Alsager School

BEHAVIOUR POLICY

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and subsequently approved and adopted on the same date

Co-Chair of Governors: Mr R Fisher

Signature

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Behaviour policy and statement of behaviour principles

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Our Vision: to create an inclusive environment where all are empowered to thrive, hold themselves accountable and achieve. Our ethos of kindness is lived and not just talked.

1. Aims

Alsager School aims to provide a safe environment in which student behaviour allows all pupils to learn and all teachers to teach.

This Behaviour Policy sets out the school's expectations, principles and overall approach. Supporting policies (including the Rewards and Sanctions Policy) provide operational detail for implementation

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

State what is expected of pupils, teachers and parents

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider 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:

DforE AP statutory guidance for Local Authorities

- Behaviour in schools: advice for headteachers and school staff 2024
- 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
- Restrictive Interventions including use of reasonable force in schools (check link goes to correct policy)
- Supporting pupils with medical conditions at school
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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

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

3. DEFINITIONS

Misbehaviour can be defined inter alia as:

Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude to learning

Incorrect uniform (See School Uniform and Mobile Phone Policy)

Failure to comply with a reasonable request from a member of staff

Serious misbehaviour can be defined inter alia as:

Failure to repeatedly comply with a reasonable request from a member of staff

Repeated breaches of the school rules

Persistent disruptive behaviour

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 like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking/Vaping

Physical or verbal assault of a pupil or member of staff

Intimidation of or threat to a pupil or member of staff

Making false allegation against a member of staff

Deliberately setting off the fire alarm (resulting in a minimum of 3 days suspension and directed off site provision)

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs and drugs paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Vapes, e-cigarettes, vaping paraphernalia
- 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 any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying can include inter alia: **Emotional**	being unfriendly; excluding; tormenting (e.g. hiding belongings, stealing items, placing other unwanted belongings into bags/belongings; threatening gestures; spreading rumours). Banter – someone may say that it is just 'banter', or just a joke, however banter is when both parties enjoy the joke. If one person leaves feeling upset, sad, humiliated, angry, frustrated, this is no longer banter and it should not be called banter.
Physical	hitting; kicking; pushing; spitting or any use or threat of violence. Intimidating others.
Psychological	Such as deliberately excluding or ignoring people,
Racist, Religious or Cultural	Derogatory name calling, insults, racist jokes, insulting slurs, persistent teasing, ridicule or mockery of a person for a perceived cultural difference, verbal abuse by name calling or mockery. Indirect racial, religious and cultural harassment may take the form of exclusion from activities, refusal to co-operate with a student, humiliation, spreading rumours, racist comment within class discussions. 'Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or religion or perceived race or religion.'
Sexual/ gender/ age biased	unwanted physical contact, innuendo or sexually abusive comments or actions in relation to an individual's gender, sexual orientation or age. Includes sexual harassment and unwanted sexualized language in spoken and written form. Sexist language may take the form of e.g. 'don't be such a girl'. This implies that being a girl in this context is less worthy. Cat calling and whistling would be considered as sexual harassment.
Homophobic/ biphobic/ transphobic	It is bullying based on prejudice or negative attitudes, expressed beliefs or views specifically about lesbian, gay, bisexual or trans people or those students who are questioning their identity and/ or sexual orientation. It can be verbal abuse by name calling; physical threats or attacks (to person or property). It can suggest that someone is less worthy because they are lesbian, gay, bi or questioning. Questions from other students may take the form of: 'you don't like football, are you gay?' 'you like boys and girls, can't you make your mind up, or are you greedy?' 'are you a boy or a girl?' 'what body parts do you have?' The casual derogatory language of 'that is gay' is negative and implies that the person or action being referred to is rubbish or not worthy.
Disabilist/ related to SEN	any form of behaviour or language which makes a pupil feel marginalised or unwelcome relating to actual or perceived disability or additional need
Cyber	Abuse of the internet such as email, SMS, social media, gaming platforms. Threats by text messaging, calls or voicemails. Misuse of associated technology e.g. camera and video facilities.
Verbal	Is a means of saying or writing words in a negative way such as insults, teasing, put downs, threats etc.
Body image/ size/ hair colour	Verbal/cyber abuse of name calling, derogatory language, humiliation, unwanted comments towards a person about their size, height, weight, image, hair colour, e.g. referring to someone as 'ginger' where the implication is that this is negative.

Alsager School does not tolerate bullying and incidents of bullying will be dealt with according to our anti-bullying policy. **For more information, please refer to our Anti-Bullying policy. Link to this policy is located in section 15 below and the policy is also on the school website.**

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for:

Reviewing and approving this behaviour policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 any use of reasonable force, restraint, seclusion or other restrictive intervention is lawful, necessary, proportionate, used only as a last resort where possible, and recorded and reported in line with The Cornovii Trust Restrictive Interventions Policy.

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:

Ensuring that the Alsager School Code of Conduct is followed in lessons and around school

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 their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly on SIMs or CPOMs as appropriate

Challenging pupils to meet the school's expectations as set out in (but not limited to) the Code of Conduct, the Anti Bullying Policy, the School Uniform and Mobile Phone policy and this policy

Using prevention, early intervention, positive behaviour management and de-escalation strategies wherever possible before considering any restrictive intervention.

Accurately recording and reporting any significant incident involving force, any restraint incident or any seclusion incident to the headteacher and DSL, and ensuring this is recorded on CPOMS as soon as possible and wherever possible on the same day.

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 Alsager School's behaviour policy, School Uniform and Mobile Phone policy and Code of Conduct and reinforce them at home where appropriate

Support their child in adhering to the school's Code of Conduct, Behaviour Policy, and School Uniform and Mobile Phone policy in order to maintain high standards and expectations.

To support the school and work with the school when sanctions are given

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the pastoral Head of College/class teacher promptly and appropriately

Model positive behaviour and treat all members of our community with respect

Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

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 into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural 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

Alsager School expects all members of the Alsager School community to follow The Alsager Way.

We are kind and respectful to one another.
We have high expectations of all staff and pupils.
We demonstrate these with visible consistency and firm but fair application of the rules.

The Alsager Way is underpinned by the SPIRIT values and is included in pupils' organisers and displayed in all classrooms. It is further reinforced through assemblies, SPIRT lessons (PSHE curriculum) and form times.

The Alsager Way

We are kind and respectful to one another.
We have high expectations of all staff and pupils.
We demonstrate this with visible consistency and firm but fair application of the rules.

We demonstrate	**S**elf-Regulation	We arrive at lessons on time and fully prepared to learn. We follow the school rules in and out of lessons. We complete homework on time and to a high standard.
	Participation	We complete our work to a high standard. We ask for help when we are stuck. We join in with lesson, form time and extracurricular activities.
	Integrity	We take responsibility for our own actions both in and out of school. We tidy up after ourselves and look after equipment and facilities. We show respect to others by being honest and following instructions.
We are	**R**esilient	We seek to overcome challenges, asking for help where necessary. We demonstrate the willingness to learn through making mistakes. We are kind to ourselves and others.
	Inspired	We lead by example, inspiring others to do their best. We celebrate our achievements and those of others. We use words which positively encourage others.
	Tolerant	We listen to other people and respect their beliefs and opinions. We help others and speak out against inappropriate behaviour. We are polite and kind to other people.

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

During the school day, mobile phones and headphones are banned and if seen by a member of staff will be confiscated and placed into the College Office safe. Please refer to the **School Uniform and Mobile Phone policy** for further details. **Link to this policy is located in section 15 below and the policy is also on the school website.**

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 an environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils 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 refer to our **Child Protection and Safeguarding policy** for more information. Link to this policy is located in section 15 below and can also be found on the school website.

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.

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:

- Verbal praise
- Postcards home
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Representing the school on a sporting event
- Participation on school trips
- Golden tickets
- Badges and certificates

7.4 Responding to misbehaviour

Section 91 Education and Inspections Act 2006 gives schools the power to discipline pupils subject to three conditions (i) that the penalty is not in breach of the law and is reasonable; (ii) that the decision is made by a paid member of staff (or person authorised by the principal); and (iii) the decision is made on school premises or elsewhere where the pupil is under the lawful control of a member of

staff at the school. The school will ensure that any penalties (i.e. sanctions) are administered in accordance with the law.

Where consequences or sanctions are proportionate following a behaviour incident these will be agreed by the senior leadership team. Where necessary, the Head teacher will have final say on any sanctions.

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.

Staff should seek to prevent escalation by using calm communication, clear boundaries, time and space to regulate, removal from an audience where appropriate, restorative language and support from colleagues. De-escalation should be adapted to the pupil's age, developmental stage, SEND, communication needs, known triggers and any individual behaviour support plan.

De-escalation techniques include (inter alia):

- Using a calm, measured tone and avoiding raised voices, sarcasm or confrontational language.
- Giving the pupil time and physical space to regulate, where it is safe to do so.
- Reducing the audience by speaking to the pupil privately or moving other pupils away where appropriate.
- Using short, clear instructions and allowing processing time before expecting a response.
- Offering limited, appropriate choices, such as moving to a quieter area or speaking with a trusted adult.
- Acknowledging the pupil's feelings without agreeing with unsafe or unacceptable behaviour.
- Using agreed scripts, key phrases or restorative language to reduce confrontation.
- Reminding the pupil calmly of expectations and next steps, rather than repeating warnings in a way that may escalate the situation.
- Seeking support from a colleague, Head of College, pastoral staff, SEND staff or SLT where this may help reduce risk.
- Using known individual strategies from a pupil's behaviour support plan, SEND profile, risk assessment or pastoral plan.
- Considering whether sensory needs, communication difficulties, peer dynamics, trauma-related needs, anxiety, medical needs or other vulnerabilities may be contributing to the behaviour.
- Allowing a supported exit from the classroom or situation where this is safe, proportionate and likely to reduce escalation.

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

The Behaviour Intervention Process (Appendix 1) details the action taken at each step of the process. Serious misbehaviour may require a pupil to omit lower steps and move to a higher step on the process. A pupil returning from a suspension will be placed on a step 3 unless they are already on a higher step.

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.

Alsager school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility

- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the privilege of going to the village at lunchtime for KS4
- Removal of the pupil from the classroom and placing them in an alternative classroom
- Removal of the pupil from the classroom and placing them in reflection
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. This policy works alongside Alsager School's Rewards and Sanctions Policy.

Restrictive interventions, including restraint and seclusion, are not behaviour sanctions. They are non-disciplinary safety measures and must never be used as a punishment, threat, deterrent or convenience. Any use of reasonable force, restraint, seclusion or other restrictive intervention will be managed in line with The Cornovii Trust Restrictive Interventions Policy.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Due to the excellent standards of behaviour around Alsager School, it is very rare for any form of physical intervention to be necessary. However, staff have a legal power to use reasonable force in certain circumstances, and the school will act in line with The Cornovii Trust Restrictive Interventions Policy.

However, Alsager School may use reasonable force, including positive handling, only where it is lawful, necessary and proportionate, and only for the minimum time necessary to keep pupils, staff or others safe. This may include using reasonable force, to prevent a pupil from:

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

Any use of reasonable force, restraint, seclusion or other restrictive intervention must be considered as a last resort, unless the level of risk requires immediate action. Staff must use the least restrictive option available, for the shortest time possible, and must seek to maintain the safety, dignity and wellbeing of all involved. It must never be used as a form of punishment and must be recorded and reported to parents in line with The Cornovii Trust Restrictive Interventions Policy. Relevant staff receive regular training in "Positive Handling."

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.

Incidents must be reported to the headteacher and DSL, recorded on CPOMS as soon as possible and wherever possible on the same day, and reported to parents/carers unless doing so would place the pupil at risk of significant harm. Where informing parents/carers may create a safeguarding risk, the DSL will follow safeguarding procedures.

Records should include the pupil and staff involved, the time, date and location, what led up to the incident, any known or potential triggers, de-escalation strategies used, the nature and duration of the intervention, why it was assessed as necessary and proportionate, any injuries, support provided afterwards and any follow-up actions

Following any significant incident involving force, restraint or seclusion, the school will ensure that the pupil and staff involved are supported. This may include first aid or medical assessment, emotional support, a debrief, a restorative conversation where appropriate, and a review of what could be done differently to prevent recurrence. Where appropriate, support will also be offered to pupils or staff who witnessed the incident.

7.6 Confiscation, searches, screening

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

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil 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 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 pupil; **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 is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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 pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, deputy headteacher, SLT link or designated safeguarding lead to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

Any use of reasonable force to conduct a search will be considered carefully, on a case-by-case basis, and must be lawful, necessary and proportionate. Staff will consider the pupil's dignity, privacy, safeguarding needs, SEND, medical needs, communication needs, trauma-related needs and any other known vulnerabilities. Any significant incident involving force during a search will be recorded and reported in line with The Cornovii Trust Restrictive Interventions Policy.

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

An authorised member of staff may search a pupil'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 underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

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

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

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 pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. Alsager school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents before strip search takes place to inform them that the police are going to strip search the pupil and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. Alsager school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- 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:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, Alsager 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, then a member of the senior leadership team or the pastoral Head of College will make the report.

Alsager 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

Alsager 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:

- Proportionate
- Considered
- Supportive
- 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:

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 our **Child Protection and Safeguarding policy for more information.** Link located in Section 15 below.

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 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 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. **Link to this policy is located in section 15 below and the policy is also on the school website.**

8. SERIOUS SANCTIONS

8.1 Detention

All teaching staff have been authorised by the headteacher to issue detentions in line with the behaviour for learning policy.

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

Alsager School will inform parents of detentions taking place outside of school hours.

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

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

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 and place them in reflection.

Removal from the classroom and placement in reflection is a behaviour sanction and/or pastoral response. It is distinct from seclusion. Pupils placed in reflection will be supervised, supported and provided with meaningful education, although this 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.

Where a pupil is prevented from leaving a space for their own safety or the safety of others, this may constitute seclusion and must be managed, recorded and reported in line with The Cornovii Trust Restrictive Interventions Policy. Seclusion must never be used as a punishment, threat, deterrent or routine behaviour management strategy.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by Alsager School's behaviour mentor or an appropriate member of teaching staff and will be removed for a maximum of 48 hours unless otherwise authorised by the headteacher.

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

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.

Where removal from the classroom is used frequently for an individual pupil, the school will consider whether additional assessment, reasonable adjustments, a behaviour support plan, SEND review, pastoral support or multi-agency involvement is required.

Parents will be informed by a BFL 6 on Talaxy on the same day 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:

- Meetings with the behaviour mentor
- Changes to the timetable
- Short term behaviour report cards

- Long term behaviour plans
- Multi-agency assessment

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 exclusions

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. Pupils who are suspended will be placed upon Step 3 of the Behaviour Intervention Process on return to school unless they are already on a higher step.

The decision to suspend or exclude will be made by the headteacher or acting headteacher. Please refer to our **Suspension and Permanent Exclusion policy for more information. Link to this policy is located in section 15 below and the policy is also on the school website.**

9. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

9.1 Recognising the impact of SEND on behaviour

Alsager 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:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

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.

Where there is an increased likelihood that restrictive intervention may be required to keep a pupil or others safe, the SENCO, pastoral staff and safeguarding team will work with parents/carers and relevant professionals to develop and review individual behaviour support plans and risk assessments.

Individual plans should identify known triggers, early warning signs, preferred regulation strategies, communication approaches, reasonable adjustments, agreed de-escalation strategies and any circumstances in which increased physical contact may be appropriate. Plans should be reviewed regularly and following any significant incident.

9.2 Adapting sanctions for pupils with SEND

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

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is 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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

10. SUPPORTING PUPILS FOLLOWING A SANCTION

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

Pupils who have been, suspended or been placed in alternative provision will have a reintegration meeting with a member of the SLT and their Head of College, before returning to the classroom. This should be attended by the parent/carer where possible. Where this is not possible the meeting will proceed without them.

At the meeting the pupil will be asked if they understand why they were removed from the classroom and our expectations of behaviour outlined for a successful return to the classroom. Pupils will be placed on report to their Head of College and will have an appropriate intervention to help them meet the standards of behaviour expected at Alsager School. (Appendix 2)

This includes, but is not limited to:

- A learning walk with a member of SLT
- Completion of a behaviour awareness programme with the behaviour mentor or an appropriate member of staff
- Attending a lunchtime club
- Attending a focus group
- Behaviour intervention with the behaviour mentor

11. DIRECTED OFF-SITE PROVISION (ALTERNATIVE PROVISION)

Alsager School may direct a pupil off-site for education to improve his/her/their behaviour. This is in line with the government guidance Alternative Provision, Statutory Guidance for Local Authorities January 2013.

Directed off-site provision will be to a local school and for a fixed period of time. Parents will be advised of the location in advance. Pupils will be provided with work to complete by Alsager School during this period. Failure to attend Alternative Provision may be treated as unauthorised absence.

Pupils are expected to abide by the expectations of the host school's behaviour policy during this time and any behaviour which fails to meet expectations will be sanctioned under Alsager School's behaviour policy.

On return pupils will have a reintegration meeting with their Head of College and a member of the Senior Leadership Team. Targets will be set and support needed to meet these will be agreed and shared with parents. They will be placed on daily report for a two week period and this will be reduced to weekly until the Head of College and Senior Leadership link are satisfied that the pupil is meeting the targets they were set. If they have not yet completed STEP 2 of the Behaviour Intervention process, they will be placed on STEP 2.

12. PUPIL TRANSITION

12.1 Inducting incoming pupils

Alsager 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. Our Heads of College work with our local feeder primary schools to manage the transition from KS2 to KS3 and identify any potential difficulties to ensure that the relevant support is put into place. In addition, pupils attend transition days where they familiarise themselves with the school and meet their form teachers. Year 6 pupils who are due to move to Alsager School for their secondary education are invited to attend our summer school.

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

Transition events are held for each year group at the start of the school year where our BFL system is explained to parents.

13. TRAINING

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

- The behaviour for learning system
- The pastoral system and where to seek support
- How to record behaviour incidents
- How SEND and mental health needs can impact behaviour
- The Cornovii Trust Restrictive Interventions Policy, including the lawful use of reasonable force, restraint and seclusion; prevention and de-escalation strategies; SEND and vulnerability considerations; and recording and reporting requirements.

Behaviour management forms part of our on-going professional development to ensure a consistent approach to dealing with behaviour across our school. Our high expectations for and consistent approach to behaviour management are shared in staff briefings, faculty meetings and during allocated training time to share best practice and offer support to all staff.

14. MONITORING ARRANGEMENTS

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Significant incidents involving reasonable force, restraint and seclusion, including analysis of patterns, trends, pupil characteristics, SEND, vulnerabilities and protected characteristics.

The data will be analysed regularly by the Heads of College and Assistant Headteacher with responsibility for behaviour.

Perceptions and experiences of behaviour at Alsager School is sought regularly as part of the parent, pupil, staff and stakeholder voice programmes. Feedback is used to inform ongoing review and refinement of behaviour systems.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governors, 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.

15. LINKS WITH OTHER POLICIES

This Behaviour policy is linked to the following policies.

- School Uniform and Mobile Phone Policy
  Uniform-Policy-GB-approved-on-22.04.26.pdf
- Child Protection and Safeguarding policy –
  CHILD-PROTECTION-SAFEGUARDING-POLICY-26-27-GB-approved-on-30.09.26.pdf
- Rewards and Sanctions Policy
  Rewards-Sanction-Policy- GB approved-240626.pdf
- Anti-Bullying Policy
  Anti-Bullying-policy-GB-approved-on-30.11.22-updated-March-2025.pdf
  Pupil-friendly-Anti-Bullying-policy-approved-by-the-sixth-form-leadership-team-on-26423b.pdf
- Suspension and Permanent Exclusion Policy
  Suspension Permanent Exclusion Policy - GB-approved on 08.12.25.pdf
- The Cornovii Trust Restrictive Interventions Policy 2026.
  - Internal Trust policy (not publicly available).

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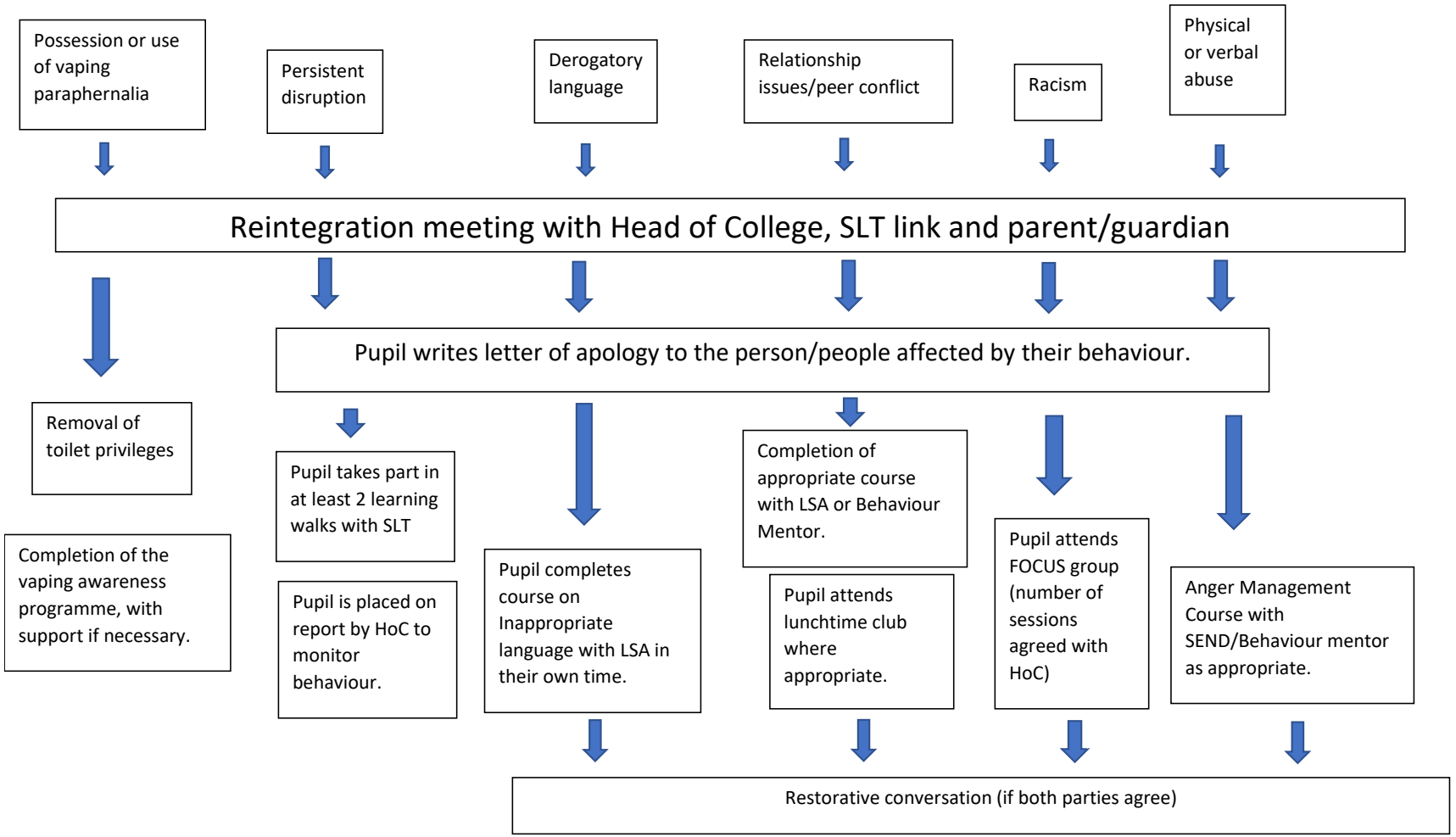
APPENDIX 1: ALSAGER SCHOOL BEHAVIOUR INTERVENTION PROCESS

Step	HoC action	SLT link	Parent	Headteacher	Governors	SENCO/LS Department
1	Meet with pupil and discuss BFL record, identify any issues and suggest strategies to improve. Contact parent to advise of Step 1.	[redacted]	BFLs available to review on Talaxy Standard letter sent home by HoC.	[redacted]		HOC: If pupil on SEND register ensure staff have sight of overview and is employing strategies suggested.
	Review after 2 and after 4 weeks. If no improvement move to Step 2. If improved contact home. Ongoing monitoring in fortnightly link meeting as necessary.					
2	No improvement; Teacher feedback is sought. Pupil is placed on report. Parent advised by letter.	Made aware in meeting with HoC. Discuss with SENCO.	Informed by letter	[redacted]		SLT link to discuss in SENCO meeting.
	Review after 2 and after 4 weeks. If no improvement move to Step 3. If improved contact home. Ongoing monitoring in fortnightly link meeting as necessary.					
3	Meeting with SLT Link and Head of College to discuss behaviour and strategies and support to improve. Following a suspension, pupils will be placed on step 3 of the Behaviour Intervention Process unless they are already on a higher step.		Phone call with SLT or LS Department if appropriate link to discuss agreed strategies.	Made aware in HoC Behaviour meeting.	[redacted]	Consider SENCO involvement with parents.
	Review after 2 and after 4 weeks. If no improvement move to Step 4. If improved contact home. Ongoing monitoring in fortnightly link meeting as necessary.					
4	Meeting with SLT Link/Headteacher, Head of College and parents to discuss behaviour and strategies and support to improve. SEND in attendance if necessary Email sent to parents outlining the actions which have been agreed.				[redacted]	Attend Step 4 meeting as advocate if necessary.
	Review after 2 and after 4 weeks. If no improvement move to Step 5. If improved contact home. Ongoing monitoring in fortnightly link meeting as necessary.					
5	Pupil Intervention meeting with the following: Head, SLT link, HOC, Pupil and Pupils parent/carer. SEND in attendance if necessary. Email sent to parents outlining the actions which have been agreed. Reviewed by Governor at termly review meeting to ensure behaviour management is consistent, lawful, fair and effective.					Attend Step 5 meeting as advocate if necessary.
	Review after 2 and after 4 weeks. If no improvement move to Step 6. If improved contact home. Ongoing monitoring in fortnightly link meeting as necessary.					
6.	Disciplinary panel convened: 1 Governors, Head, SLT link, HOC, Pupil and parent – SEND if parents request. Timescale for improvement set. Letter sent to parents outlining the actions which have been agreed.					If pupil has EHCP – interim review to be called.
	Review as agreed. If no improvement move to Step 7. If improved contact home. Ongoing monitoring in fortnightly link meeting as necessary.					
7.	Review panel convened. Extended alternative provision considered. Letter sent to parents outlining the actions which have been agreed. Timescale for review agreed. At least x1 governor must be present.					SENDCO involvement if appropriate.
	Review as agreed. If AP unsuccessful consider move to Step 8 or 9 as appropriate.					
8.	Managed move considered. **Email** sent to parents outlining the actions which have been agreed.					
	Review as necessary. If MM breaks down Headteacher, SLT link and HOC to discuss appropriate action.					
9.	Governing body exclusion panel convened. Outcome of panel is implemented. Email sent to parents outlining the actions which have been agreed.					

APPENDIX 2: POST SUSPENSION SUPPORT

Post Suspension support

The following interventions are designed to support pupils to improve their behaviour on return to school following a suspension. The appropriate action should be agreed by the Head of College and the SLT link and, where possible, discussed with the child and their parent in the reintegration meeting.



APPENDIX 3: PROFORMA BEHAVIOUR LETTERS STEPS 1 - 3

Dear Parent/Carer
Step 1 Behaviour Intervention

I met with student x on _____ to discuss his/her behaviour. This was in response to (reasons listed here).

We discussed the Behaviour Intervention process during this meeting which constituted Step 1 of the process.

We also discussed any support needed for behaviour to improve and agreed the following targets: (targets listed here)

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss his/her behaviour with him/her. I have enclosed a copy of the step process for your reference which forms part of the school's Behaviour Policy. This policy can be found on the school website.

Behaviour will be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.

Dear Parent/Carer
Step 2 Behaviour Intervention

I recently wrote to advise you that your child had been placed on Step 1 of our Behaviour Intervention process. Unfortunately, since this meeting, student x's behaviour has not improved. I have now advised him/her that he/she is now being placed on report. This will enable me to monitor his/her/ behaviour on a daily basis and address issues as they arise.

In addition to this, I have sought specific feedback from your child's teachers. Further to this the support and targets agreed at Step 1 remain in place/have been adjusted as below: (Targets listed here).

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss their behaviour with him/her. Our Behaviour Policy which includes the Step process can be found on the Alsager School website.

Behaviour will continue to be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.

Dear Parent/Carer

Step 3 Behaviour Intervention

Further to my recent letter advising you that your child has been placed on Step 2 of the intervention process, student x's behaviour has continued to fail to meet the expectations set out in our Behaviour Policy.

Mr/Mrs Y, Assistant Headteacher and SLT Link to (relevant college) and I met with student on (insert date) to discuss the following areas: (Insert reasons here.)

We discussed the Behaviour Intervention process during this meeting which constituted step 3 of the process. Discussed also was any support needed for behaviour to improve and the following targets were agreed. (Insert targets here).

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. Parental support is key to improving behaviour and I would appreciate it if you could also discuss his/her behaviour with him/her. Our Behaviour Policy which includes the Step Process can be found on the Alsager School website.

Behaviour will be reviewed on a fortnightly basis, or sooner if appropriate. Failure to improve behaviour will result in your child moving to the next step of the process. I will update you as necessary.