found on the website of individual schools.

## **CONDUCT OUTSIDE OF LESSONS**

Ascend Learning Trust schools have high expectations of behaviour on school sites during unstructured times (outside of lessons), in the vicinity of the schools, and also during offsite activities, such as trips and residential. This Behaviour Policy and consequences also applies to pupil conduct outside of lessons.

## **DETENTIONS**

Ascend Learning Trust secondary schools use Detentions as part of their consequence system to encourage pupils to recognise that their behaviour or attitude to learning has not been acceptable.

When issued, detentions are compulsory. Failure to attend detentions will result in the pupil being placed in the school's Internal Exclusion Room (IER) as a consequence.

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## INTERNAL EXCLUSION ROOM

This is a specially designated room for pupils whose behaviour has been unacceptable. They are supervised at all times and it runs between 8.40am and either 4.00pm, 4.30pm or 5.00pm depending on the level of consequence. Pupils are expected to work in silence and are given appropriate work to complete.

### IER / Exclusion Procedure

1. If a pupil who is booked into the IER refuses to take their place, this will lead to a Fixed Term Exclusion (FTE), although the pupil will still be expected to return back to IER upon their return to school as part of the reintegration from Fixed Term Exclusion.
2. If the pupil is absent from school and does not attend their session, then the session will be automatically rebooked into the IER for the following day.

## CONSEQUENCES

### Ascend Learning Trust Placements

In exceptional circumstances, a pupil may be directed to off-site education at another RWBWAT school as per section 3.15 of the DFE Exclusions Guidance (2017) in order to improve good behaviour. Parents/Carers will be notified in advance and this placement will be for a time-limited period.

## EXCLUSIONS

Ascend Learning Trust schools will follow government guidance on exclusions, unless there is a good reason to depart from it. The school aims to operate within the principles of fairness and natural justice. Exclusions guidance states that exclusions can take the form of:

- Fixed Term Exclusions;
- Permanent Exclusions;
- Lunchtime Exclusions or Removal.

The schools' policies on exclusions applies to serious breaches of discipline occurring on and off of the school premises. The Exclusions Policy must be consulted and followed in all matters where a pupil needs to be excluded from the school site. Only the Headteacher has the authority to exclude a pupil. Where an investigation is taking place a pupil may need to remain on Internal Exclusion with an appropriate member of staff. Ascend Learning Trust schools may operate different policies to exclusions depending on which Local Authority (LA) they are located within, or which LA their pupil(s) live in. Please see the Exclusions Policy for further information related to Exclusions.

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## **LATENESS**

Good punctuality is a vital life skill and therefore lateness to school is unacceptable and is taken very seriously. In Ascend Learning Trust secondary schools, consequences will be issued for any pupil who is late to school. Parents will be notified by text or email.

## **EQUIPMENT**

Being prepared is another important life skill and therefore failure to bring equipment to school is unacceptable and is taken very seriously. Consequences will apply for any pupil who fails to bring their equipment to school.

## **STAGE OF SUPPORT FOR BEHAVIOUR – PERSONALISATION & EQUALITY**

Ascend Learning Trust schools understand that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

Ascend Learning Trust schools should also consider Safeguarding arrangements in all decisions related to behaviour. Reasonable adjustment should be considered where appropriate. Ascend Learning Trust schools follow the Fair Access Protocol of the Local Authority within which they are located.

More information for parents / carers in relation to the Graduated Response and support for pupils who do not meet behaviour for learning expectations can be found on the website of individual schools.

More information for staff in relation to the Graduated Response and support for pupils who do not meet behaviour for learning expectations can be found in the Staff Handbook of each school.

## **MALICIOUS ALLEGATIONS AGAINST STAFF**

Where a pupil makes an accusation against a member of the Ascend Learning Trust staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

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## INVESTIGATING INCIDENTS & WRITTEN ACCOUNTS

General guidance is that pupils should always have an opportunity to express their version of events. Alleged victims, perpetrators and witnesses, if applicable, will have the opportunity to make a written account from which members of staff can determine a best-fit outcome to an incident **on the balance of probabilities**.

Written accounts should be supervised by the member of staff initially dealing with the incident; the pupil should be able to have an adult scribe for them should they not be able to write their own account.

Pupils will sign and date their accounts as a true record of events. Parents/Carers will not be contacted in advance of their child writing an account. Written accounts will be retained by the individual school.

## ANTI-BULLYING

Bullying is not tolerated at Ascend Learning Trust Schools. Preventative work through assemblies, ILEARN, Personal Development Days, Pupil Council, Year Leader / Student Manager 'open-door' during unstructured times, Restorative conversation techniques, and other activities help to promote positive behaviour.

More information for parents / carers in relation to Ascend Learning Trust schools' Anti-Bullying policy, can be found on the website of individual schools.

### Cyber Bullying

Under the Education and Inspections Act 2006, Ascend Learning Trust schools have the power to regulate conduct outside school and to apply sanctions. If a cyber-crime may damage discipline, as in targeting a teacher, Ascend Learning Trust schools can act. Similarly, if cyber bullying affects a pupil in school, Ascend Learning Trust schools can act.

The Protection from Harassment Act 1997 makes it an offence to pursue a course of conduct amounting to harassment (the school would seek police involvement due to a criminal offence being committed). Behaviour that causes alarm or distress is criminal harassment (see E-safety policy).

## RESTORATIVE JUSTICE & RESTORATIVE CONVERSATIONS

Restorative approaches may be used to resolve conflicts between pupil peer groups and also between pupils and staff members.

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## **PUPIL SUPPORT SYSTEMS**

Each Ascend Learning Trust school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will 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. Ascend Learning Trust schools will work with parents to create the plan and review it on a regular basis.

Additionally, Ascend Learning Trust pupils have access to wide-ranging support in schools, which may include some or all of the following: Non-teaching pastoral support staff, Time-out cards, consequences to avoid exclusion, Peer Mentors, Personalised Learning Centres, Timetable modifications, Referrals to external agencies such as Education Psychology or TAMHS, Mentoring, small group SMEH interventions.

## **COMMUNICATION**

Effective communication between and across various stakeholders is important in developing strong relationships and dealing effectively with incidents and in promoting high standards of behaviour and learning.

### **COMMUNICATION WITH THE LOCAL AUTHORITY**

As Academies, Ascend Learning Trust schools still work closely with officers in the Local Authority in order to produce effective strategies for combating all forms of inappropriate behaviour.

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## **PUPILS BEING SPOKEN TO BY POLICE/PCSO'S IN ASCEND LEARNING TRUST SCHOOLS**

The situation tends to fall into one of two categories:

### **INFORMAL**

1. The Police Officer and PCSO's (Police Community Support Officers) associated with our school localities may drop in to Ascend Learning Trust schools at any time and may chat to pupils at break and lunch time and after school on an informal basis. Pupils can feel free during these times to discuss any worries or concerns that they may have, as we feel PCSOs are a part of the extended school community
2. There may be occasions when staff elicit the support of the Police/PCSO when dealing with matters such as theft, cyber bullying, anti-social behaviour etc. This is not a formal interview (See Point 2) and in these cases a member of staff will sit with the pupil(s) involved and, out of professional courtesy, parents/carers will be informed that a conversation has taken place to help pupils and the school resolve any concerns. Parents may not be contacted in advance.

### **FORMAL**

1. There may be occasions when the Police and PCSO's will need to formally interview a pupil. If this is the case then advice will be taken at the time, usually by a senior member of staff if they are available, if not an appropriate member of the Student Support Team, as to whether the parent should be contacted to inform them. On rare occasions a school may be instructed by the Police NOT to make contact with the parent/carers; this is usually because it may jeopardise the Police investigation. In the majority of cases parents/carers are informed of police involvement and they are requested to come into the school.

There are also cases when police will need to act with urgency and immediacy to protect pupil and staff welfare or to preserve evidence. In cases like this, parents will be notified when deemed appropriate by the school.

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## USE OF REASONABLE FORCE

Any use of force by Ascend Learning Trust staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force: advice for head teachers, staff and governing bodies and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own, engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment.

More information for parents / carers in relation to the Use of Reasonable Force can be found on the website of individual schools.

## SEARCHING PUPILS

### **Informed consent:**

Ascend Learning Trust staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses, sanctions will be applied in accordance with this policy.

### **Searches without consent:**

In relation to prohibited items, as defined below, a Headteacher, and staff authorised by the Headteacher, may search a pupil or their possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Searches without consent will only be carried out on Ascend Learning Trust school premises or where the member of staff has lawful control or charge over the pupil, for example, on school trips.

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### **Prohibited [banned] items:**

Includes: knives, blades or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, lighters, vapours, fireworks, tools, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff 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; any item banned by the school rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

### **Searches generally:**

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of school property, e.g. pupils' lockers; and / or
- a search of personal property (e.g. bag or pencil case within a locker).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, this will be conducted by members of staff of the same gender as the pupil, however, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex with a witness present.

Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation and further information can be found in the Searching, Screening and Confiscation Policy



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## TELLING PARENTS AND DEALING WITH CONCERNS

Ascend Learning Trust schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspects a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. Authorised school staff can view CCTV footage in order to support decision-making as to whether to conduct a search for an item.
4. There is no legal requirement to make or keep a record of a search, although schools will do so.
5. Schools should inform the individual pupil's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Concerns about searching should be dealt with through the normal school complaints procedure.

## MONITORING, EVALUATION AND REVIEW

**The effectiveness and impact of the Behaviour for Learning Policy will be monitored through the collection and collation of evidence including:**

- Achievement data (progress checks)
- Lesson observation, Learning Walk and Climate Walk data
- Local Governor Body Focus Day
- Attendance data
- Information Management System Behaviour Log data (positive and negative)
- Exclusions data
- Internal Exclusion Room data
- Social, emotional scaling tools
- Pupil & Staff Voice exercises
- Reports to the Ascend Learning Trust

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Performance will also be monitored and evaluated through Line Management meetings.

**By evaluating the success of the policy, Ascend Learning Trust schools will consider to what extent:**

- Combined use of Fixed Term Exclusions and IER have reduced
- Monitoring and evaluation processes judge Personal Development, Behaviour & Welfare to be good or outstanding
- In school variance of focus groups, ethnicity and gender is reduced.

Particular attention will be given to the data for vulnerable pupils to ensure that appropriate interventions are in place to support them.

The regular internal procedures for monitoring behaviour are outlined in Ascend Learning Trust school's Quality Assurance (QA) Calendar.

Day to day procedures that ensure the smooth operational practice may be changed at the discretion of the Deputy Headteacher and Headteacher, and reported to Governors & Trustees retrospectively.

## **TRAINING**

Ascend Learning Trust staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

## **RELATED DOCUMENTATION FOR STAFF**

- Behaviour for Learning Consequence System
- Lateness Procedures
- Template for written accounts
- Stages of Support Overview
- Graduated Response to Homework
- Praise & Recognition Guidance
- Consequences (Detentions)

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## **RELATIONSHIP TO OTHER POLICIES**

The Behaviour for Learning Policy should be read in conjunction with the following relevant policies:

- E-safety
- Safeguarding & Child Protection
- Anti-Bullying
- Positive Handling
- Mobile Phone
- Attendance
- Dress code
- Exclusions
- SEND
- Staff Code of Conduct
- Searching, Screening & Confiscation