



Behaviour Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Governor's Committee Responsibility: Curriculum Community & Student Welfare

Date Approved: Summer 2020

Review Period: Annually

Next Review Date: Summer 2023

The Limpsfield Grange Values:

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept, value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

July 2017

Limpsfield Grange School Behaviour Policy

Background and rationale

At Limpsfield Grange we work together to enable the girls to develop their knowledge and independence, their communication skills, their ability to manage their anxieties and emotions. When they leave us we want them to be confident, happy and ready for the next stage of their lives. We want them to become active adults who can function in, and contribute towards society. We therefore encourage the highest levels of behaviour and support the students in learning to take responsibility for their own behaviour.

This policy sets out the Limpsfield Grange's aim to provide a disciplined and ordered community in which all students, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe; where every member of the school feels valued and respected and all students are fairly and consistently treated. In particular, this policy aims to outline the measures to be taken to encourage good behaviour, self-discipline and respect and to prevent all forms of bullying among students. The Behaviour Policy takes account of the DfE Guidance, "Behaviour and Discipline in Schools" (January 2016) and also acknowledges the School's legal duties under the Equality Act 2010 in respect of students with SEN. The policy should be read in conjunction with the Limpsfield Grange Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (previously known as the Anti Bullying Policy), Online Safety Policy and Safeguarding Policy.

At Limpsfield Grange we recognise that most forms of challenging behaviour reflects a deficit in the individual's ability to cope with their environment and that facilitation, empowerment, and teaching is the most effective way in reducing inappropriate behaviours. As a school we address difficult behaviour through meeting the needs that are driving it, whether educational, emotional, mental health or social. At Limpsfield Grange we are aware of the needs of some students who may require specialist support for their behaviour. All staff at Limpsfield Grange accept equal responsibility for the implementation of this policy, consistent application is the key to success. The Behaviour Policy will be published and circulated to all students, parents and staff at least once a year.

We believe that students need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently. Students on the autistic spectrum are likely to have impaired communication and social skills, over or under sensitivity to sensory stimuli and low self-esteem. For a variety of reasons people with autism are likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these

difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration.

Aims of the policy

Our Behaviour Policy aims to:

- Encourage a proactive, positive and informed approach to behaviour management.
- Ensure that the rights of all individuals are protected.
- Ensure that behaviour management is carried out in a way that promotes individual growth, improves self-esteem and meets the individual needs of our students.
- Ensure expected standards of behaviour are shared with the school community.
- Ensure all adults and students understand, support and promote the principles underpinning the policy.
- Outline the procedures that are in place for responding to difficult behaviour when it happens.
- Enable students to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards all members of our school community.
- Ensure boundaries, consequences and rewards are consistent and understood by all.
- Acknowledge and reward achievement by encouraging effort, good work and good behaviour.
- Encourage students to take responsibility for their own learning and behaviour.

Scope

This policy applies to all staff and Governors of Limpsfield Grange, including members of our Outreach Service, and professionals working with students or staff at Limpsfield Grange and professionals who have been commissioned by the school to provide a service.

The Role of Governors

Governors have duties regarding the Behaviour Policy, which are to be regarded as statutory.

The Governing Body ensures the Behaviour Policy is followed at the school. The Governing Body makes and reviews a written statement of general principles which the Headteacher must have regard to in determining any measures taken to promote good behaviour and discipline. The Governing Body must bring to the Headteacher's attention any measures they consider she should have regard to and offer guidance as they consider appropriate. The Governors establish principles which seek to embody values such as respect, fairness and social inclusion. At Limpsfield Grange we aim to promote equality in all its forms and are committed to improving outcomes for all students. The statement of principles will be committed to eliminating all forms of discrimination, harassment and bullying and to promoting the welfare of students and good relations across the school community.

The Governing Body have formulated a statement of principles to ensure all equalities legislation and other legal requirements are met to underpin the behaviour policy.

Statement of Principles

“At Limpsfield Grange we aim to create a safe and secure environment where we can all work together to make a difference. It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in an effective and considerate way. It aims to promote an environment where everyone feels happy, safe and secure. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.”

The Governors will review this statement of principles annually. Governors will monitor the effectiveness of the Behaviour Policy through the Curriculum, Community and Student Welfare Committee.

Reviewing and Communicating the Behaviour Policy

The Behaviour Policy is reviewed and circulated to all students, parents and staff annually. The purpose of this is to share our common goals of achieving good behaviour in school. A copy of the policy is also available on the website.

Promoting and Rewarding Good Behaviour

At Limpsfield Grange we believe that outstanding education is a partnership between the school, the students and the parent/carer. Each partner plays a crucial role to provide and ensure the very best outcomes for all.

Staff Responsibilities

- To set high standards of professional behaviour, politeness, self-discipline and respect to all.
- To listen to students, making it clear through their response that students’ comments are being taken seriously and are of importance
- To actively support the Behaviour Policy through discussion with students, role modelling the expectations at all times in and out of school and leading through example.
- To discipline students whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006.)

- To apply the principles, rewards and consequences as detailed in the Behaviour Policy as part of their classroom and behaviour management.
- To share concerns related to the behaviour of students, staff, Governors and parent/carers with the relevant member of the SLT (Deputy Headteacher) as laid out in this policy and the Safeguarding and Whistleblowing Policies.
- To follow the Staff Behaviour Policy at all times.

Parent/Carer Responsibilities

- To respect and support the school's expectations and the authority of the school staff.
- To have read and understood the Behaviour Policy and actively support it through discussions with their daughter as appropriate, role modelling and leading through example to support the expectations of the school.
- To support their daughter in fulfilling her responsibilities by ensuring that she is in school on time, appropriately dressed, rested and equipped.

Student Responsibilities

These responsibilities are also within the student planner. The planner also outlines the school's expectations on uniform, jewellery, hair styles, use of mobile phones and electronic devices, site security and social media.

Attendance and punctuality	<ul style="list-style-type: none"> • I will come to school every day • I will arrive at all lessons and tutor on time
Being ready for school	<ul style="list-style-type: none"> • I will have all my equipment with me every day • I will wear the right uniform every day • I will hand my phone and electronic devices in to my Tutor at 9am every day
Teaching and Learning	<p>I will take responsibility for my learning by:</p> <ul style="list-style-type: none"> • Using feedback from staff and students to improve my work • Joining in with paired and group activities • Doing my classwork to the best of my ability • Asking for help when I need it • Accepting help when I need it • Attempting and persevering with challenging work
Behaviour and emotional well being	<ul style="list-style-type: none"> • I will follow instructions from all staff • I will treat all students and staff with respect and in the way that I would like them to treat me • I will work with staff and students to resolve friendship difficulties

	<ul style="list-style-type: none"> • I will work with staff to solve any difficulties that are affecting my learning • I will take responsibility for my behaviour and accept that there are consequences for certain actions • I will respect the classroom as a positive learning environment • I will respect other's personal space and property • I will not use my mobile phone or electronic devices to take photos or videos of myself, other students, staff or the school site and buildings. • I will follow the online safety rules.
Homework	<ul style="list-style-type: none"> • I will do my homework to the best of my ability • I will hand my homework in on time • I will ask the subject teacher for help if I need it
School community	<ul style="list-style-type: none"> • I will make a positive contribution by joining in with house meetings, house events and other activities that the school ask me to take part in • I will try to understand and be tolerant of the needs of others

These expectations are supported by a coherent system of reward. Positive behaviour should not be taken for granted, it should be actively taught and reinforced. Rewards are much more effective in motivating students and as a school we believe in rewarding achievements, however small they may seem. Recognising and praising student's efforts and successes has a strong motivational effect. Praise begins with frequent use of encouraging language and gestures in lessons and around the school so that positive behaviour is instantly recognised and positively rewarded. Particular attention should be paid to those who have been associated with inappropriate behaviour, or have been less likely to meet standards, so that it is not always the same students receiving praise and rewards.

We operate a house system, where all students belong to one of our four houses. Each house has a House Captain and two Deputy House Captains. The students have to apply for the positions of House Captain and Deputy House Captain. The Headteacher and Deputy Headteacher then decide on the four House Captains and the four Deputies. House Points are awarded by all staff in recognition of various behaviours including, making a positive contribution, completing work to the best of their ability (in school and for homework), being an active participant in their learning and behaving responsibly and respectfully. Every week the house with the most house points receives the house point cup. There is also a cup awarded every half term to the student in each Key Stage with the most house points. Individually students can choose how they use their house points to earn rewards, they can

use a small amount of house points to earn a small prize or save them up and earn a larger prize.

Weekly attendance of 100% is also recognised and rewarded with house points.

Information regarding student behaviour is shared between staff through excellence and improvement slips. These should be used by all staff to share incidences of both positive and inappropriate behaviour, which occur throughout the day, with the tutor. It is the responsibility of the staff in the lesson where the inappropriate behaviour has occurred, to follow this up with the student and implement any appropriate consequences. The improvement slip that is passed for the tutor, should be for information only, they are not responsible for the follow up. At the end of the day, the tutor will then review the day with their class. The tutor monitors the slips to identify any patterns of behaviour. Students can take their excellence slips home. A small number will be kept by the form tutor for assembly and these will be returned to the students after assembly.

Positive Reinforcement

- KS3 and KS4 Achiever (weekly in assembly)
- Citizen of the week as voted by School Council (weekly in assembly)
- Individual recognition through excellence slips (weekly in assembly)
- KS3 and KS4 'Gem of the Week' (weekly in assembly)
- House point prizes
- Phone call or email to parents/carers
- Certificates
- Email/postcard to the student
- Postcard home
- Verbal praise

Power to Discipline

Section 91 of the Education and Inspections Act 2006 outlines the statutory power for teachers and certain other school staff to discipline students. The Act gives this power to all teachers and other paid members of staff who are in lawful control or charge of students (except if the Headteacher has determined that a member of staff is not permitted to impose the penalty on the student in question). To safeguard the interests of students against unfair or inappropriate punishments, the Act also provides that the disciplinary penalties in question must be reasonable, not breach any statutory requirement and take account of the student's age, special educational needs, disability, or any religious requirements.

Student Behaviour Outside School

Section 89(5) of the Education and inspections Act 2006 gives teachers the statutory power to regulate the behaviour of students when off school premises and not in the charge of a member of school staff. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

At Limpsfield Grange we aim to:

- ensure good order on transport, educational visits or other placements, such as work experience or college courses.
- secure behaviour which does not threaten the health or safety of students, staff or members of the public.
- provide reassurance to members of the public about the school's care and control over students and thus protect the reputation of the school.
- provide protection to individual staff from harmful conduct by students of the school when not on the school site.

Consequences of Inappropriate Behaviour

At Limpsfield Grange we encourage our students to make the correct choice around their behaviour. Students are always given a choice and time to consider. We aim to be proactive in our behaviour management strategies and identify possible triggers for particular students before the behaviour escalates. Our students need to learn what is acceptable in every new situation and be supported to understand the consequences of their actions. Preparing our students for the outside world is integral to our work at Limpsfield Grange and is something that needs to be constantly reinforced.

We give consideration to whether the inappropriate behaviour gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Safeguarding Policy. We also give consideration as to whether continuing inappropriate behaviour might be the result of unmet educational or other needs and appropriate external agencies may be involved if appropriate.

Effective consequences are designed to promote positive behaviour. They are most useful when seen by everyone as a deterrent. If consequences have to be frequently applied they are clearly not being effective. Consistency is essential and staff are encouraged to use reprimands sparingly and fairly. The Deputy Headteacher monitors consequences and any patterns revealed lead to appropriate action by the SLT.

If a student is found to have made a malicious allegation against school staff, the Headteacher must be notified immediately and will then decide on the appropriate course of action.

At Limpsfield Grange we use a scale of consequences. They are always reasonable and proportionate to the circumstances of the case. Consequences may include:

- Withdrawal from class for time out, supported by a teaching assistant where appropriate. Time out is not quiet time but a behavioural technique that involves removing the opportunity to earn positive reinforcement for a specified period of time, contingent upon the occurrence of a specified behaviour.
- Catching up of work and learning time.
- Verbal reprimand.
- Loss of privileges.
- Missing break time.
- Implementation of a Daily Behaviour Record that is reviewed by the tutor/Student Support Lead/Deputy Headteacher at the end of every day.
- Reparation, school based community service or imposition of a task, such as picking up litter or weeding school grounds, tidying a classroom or removing graffiti.
- Confiscation, retention and/or disposal of student's property which is considered harmful or detrimental to school discipline.
- Tutor, Student Support Lead or a member of the Senior Leadership Team to contact parents/carers by telephone, email or letter.
- Inviting parents/carers to come into school to talk to the tutor, Student Support Lead or a member of the Senior Leadership Team.
- Detention including during lunch time, after school and at weekends.
- Students making a financial contribution to repair or replace any item(s) they have damaged.
- Internal exclusion.
- A fixed period of exclusion.
- Permanent exclusion.

Good practice

In order for consequences to be effective, they must be understood and related to the behaviour in question. This allows for teaching a student that their behaviour has natural consequences. It also allows for more positive behaviours to be taught. Consequences are more likely to promote positive behaviour if students see them as fair. When dealing with a consequence to student behaviour, staff are advised to:

- Make it clear that they are condemning the behaviour not the person.
- Avoid consequences becoming cumulative and automatic (consequences should always take account of individual needs, age and understanding).
- When appropriate, use consequences to put right the harm caused.
- Wherever possible, use consequences that are a logical consequence of the students inappropriate behaviour, e.g. if the work is not finished in class the teacher might make the student stay behind at breaktime to finish it off.

- Avoid early escalation to severe consequences, reserving them for the most serious or persistent inappropriate behaviour.
- Never use a consequence that is humiliating or degrading.
- Use consequences in a calm and controlled manner.
- Avoid whole group consequences that punish the innocent as well as the guilty.
- Encourage students to reflect on the effects of inappropriate behaviour on others in the school community.
- Attempt to link the concept of consequences to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Every room in the school that is used as a teaching base, has a walkie talkie available to staff to call the residential staff for assistance when required and also communicate with other staff when necessary. Residential staff should be made aware via walkie talkie of any student leaving a lesson with the exception of those going to the toilet or undertaking a movement break. Staff at Limpsfield Grange are encouraged to ask for support when facing potentially difficult situations with students. Support will initially come from a member of the residential staff, however in a serious situation a member of the SLT is always available to come and assist. Office staff can be contacted to alert member(s) of the SLT in this instance, if they are not available via a walkie talkie.

Any incidents of racial abuse are immediately dealt with following the guidance in the Equality Policy.

Tutors are responsible for a uniform check every morning and an equipment check once a week.

In order to promote effective teaching and learning during lessons and create an appropriate ethos around the school during the school day, including break and lunchtime, Limpsfield Grange does not permit the use of mobile phones by students during the school day. Therefore tutors are also responsible for collecting in all electronic items (for example, mobile phones, ipods, handheld game consoles, etc) from day students at 9am. These are returned to students at 3.30pm. Residential students leave such items in the residential area, before coming down to school. No student should have access to such electronic items during the school day. If a student has a legitimate reason for wanting to use a telephone during the day, for example, to contact a parent or carer, they are offered the use of a school telephone.

Where a particular behaviour is causing concern with a student, an individual behaviour profile may be written by their tutor. This outlines specific targets and recommends strategies for staff to teach new behaviours or improve and modify others.

Detentions outside school session

At Limpsfield Grange we exercise the statutory power of schools to put students in detention at lunchtime or after school or outside of normal school hours, including any school day where the student does not have permission to be absent, weekends (except the weekend preceding or following the half term break) and non-teaching (INSET) days. With lunchtime detentions, reasonable time will always be allowed for the student to eat, drink and use the toilet. Parental consent is not required for detentions. With detentions after school hours or outside of normal school hours, suitable alternative travel arrangements must be made by the parents, even when these may cause inconvenience.

Exclusions

At Limpsfield Grange we follow the DfE Exclusion Guidance.

Searching, Screening and Confiscation

The right to search

We refer to the DfE guidance on 'Searching, Screening and Confiscation (January 2018)'. The permission of the Headteacher must be sought and granted before a member of staff may conduct a search of a student or their belongings. In the Headteacher's absence, permission must be sought from the Deputy Headteacher. School staff can search a student for any item if the student agrees. Under these circumstances, the right to search is extended to a student's possessions, for example, their locker, school bag, and suitcase and bedroom area. The school can use its power to discipline if the student refuses to cooperate.

Headteachers and staff authorised by them have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting the student may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used :
 1. To commit an offence
 2. To cause personal injury, or damage to the property of, any person (including the student)

The staff member conducting the search will normally be female and there will normally be a female staff member present as a witness. If it is believed that there is a risk of serious harm to a person if the search is not conducted immediately, then a search may be carried out by a member of staff, without another member of staff present. During a search, students may be expected to remove outer items of clothing and pockets may be searched. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools are not required to inform parents before a search takes place or to seek consent to search their child.

Confiscation (including the retention and disposal of inappropriate items)

The aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other students to be educated. At Limpsfield Grange confiscation is a consequence of inappropriate behaviour, but the confiscation must be a reasonable consequence in the circumstances of the inappropriate behaviour. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Staff will use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is suspected to be an offensive weapon, it will be passed to the police. Staff will refer to the DfE guidance of January 2018 "Searching, Screening and Confiscation" when deciding what to do with items found as a result of a 'without consent' search.

Use of Reasonable Force

The Department of Education has provided non statutory guidance (July 2013) to provide clarification on the use of force. There is no absolute legal definition of 'reasonable force' as it is viewed in the context of the individual case. It is judged to mean no more force than is needed in the circumstances. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the risk or behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

All members of school staff and anyone the Headteacher has temporarily put in charge of students, such as volunteers, have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006) to physically intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk. In an emergency, the force used

must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration.

Reasonable force can be used prevent injury or serious damage to property and to prevent a student engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its students. Reasonable force may be used to prevent students from committing a crime, hurting themselves or others, from damaging property or from causing disorder. This may include removing disruptive students from the classroom where they have refused to follow an instruction to do so, prevent a student from behaving in a way that disrupts a school event or school visit, prevent a student from leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the learning of others of others, prevent a student from attacking another student or a member of staff or preventing a student at risk of harming themselves through a physical outburst. In addition to the general power to use reasonable force, it may be used as is reasonable given the circumstances, to conduct a search for prohibited items listed in the previous section.

Physical contact with students

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but staff will only do so in ways appropriate to their professional role. A 'no touch' approach is impractical and may in some circumstances be inappropriate. When physical contact is made with students it will be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student. Staff will use their professional judgement at all times.

Race, Religion, Culture and LGBTQ+

At Limpsfield Grange we:

- Do not discriminate against different racial, religious, cultural or LGBTQ+ groups in the application of our Behaviour Policy
- Ensure staff members are well informed about cultural differences in behaviour and their implications.
- Support newly-arrived students in understanding and following the Behaviour Policy.
- Take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

We also take into account the cultural and/or religious needs of particular students and aim to reach a sensible compromise between the practices of particular minority groups and the need to ensure the health and safety of all students, effective teaching and learning, the promotion of a strong, cohesive school identity and harmony between the different groups represented in the school.

SEN, Disability and Vulnerable Students

At Limpsfield Grange we:

- Make reasonable adjustments in the application of our Behaviour Policy to disabled students.
- Make special educational provision for students whose behaviour related learning difficulties call for it to be made.
- Are alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable students.
- Identify at-risk students in advance.
- Plan proactively how the school's disciplinary framework should be applied for each of these students.
- Ensure that all those in contact with the student know what has been agreed.
- Ensure that all staff are aware of appropriate referral procedures.

We acknowledge our legal duties under the Equality Act 2010 in respect to students with SEN.

Managing behaviour in the residential setting

The students have been consulted, through the residential forum and "snacks & chats" meetings, regarding what they would value to reward their positive behaviour and act as consequences for any inappropriate behaviour, in addition to the methods that are used during the school day.

Positive reinforcement

- 'On the spot treat box'. This is used to reward particular acts of kindness, helpfulness and positive behaviour. The students are consulted on the contents and some of the 'on the spot treats' include staying up late, hot chocolate and staff making their bed. The students participate in the purchasing and restocking of items for the box. These achievements are recorded for individual students. Key achievements will be acknowledged during the Friday assembly or via a postcard home.
- Individual behaviour records with specific objectives and personalised rewards identified by staff are used as appropriate for some students.

Consequences of inappropriate behaviour

As in the school environment, the residential setting encourages our students to make the correct choices around their behaviour. Students are always given a choice and time to

consider. We aim to be proactive and reflective in our behaviour management strategies and identify possible triggers for particular students before the behaviour escalates.

Effective consequences are designed to promote positive behaviour. Consistency is essential and staff are encouraged to use consequences that are reasonable and proportionate to the circumstances of the case.

Consequences include:

- Withdrawal from the activity for quiet time. Students may be given the opportunity to spend time with the calm box, wellbeing box, in the R and R room or encouraged to use calming apps on the iPad as this offers them a way to relieve tension.
- Withdrawal from an activity for the remainder of the session and/or future sessions as appropriate.
- Confiscation of student's property, including mobile phones and electrical equipment as a result of inappropriate or risky use.
- Key worker or senior staff on duty to contact parents/carers by telephone or letter.
- Exclusion from trips, where their behaviour is considered to put themselves or others at risk whilst on the trip.
- Temporary loss of the privilege to go out locally without a member of staff. This would be used in circumstances where they have abused this privilege or if their behaviour is going to put themselves or others at risk whilst they are out.
- Parents/carers required to come into school for a meeting with the key worker or senior residential staff and tutor team as appropriate.
- Withdrawal from residential for a fixed period of time.

All staff working in the residential environment follow the 'Good Practice' guidance on use of effective consequences detailed earlier in the policy.

Monitoring and evaluation

The policy is reviewed annually by the Deputy Headteacher, or sooner if we consider a review to be appropriate. Data is collected by the Deputy Headteacher and used for monitoring student's behaviour and the overall effectiveness of the Behaviour Policy. Behaviour during residency is monitored and analysed by the Head of the Residential Provision.

Roles and responsibilities relating to this policy

- All staff at Limpsfield Grange are responsible for consistently following the agreed Behaviour Policy. Mutual support amongst all staff for implementation of the policy is essential.
- Tutors are responsible for liaising with other staff members and parents where there are concerns about the student's behaviour.

- The SLT support all staff by consistently enforcing the Behaviour Policy and providing behaviour training when necessary.
- Outside Agencies are responsible for supporting the School with the students referred to them.
- The Governing Body will establish a written statement of general principles to guide the Headteacher in determining measures to promote positive behaviour. They are responsible for approving and reviewing all policies, monitoring fixed term exclusions, staffing the discipline committee for permanent exclusions.

Comments, compliments and complaints

The school is always keen to receive feedback on all aspects of its work. Please use the normal methods of communication. Should you have a specific complaint, please contact the office for a copy of our complaints procedure.

You can get a copy of our policy in a number of ways. It is available on our school website and a hard copy can be requested from the school office.

Related Policies

- Child Protection and Safeguarding
- Complaints Policy
- Complaints Procedures for Students
- SEN Policy
- Equality & Diversity Policy
- Online Safety Policy
- Whistleblowing
- Guidance for the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (previously known as the Anti Bullying Policy)
- Staff Behaviour Policy

Review

The Governing Body of Limpsfield Grange School adopted this policy on:

It will be reviewed on:

Signed

Dated
