
Policy last reviewed:	November 2025
Next review due:	November 2026
Member of staff responsible	Assistant Headteacher Behaviour & Culture
Governor's Committee:	FGB

Vision Statement:	Our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
Mission Statement:	Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.
Values Statement:	The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students.

Dignity	Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.
Community	Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.
Wisdom	As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.
Hope	As we prepare our students for the future we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

Introduction

As a Christian school, we believe that each individual is made in the image and likeness of God. Therefore, every human being is of value, is unique and has an eternal destiny. We endeavour to live out the Christian way of life with each member of the school community being treated as an individual, with respect and dignity, regardless of creed, colour, race, or sex. Because of the Christian nature of The Holy Trinity Church of England Secondary School, our policy on behaviour is built on the belief that mutual respect for one another and the environment emphasises the presence of Christ throughout the community.

We aim to provide the best possible educational experience for all of our school community within a well-ordered and purposeful learning environment.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mindset.

Sanctions, based on restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive.

Our Behaviour for Learning policy and procedures are based around the work of Paul Dix. The approach entwines positively with our Christian values and incorporates the following elements:

- Consistent, calm staff across the school who focus on building positive relationships with young people.
- A sharp focus on praise; recognising students for praise publicly and often, whilst administering sanctions when necessary in private.
- Relentless routines so that students are quite clear about expectationsRestorative conversations to rebuild relationships and to moderate and raise awareness of acceptable behaviours which enable students to learn and thrive.

It is the responsibility of all staff, through commitment and consistency of practice, to ensure that learners know the standards expected of them. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as a basic requirement. Learners should be treated fairly and consistently and all should uphold the ethos statements and values of the school.

It is important that students, parents, and staff work together to achieve this positive behaviour for learning within a clear, common, shared framework of expectations. This framework is provided in the Staff Handbook and revisited through briefings and meetings throughout the school year; it is shared with students through tutors, pastoral leaders, assemblies, and key points are reinforced through displays within the learning environment; it is also set out in the Home-School agreement which is signed by parents / carers, students, and the school. Parents and students are reminded of the framework of expectations at induction and in regular meetings after that time.

The Governing Body believes that it is important to create an inclusive and caring learning environment which promotes good behaviour, self-esteem, and self-discipline to enable teaching and learning to take place. This environment must ensure equality and fairness of treatment for all; encourage consistency of response to both positive and negative behaviour; provide a safe environment free from disruption, violence, bullying and any form of harassment; encourage a positive relationship with parents and carers to develop a shared

approach which involves them in the implementation of the school's policy and associated procedures; and be underpinned by a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

The Governing Body will ensure through the Headteacher and leadership that there are procedures in place for the promotion of good behaviour and that these are communicated to students and parents so that expectations are clear. They will support the school in maintaining high standards of good behaviour of students and staff and will keep these under review.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the student both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of good behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all poor behaviour.

Procedures

The Behaviour for Learning procedures arising from this policy will be developed and reviewed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher and Deputy Headteacher, via the Assistant Headteacher (Behaviour and Culture), who will ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are an integral means of achieving this. Rewards create a positive climate for learning and are motivational. Rewards help students to realise that good behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups. Staff are encouraged to regularly reward students through Class Charts, which provides immediate positive feedback to students and parents. Students are rewarded along the four underpinning elements of Dignity, Community, Wisdom and Hope.

Within this framework, everyone can realise their full potential through care for each other and learn self-discipline.

Teachers are encouraged to use to highlight positive behaviour (and then reward on Class Charts). Teachers are asked to praise in public and sanction in private.

Verbal praise is used routinely to create and reinforce positive relationships at all times. Positive communication with home is used to recognise when students have gone 'over and above' in terms of their conduct. Our rewards system is designed to celebrate the success of all our students. It is underpinned by the belief that continual praise of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate behaviour and work ethic.

Behaviour for Learning

Our behaviour for learning policy and procedures are based around the work of Paul Dix. It is based on the use of positive language and entwines positively with our Christian values. All staff are encouraged to read his book '*When the adults change, everything changes*'.

This approach is built around the Five Pillars of Pivotal Practice:

1. Consistent, calm adult behaviour across the school who focus on building positive relationships with young people.
2. First attention to best conduct with a sharp focus on praise; recognising students for praise publicly and often, whilst administering sanctions, when necessary, in private.
3. Relentless routines so that students are quite clear about expectations.
4. Scripted interventions.
5. Restorative follow up conversations to rebuild relationships and to moderate and raise awareness of acceptable behaviours which enable students to learn and thrive.

There are 6 classroom interventions to promote behaviour for learning and ensure these rules are followed by students:

- Reminder
- Refocus
- Reinforcement
- Removal (parking)
- Repair (restorative conversations)
- Reward

In addition, students are expected to follow expectations about uniform, mobile phone use and prohibited items.

Staff will deal with any students who are not behaving in a way that is in line with school expectations in a consistent, calm and adult manner. These school expectations refer to a student behaving in a way that is impacting their own or others' safety or impacting their own or others' learning.

Staff will take personal responsibility to follow things through with students and to engage in restorative dialogue to rebuild relationships.

Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment (unwanted conduct of a sexual nature) and/or sexual violence are met with a suitable response, and never ignored. Examples could include:

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual comments;
- Sexual jokes or taunting;
- Physical behaviour like interfering with clothes;
- Invasion of privacy, such as unlocking an occupied toilet cubicle;
- 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.

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

Sanctions for sexual harassment and violence may include fixed term exclusions, a student being directed off site, managed moves or permanent exclusion.

In September 2022 the Department for Education issued new statutory guidance regarding child-on-child sexual violence and sexual harassment as part of Keeping Children Safe in Education (KCSIE). This was updated in 2023 and all staff have received training around this guidance and how to respond to any cases that might arise. In addition, all students are educated about this in pastoral assemblies.

Specifically, staff are aware of the importance of:

- making clear that we take very seriously any reports of sexual violence and sexual harassment.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging all harmful sexual behaviours (including those potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;
- that dismissing or tolerating such behaviours risks normalising them;
- reporting all incidents and maintain an attitude of 'it can happen here'.

Although we take a robust approach we will consider the following when dealing with any concern around harmful sexual behaviours:

- The age and developmental stage of the alleged perpetrator(s);
- The nature and frequency of the alleged incident(s);
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

The schools response will be

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

We want everyone to feel included, respected and safe in our school. We will not tolerate any verbal abuse, which includes name-calling and sexist comments. All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Support and educate them to improve their behaviour;
- Record and monitor their behaviour for any recurrence;

- Escalate the sanction as appropriate, e.g. a letter or phone call to parents, work with our behaviour team or in line with our behaviour steps within this policy.

Our REACH curriculum will cover what healthy and respectful behaviour towards one another looks like. Including the following topics:

Consent;

- What respectful behaviour looks like;
- Body confidence and self-esteem;
- Healthy relationships.

In addition, from April 2019, the Voyeurism (Offences) Act came into force to cover the practice of 'upskirting'. This involves taking a photograph or video beneath the skirt or dress of a person (or enabling another person to take a photograph or video) without consent, for the purpose of obtaining sexual gratification, or humiliating, alarming or distressing the person in question.

Sanctions will therefore be applied if any student engages in such activity whether towards a staff member or fellow student. Moreover, any student who has helped another student to take a picture or make a recording will be deemed equally culpable. Indeed, students will be made aware that any videoing or recording of staff members (whether this is shared with others or not) will be sanctioned following a thorough investigation.

Behaviour for learning routines in the classroom and around the school

The teacher will establish a clear signal that students need to be attentive. Students are then expected to follow all staff instructions without argument and behave in a quiet and orderly manner. They should use private voices without shouting, screaming or using foul language.

The form tutor, teachers and other staff will ensure students understand the routines, reminding them frequently of expectations. These will be displayed prominently around the school site.

Whilst moving around the school site, students will walk safely and in a calm manner all times, keeping their hands and feet to themselves and talk with quiet voices.

In lessons the class teacher will follow the procedures below with any student whose conduct is hindering their own learning and that of the other students in the class. Each lesson will be treated as a fresh start. If a student's conduct is disrupting the learning of other students, or the teacher's ability to deliver the lesson, the teacher should refer to the 6Rs as outlined in the behaviour for learning guidance in the staff handbook.

Teachers are encouraged to use scripted language and log onto Class Charts any conduct which has not met their expectations during the lesson, in accordance with the 6Rs. . Any conduct deemed to be at a safeguarding level, should be recorded on CPOMs and followed through accordingly. This may include reporting it directly to the Safeguarding team or DSL.

Consequences for being removed from a lesson include being parked in another classroom, a period of time in reflection, an after school detention or a suspension.

The expectation that students will behave in line with school expectations also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another student in the school. In addition, other students will face consequences if they choose to associate with students who are not behaving in a way that is appropriate.

Students who persistently behave in such a way that does not meet school expectations may be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. In addition, such students will be monitored by Learning area team or the Pastoral area team as appropriate to individual cases. This monitoring may be in the form of an electronic report

In some cases, students may be temporarily removed from some or all lessons, whilst we work with the student, parents/carers and professionals in order to support the student in developing the strategies required to engage with other students and staff in an appropriate manner.

Internal suspensions, school to school referrals and suspensions may also be used for students who are persistent offenders and or engage in serious incidents. Holy Trinity School works closely with other local secondary schools and consequently a managed move or directed off site placement may be used as a supportive strategy to give a student a fresh start in a different environment. In addition, we will refer students to alternative provision such as the West Sussex Alternative Provision College or another appropriate placement.

Parking in Reflection

At any time, a student can be removed from a lesson if they are disruptive. When this happens they will be parked in another classroom in the department in the first instance. However, if they refuse they will be placed in Reflection for a period of time. In addition, if a student is disruptive at break or during a tutor period they can also be placed in Reflection at any time for a period of time (as is necessary for a student to self-regulate) as a consequence of their behaviour. This ensures that learning and teaching for the vast majority of students can continue uninterrupted. This provision can be utilised at the discretion of the pastoral team, or Senior Leadership in order to maintain the highest standards of behaviour in and out of the classroom. If a student is referred for an Internal Suspension, which will take place in Reflection, due to a serious incident and or significant and persistent disruption /defiance over time, parents/carers will also be notified.

During their time in Reflection, students would be met with our Inclusion Manager to reflect on the circumstances of their removal and consider the impact of their conduct on their own education, as well as the education of all learners in their lessons. The member of staff will also discuss strategies to develop positive, respectful and non-disruptive behaviours. Furthermore, a student would also meet with the member of staff who instructed their removal in order to hold a restorative conversation at the earliest opportunity. Students will work in silence until they are returned to lessons or dismissed from school. Work linked to their lesson content will be provided and students would need to demonstrate engagement in their learning and respectful conduct in Reflection before being dismissed or returned to lesson.

Outside of being parked in Reflection, other consequences for any disruptive behaviour or inappropriate conduct could include a detention to complete missed work in the student's own time, a restorative conversation to be held after school from 3.10-3.25, the removal of break time privileges and/or being kept behind after school by a teacher, tutor, the pastoral team, or one of the Senior Leadership Team.

Sanctions

Sanctions are needed to respond to poor behaviour and the sanction system is designed to encourage the offender to reflect on his/her actions, acknowledge responsibility, make amends

and encourage better behaviour in future. A wide range of sanctions may be used including restorative conversations reviewing behaviour, behaviour logs on Class Charts phone calls home, behaviour reports, detention, and suspension. Sanctions will be applied consistently and fairly and in line with procedures. A range of sanctions is clearly defined in the procedure and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. All sanctions are communicated with parents via Class Charts.

Where suspension or exclusion is necessary the school will follow statutory guidance [*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE September 2023)*].

Following a suspension, parent/carers will be expected to attend a readmission meeting. This will include one or more of the following school staff:

- The Year Leader of the student returning from the suspension;
- A member of the school's Pastoral Leadership Team;
- The school's Inclusion Manager;
- A member of the school's Senior Leadership Team.

At the reinstatement meeting, targets will be discussed and a plan put in place to support the student with their reintegration back into school.

Screening and searching pupils

The school staff will follow all current statutory and non-statutory guidance regarding screening and searching pupils. [*Searching, screening and confiscation: advice for headteachers, staff and governing bodies (DfE January 2018)*].

The power to use reasonable force

The school staff will follow all current statutory and non-statutory guidance regarding the use of reasonable force. [*Use of reasonable force: advice for headteachers, staff and governing bodies (DfE July 2013, with a revision in 2015)*].

The power to discipline beyond the school gate

School staff will maintain school expectations of conduct where students are under staff supervision, in school time, en route to or from school or engaged in a school organised activity and will be able to apply rewards or sanctions accordingly as necessary. Where any student's behaviour could be regarded as breaking the law the school will agree with the Police which organisation will take responsibility for applying an appropriate intervention or sanction. The school will work closely with the Police with regards any incidents occurring in the local community and may also ask for assistance with incidents occurring on the school site.

Student Support Systems

Pastoral care is one of the key ways in which the school is able to express in practice their fundamental belief that each and every one is created in the image of God and as such is precious and special. As such, pastoral care is central to the school and the provision it makes for all students. It encompasses the areas of well-being, behaviour, progress and pathways. The pastoral team have an intrinsic role to play in securing behaviour for learning. Where appropriate the school works positively with external agencies and seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Transition

In line with our mission, to be a deeply Christian inclusive community which values every individual, we seek to support all students successfully through transition. This requires effective sharing of information at the point of transition. Holy Trinity School is proactive in approach and has allocated staff to aid this process. However, we rely on the quality and care with which feeder schools and settings deliver this information. When behavioural needs are identified the school allocates staff and resources as it is able.

Strategies may include many of the following:

- Pre-admission visits to the existing school or setting by experienced pastoral staff
- Transition visits to HTS prior to admission
- Analysis of records and any specialist reports by experienced pastoral staff or professionals
- Testing
- TAF meetings
- Timetabling allocated in Reflection (Behaviour Suite) to enable a staged transition to mainstream
- EAL support
- Peer mentoring

Staff involved in the transition process ensure that Holy Trinity School procedures, including behaviour expectations, are made explicit to all new students. Holy Trinity School believes in giving all students a 'fresh start' and will seek to ensure this through early and informed support and intervention.

Use of ICT and Online safety

As stated in our Online safety policy students are responsible for using the school digital technology systems in accordance with the Student Acceptable Use Agreement and in line with the contents of the Online Safety Policy. This includes the appropriate use of all systems including following all security protocols correctly, only using school IT for the purposes of learning and communication and in relation to school matters/events.

Mobile telephones and other personal electronic devices are only allowed onsite during school hours when switched off and in students' bags, unless a member of staff specifically gives permission for their use in a lesson.

The school's Online Safety Policy and procedures cover the use of digital technologies out of school, if related to their membership of the school.

Please note there are separate usage policies for students and parents which cover their use. These can be found on the [school website](#).

Disciplinary action that will be taken against students who are found to have made malicious accusations against school staff

Any member of staff who is accused of misconduct will have the accusation investigated quickly and impartially in line with other school policies. They will have access to support from staff colleagues.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

Students who are found to have made malicious allegations will have breached the behaviour code and consideration will be given to the most appropriate sanction to be imposed. This

could include suspension or permanent exclusion as well as referral to the Police if there are grounds for believing that a criminal offence may have been committed.

Staff development and support

All staff have access to the behaviour for learning policy and procedures are shared each year in the staff handbook, with relevant updates being issued each half term. Further training is received as part of staff induction and behaviour management is regularly discussed in subject and year team meetings. Staff with particular responsibility for behaviour and welfare receive regular training as part of the programme of meetings of the Pastoral Leadership Team.

Involve ment of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

SEND

In accordance with DfE guidance [*Behaviour in schools; advice for headteachers and school staff (DfE September 2022)*], the school will take account of the specific circumstances of individual students and will have regard to legislation concerning equal opportunities, SEN, disability, and vulnerable students. Children and young people with SEND need a differentiated approach to behaviour management. Their SEN or disability may make it more difficult for them to comply with school behaviour policies and education professionals need to be aware of this in managing classroom behaviour.

The Department for Education guidance on Mental health and behaviour in school (2018) says:

"It may be unlawful to apply a behaviour policy that treats all pupils the same if a pupil's disability makes it harder for them to comply with the policy than other pupils who are not disabled".

Definitions

Disruptive behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious disruptive behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour 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

- Any behaviour which puts the safety of other students at risk or has a significant effect on the school's functioning, e.g. maliciously setting off a fire alarm.
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, will be established. Other policies which should be referred to alongside this policy:

Anti-Bullying Policy:

<https://www.holytrinitycrawley.org.uk/wp-content/uploads/2025/07/Anti-Bullying-Policy.pdf>

Mobile Phones and Accessories Policy:

https://www.holytrinitycrawley.org.uk/wp-content/uploads/2025/05/Mobile_Phone_Policy1.pdf

Online Safety Policy: https://www.holytrinitycrawley.org.uk/wp-content/uploads/2025/05/Online_Safety_Policy1.pdf

Prohibited Items Search & Confiscation Policy:

https://www.holytrinitycrawley.org.uk/wp-content/uploads/2025/05/Prohibited_items_search_confiscation_policy1.pdf

Restrictive Physical Intervention Policy: <https://www.holytrinitycrawley.org.uk/wp-content/uploads/2025/05/Restrictive-Physical-Intervention-Policy.pdf>

School Uniform List: <https://www.holytrinitycrawley.org.uk/uniform-equipment-id-cards/>

Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching , screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions](#)

This policy is also based on:

- [The Special educational needs and disability code of practice:0-25 years](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Review

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.