



# Langley Park School for Girls

## Behaviour Policy

Owner (job role):	Director of Education
Approval Body:	Standards and Performance Committee
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Version	Approval Date	Summary of Changes
2	14.5.24	Adding the trust vision and values to the start of the policy
2	14.5.24	9.6 confiscation, searches and screening * Changing Senior and SLT to 'School leadership' * Use of the metal detector wand for 'prohibited items'
2	14.5.24	10.2 removal from classes Added that students may be removed in the interest of safety and to support investigations
3	25.9.24	Updates to sections 10.3 off-site direction and 10.4 managed moves

4	14.02.25	Updates to sections 10.3 off-site direction and 10.4 managed moves – approved by Trustees 24.2.25
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## 1. Our Vision

Our vision is for our children to enjoy a broad, ambitious and inspirational education, so they develop the values, confidence, knowledge and skills to thrive as global citizens.

## 2. Our Values:

- Ambition – we have high aspirations for our children and strive to do our very best.
- Inclusion – we care about the whole child and everyone will feel that our Trust is a place where they are valued, respected, safe and happy.
- Collaboration – we are stronger together and collaborate generously to ensure the long-term success of our children, our staff, our schools and the communities we serve.
- Trust – we build trust by acting with integrity and kindness and by putting children first.

**Inspire, Respect, Flourish.**

## 3. Aims of this policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour and where everyone feels valued, respected and happy
- Ensure that all students 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 4. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010: advice for schools](#)
- [Keeping Children Safe in Education](#)
- [Mental Health and behaviour in schools](#)

- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England including student movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students at school with medical conditions](#)
- [Working together to safeguard children](#)
- [Information sharing advice for safeguarding practitioners](#)
- [Preventing and tackling bullying, advice for Headteachers, staff and governing bodies](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Relationships education, relationships and sex education and health education](#)
- [Alternative provision](#)
- [Police and Criminal Evidence Act 1984 \(PACE\) PACE Code C](#)
- [Guidance for appropriate adults](#)
- [Relationships education, relationships and sex education and health education](#)
- [The designated teacher for looked-after and previously looked-after children](#)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy, this policy includes both.

This policy also considers the EEF guidance 'Improving behaviour in schools'. This policy complies with our funding agreement and articles of association.

## 5. Definitions

There is a clear understanding that everyone in the school has the right to be safe and to be able to fulfil their potential. Students should be able to learn and a teacher should be able to teach in a calm, disruption free environment. There is a shared responsibility to enable this to happen. (See Appendix A)

Misbehaviour is defined (but are not limited to) as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Acting in a disrespectful manner
- Incorrect uniform

Serious misbehaviour is defined (but are not limited to) as:

- Repeated breaches of the school rules
- Behaving in ways which might harm or upset others
- 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
  - Abuse in intimate personal relationships between peers
  - Upskirting and other harmful / inappropriate sexual behaviours
- Initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
- Behaviour which may constitute a criminal offence
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items.

These are:

- Knives or weapons (including guns, pellet guns and air rifles)
- Alcohol
- Illegal drugs (supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances)
- Nitrous Oxide canisters
- Stolen items
- Tobacco, cigarette papers, Vaping materials
- Fireworks
- Supply or possession of 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.
- Bringing the school into disrepute through unacceptable behaviour off-site, whether in the locality, travelling to and from the school, or further afield e.g. on School trips

## 6. Bullying

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

Bullying is, therefore:

- 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"><li>o Racial</li><li>o Faith-based</li><li>o Sexist</li><li>o Homophobic/biphobic</li><li>o Transphobic</li><li>o Disability-based</li></ul>	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

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the School's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported.

Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

The School Acceptable Use Policy ensures that the risk of technologies in School, including the use of the School network, being used as a vehicle for bullying is minimised. In addition, the issue of bullying will be raised with students at a number of levels including:

- At whole School level – through assemblies when children will be informed of the School’s zero tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly when the whole School will be informed of the progress of the antibullying policy and any changes which may be introduced.
- At classroom level – during form periods, tutorial groups and through the delivery of the Personal Development Curriculum. At this level, it is particularly important to carry out work around cyberbullying in order that students understand the nature of this form of bullying and to be able to identify it when they see it.
- At individual level - children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- 6th Form act as role models for diversity and equality as well as sharing key messages through assemblies and resources they prepare for discussion in Form Groups.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- The school recognises that there are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the School day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Children will be encouraged to talk to staff about incidents of bullying that they experience or of which they are aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Students can report incidents of bullying directly to their Form Tutor or Head of Year. Parents/Carers who believe their children are the victims of bullying should share their concerns with School at the earliest opportunity and be prepared to work with us to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly, if parents/carers believe their child is bullying others, this information should be shared with staff so that the problem can be addressed, and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

All of these preventative strategies operate within fundamental British Values and a School ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children, learn and develop appropriate



responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

## **7. Roles and responsibilities**

### **7.1 The Local Governing Body (LGB)**

The LGB is responsible for monitoring this behaviour policy's effectiveness, its impact on pupils and holding the headteacher to account for its implementation.

The LGB is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Governing Body is required to have due regard to the need to:

- 1.1.1 eliminate discrimination and other conduct that is prohibited by the Act;
- 1.1.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- 1.1.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

### **7.2 The Head Teacher**

The Head Teacher is responsible for:

- Contributing to the development of 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 students
- Ensuring that all staff understand the behavioural expectations, systems, routines and behaviours 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 students 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 and the Equality Act 2010.
- Providing training for teachers in specific strategies for supporting pupils with high behaviour needs
- Providing the opportunity for teachers to reflect on their classroom management, try a new approach and review their progress over time.

- Ensuring this policy works alongside the safeguarding and other relevant policies to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 15.1)

### 7.3 Teachers and all staff

Staff are responsible for:

- Creating a calm and safe environment for students around the school and in the classroom
- Ensuring every student has a supportive relationship with a member of school staff
- Ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Using classroom management strategies to support good classroom behaviour such as reward systems
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through proactively teaching learning behaviours alongside managing misbehaviour.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour within the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging and supporting students to meet the school's expectations

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

### 7.4 Parents and carers

Parents and carers, where possible, are asked to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly
- 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 address and resolve behavioural issues.

## 7.5 Students

Students 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, routines and classroom expectations
- 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

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

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

Students 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 students who are mid-phase arrivals.

## 8. School behaviour curriculum

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and always when required and reasonable for those who are disabled under the meaning of the Equality Act 2010, reasonable adjustments may be made to routines within the curriculum and more broadly to ensure all students can meet behavioural expectations.

In the Classroom students follow the classroom expectations and rules:

- We are kind and respectful
- We arrive on time with the correct equipment and start the task as soon as this is set
- We actively listen and do not talk when someone else is talking
- We follow staff instructions when given and ask for help if needed
- We work hard and allow others to do the same

## 8.1 Mobile phones

Students are allowed to bring mobile phones to and from school. Mobile telephones are banned during the academic day, Appendix B details the arrangements for mobile telephones in school.

# 9. Responding to behaviour

## 9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display and implement consistently the classroom rules and expectations
- Develop a positive relationship with students, which should include:
  - o Greeting students in the morning/at the start of lessons
  - o Establishing clear routines and explaining the “why” as to why those routines and expectations are in place.
  - o Communicating expectations of behaviour in ways other than verbally and deploy effective techniques to de-escalate situations wherever possible
  - o Highlighting and promoting good behaviour
  - o Concluding the day / lesson positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

## 9.2 Safeguarding

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

We will consider whether a student’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 for the Impact Trust Child protection and safeguarding policy more information.

### 9.3 Responding to good behaviour

When a student'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 may be awarded with:

- Verbal praise
- Achievement points
- Work on display
- Recognition via social media e.g. twitter, school website and newsletter
- 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
- Whole-class or year group rewards, such as a popular activity

### 9.4 Responding to misbehaviour

When a student'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 students know with certainty that misbehaviour will always be addressed, and how.

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

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

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

The school may use (but is not limited to use) 1 or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school (with the opportunity to reflect on their behaviour)
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student 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 and in accordance with our responsibilities under the Equality Act 2010.

### **9.5 Reasonable force**

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

- Causing disorder
- Hurting themselves or others
- Damaging property (including their own)
- Committing a criminal offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

## 9.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the [DfE’s guidance on searching, screening and confiscation](#).

### Confiscation

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

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

### Searching a student

Members of staff with delegated authorisation from the Headteacher have the powers to search, with or without consent, for prohibited items with the authorisation and presence of a member of school leadership in accordance with Department for Education Guidance on Searching, Screening and Confiscation.

This is akin to asking a student to empty their pockets in front of you if you believe they have an item such as a mobile phone for example, or asking if you can look in a child’s bag.

Searches should only ever be carried out where there are reasonable grounds to perform a search- i.e., there is a belief that the young person is or might be in possession of a prohibited item at that time whether this is on their person, in their bag or contained in their locker. The Designated Safeguarding Lead DSL (or DDSL) should be informed of any searching incidents.

If there is a belief that a student may be in possession of a prohibited item, the school reserves the right to use the metal detector wand.

All searches should be carried out by two people (one to act as a witness), ‘the searcher’ must be the same sex as the young person and ideally the witness should also be the same sex but this is not mandatory.

As lockers remain the property of the school at all times, consent does not need to be sought to undertake a search of such.

Best Practice for all searches:

Do	Do Not
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<ul style="list-style-type: none"> <li>• Ensure that there are at least 2 members of staff present for a search. One of those must be a member of school leadership and one must be the same sex of the child (preferably both) - Ensure that there are reasonable grounds to perform the search.</li> <li>• Ensure that all searches are logged</li> <li>• Ensure parents/carers are informed of any search for a prohibited item that has taken place and the outcome of the search as soon as is practicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform searches in a public space or in the view of other students- they have a right to privacy</li> <li>• Ask the student to remove any layers below their outer clothing (blazer, coats, hat, scarves, shoes etc).</li> </ul>
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Children in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. Any searches which are seen to suggest a safeguarding risk should be referred to the DSL, without delay. The DSL should consider, a referral to the local authority children's social care services.

Searches will be carried out following the School's Procedure for Searching a student in line with the DfE's guidance [on searching, screening and confiscation](#).

### Screening

The school may decide on occasion to screen students upon entry to the school, this will be communicated to parents/carers and will be conducted alongside the police liaison team. Reasonable adjustments will be made for students with SEND. If a student refuses to be screened, the school will work to establish why and ensure that the student is not a safeguarding risk. This information will be shared with their parents/carers.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully and reasonably.

### 9.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school
- Sanctions may also be applied where a student 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 student
  - Could adversely affect the reputation of the school



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

### 9.8 Online misbehaviour

The school can issue behaviour sanctions to students for online

misbehaviour when:

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

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

### 9.9 Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### 9.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Students 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:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care
  - o Report to the police

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

### 9.11 Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students 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 students.

## 10. Serious sanctions

### 10.1 Detention

All students can be issued with detentions during break and lunchtimes and all students aged under 18 can be issued with detentions after-school. Appendix C details the school's detention procedures. The school will decide whether it is necessary to inform the student's parents. When imposing a detention, the school will consider whether doing so would:

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

- Interrupt the student's caring responsibilities

## 10.2 Removal from classrooms

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

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

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

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students or to support investigations
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for more than half a day without the explicit agreement of the headteacher. For students who have been removed from class for more than one lesson, the school will use their inclusion room or inclusion space. In some cases, and with the parent/carers' agreement, a short-term Inclusion provision can be made in another secondary school within the Impact Multi Academy trust

Students 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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

- Meetings with a Mentor
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment, or support from external agencies

To ensure the safety of students or to support investigations, students may be withdrawn from lessons and may be placed in an inclusion room or inclusion space, pending any subsequent decisions, communication with parents/carers and follow up.

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 student.

## 10.3 Off-site direction

The school has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

- The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Academy, or another academy / school (or unit therein).
- Parental consent is not required for an off-site direction, this is a power delegated in our trust by governors, to the headteacher.
- The Chair of Governors or Vice Chair of Governors will be informed of any off-site direction by email, detailing the length of placement and planned review time. Governors will be updated should the placement need to continue beyond the initial plan.
- Pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.
- The arrangements for the off-site placement will be based on an understanding of the support the pupil needs to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive a full-time broad and balanced education.
- For pupils with an EHCP plan the Local Authority should be informed of the off-site direction.
- For pupils who have a social worker, including looked-after children, the social worker/virtual school head (VSH) should be informed of the off-site direction.
- A plan for intervention will be put in place (this may be in the form of a PSP or a SEND provision map) and an extended off-site placement will be regularly reviewed. For an extended off-site direction, Parents/carers will be involved in the review and should be informed of the review meeting no later than six days in advance. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it. No later than six days after the review meeting, written confirmation will be provided of whether the placement will continue, why and for how long.
- During the period of an off-site direction by the school to another school / academy, the pupil must be dual registered (using code D on the attendance register) which means that they will be registered at both the school and the school / academy to which the pupil is directed off-site.
- The school will follow the Alternative Provision Guidance when exercising this power.

#### **10.4 Managed Moves**

A "managed move" is the permanent transfer of a pupil to another mainstream school / academy and involves a move from the home school's admission register to the admission register of the new school. It is designed to give pupils who are at risk of permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.

- As it is a proposed permanent transfer to another setting, parent/carer consent is required, and parents/carers will be consulted while this is being explored. For pupils with an EHCP the local authority will also be consulted. For pupils who have a social worker, including looked-after children, the social worker/ VSH should be contacted.
- If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than a permanent transfer to that setting, then off-site direction (as described in 10.3) must be used. An off-site direction can be made without parental consent.
- A planned managed move will only happen when it is in the pupil's best interests. Prior to a managed move being considered, the home school should be able to evidence appropriate initial intervention, this could include multi-agency support, statutory assessments, in-school support and interventions.
- Prior to a managed move the home school will share data on prior and current attainment, academic targets, any risk assessments in place and advice on effective risk management

strategies. The new school should ensure the pupil is provided with an effective integration strategy.

- A managed move can also be undertaken following a period of off-site direction to an alternative provision setting where the child is dual registered (i.e., registered at both the home school and the alternative provision). If, following a review of the off-site direction it is agreed that it is in the best interest of the child, a managed move can take place and the child's name can be removed from the admission register of their home school.

## 10.5 Suspension and permanent exclusions

The DfE guidance Suspension and permanent exclusion from maintained schools, academies and student referral units in England including student movement will be followed at all times.

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

The decision to suspend or exclude will be made by the headteacher.

Please refer to our Trust Suspension and Permanent Exclusion Policy [here](#).

Offences for which suspension will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting.
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of school property
- Bringing or using illegal substances, including alcohol, into school
- Bringing banned items into school for example Vapes and lighters
- Possession of any offensive weapons in school
- Using illegal substances or alcohol in school
- Supplying or selling illegal substances in school
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyberbullying or threatening behaviour towards another student
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the school into disrepute, this may occur in school or outside school.
- Sexual harassment, sexual assault or behaviours of a sexual orientation

A decision to exclude a student permanently is a very serious one and will be considered as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour management policy and where allowing the student to remain at the School would seriously harm the education or welfare of the student or others in the school. The decision to permanently exclude will be taken by the Headteacher.

Offences for which permanent exclusion will be considered, but are not limited to, include:

- Persistent Verbal abuse/use of offensive language at a member of staff
- Any behaviour which causes/is likely to cause danger or harm to others including aggressive behaviour/fighting
- Serious abuse or vandalism of school property
- Serious drug incident/s
- Possession of any offensive weapons in school
- Persistent Disobedience, defiance or refusal to co-operate with members of staff
- Persistent Bullying including cyber bullying or threatening behaviour towards another student
- Persistent abuse of the internet or IT facilities e.g., viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Persistent discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Persistently denying others access to their learning
- Serious intimidation of another student or member of staff, including of a sexual nature.
- Sexual harassment, sexual assault or behaviours of a sexual orientation
- Any other behaviour which may bring the name of the school into disrepute, this may occur in school or outside school

## **11. Responding to misbehaviour from students with SEND**

### **11.1 Recognising the impact of SEND on behaviour**

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student caused by the
- school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

- If a student 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 student concerned.

The school's approach to anticipating and removing triggers of misbehaviour below include

examples such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (for example a school wellbeing hub) where students can regulate their emotions during a moment of sensory overload

### **11.2 Adapting sanctions for students with SEND**

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

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student 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 student 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.

### **11.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs coordinator (SENCO) may evaluate a student 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 student, 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.

#### **11.4 Students 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 student 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.

### **12. Supporting students following a sanction**

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

This could include

measures like:

- Reintegration meetings
- Daily contact with the Head of Year
- A report card with personalised behaviour goals
- Exploring specialist support from external services, where appropriate.

### **13. Student transition**

#### **13.1 Inducting incoming students**

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

#### **13.2 Preparing outgoing students for transition**

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

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



## **14. Training**

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

- The needs of the students at the school and how best to meet these
- How SEND and mental health needs impact behaviour
- Positive handling and the proper use of reasonable force

Behaviour management will also form part of continuing professional development.

## **15. Monitoring arrangements**

### **15.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Achievement Points for recognition of positive behaviour
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of the school inclusion provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term.

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

- At school level
- By year group
- At the level of individual members of staff, including to identify any relationship challenges between individual staff and individual students, where concerns have been raised by staff, students or parents
- By time of day/week/term
- By protected characteristic, including race, sex and disability

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

### **15.2 Monitoring this policy**

This behaviour policy will be reviewed by the Trust Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 15.1). In addition, local school governors will see detailed breakdown of behaviour incidences broken down by protected characteristics and the Trust Board will receive headline data.

## **16. Links with other policies and procedures**

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusion policy
- Child protection and safeguarding policy
- Physical Intervention policy
- Mobile phone policy
- Procedure for Searching a Student
- Attendance and Punctuality Policy
- Disability Equality Scheme Policy
- Health and Safety Policy
- Home School Agreement
- ICT Acceptable Use of Technology Policy
- Online Safety Policy
- Relationships, Sex and Health Education Policy
- Special Education Needs Policy
- Education of Children in Care
- Educational Visits

## 17. Appendix A – School values

Our school vision is:

### **Enabling everyone to thrive – acting with kindness, determination and respect**

A clearly defined, communicated and consistently upheld behaviour policy and procedure is essential to create an environment in which everyone (students and adults) can be happy and successful.

It creates an environment which is calm, quiet, predictable and safe – children who find learning harder need this the very most.

It also creates the conditions in which nearly 2000 people can co-exist successfully in one community.

Our school values are:

- Belonging
- Ambition
- Equality
- Kindness
- Respect
- Determination

Our behaviour policy and approach support and embed our values.

Students receive chances and support before they receive consequences. However, they are expected to take responsibility for their behaviour.

A culture of mutual respect is essential.



## 18. Appendix B – mobile telephone procedures

### **Rationale:**

Langley Park School for Girls is a place for learning where all students and adults should feel free to carry out their day without fear of bullying, being photographed or filmed without their permission or having their learning disrupted.

We understand that some parent/carers may wish students to have a mobile phone for use on their journey to or from school.

Equally, we know (from family surveys) that social media and its impact on students' mental health is a major concern. The school day is a break from the unrelenting pressures of social media and constant notifications. Having a 'no mobile phones' policy is also an important part of a rigorous safeguarding procedure that protects peer on peer abuse.

Whilst acknowledging how challenging it can be, we continue to encourage families to be vigilant with internet access, discourage mobile phones in bedrooms overnight and encourage limits on screen-time.

### **Expectation:**

***Between entering the school gate/premises and 3.10pm we must not hear or see a student mobile phone.***

If a student chooses to use their phone they are choosing for it to be confiscated.

Please note that the school accepts no responsibility for the loss/damage of any electronic device. They are brought on to site at their own risk. We will not be held liable for replacement or repair and will only be able to dedicate very limited staff time and resource to investigate any allegations of theft.

### **Procedure:**

1. Student switches off phone and hands it to the adult
2. The adult takes it to reception/admin at the next available opportunity
3. Phones are labelled and stored securely
4. Parent/carers are informed and arrange time to collect.

Phones will only be returned to parents/carers and not to the student themselves under any circumstances. This may mean that phones are not returned on the same day.

On very rare occasions, a student might be asked to hand in their phone each morning in order to avoid conflict or misuse. Students who are placed in our Reflection Room will be asked to hand in their mobile phone.

## 19. Appendix C – Arrangements for detentions.

### Detentions

There are a number of detentions of which students must be aware:

	<b>Main Reasons</b> <b>Please note this list is not exhaustive– for more information see the Reward and Behaviour document in Appendix D.</b>
<b>C1 Lunchtime Detention</b> 1.55-2.05pm SAME DAY	<ul style="list-style-type: none"><li>• Lateness (to school or form time)</li></ul>
<b>C1 3.15-3.30pm</b> NEXT DAY	<ul style="list-style-type: none"><li>• Didn't attend lunchtime det (previous day)</li><li>• Didn't take two chances in class to meet learning expectations</li><li>• Didn't take two chances to address uniform issues during form time</li></ul>
<b>C2 3.15-4pm</b> NEXT DAY	<ul style="list-style-type: none"><li>• Received a C1 in more than one lesson therefore escalated to C2</li><li>• Didn't take three chances in class to meet learning expectations</li><li>• Didn't take two chances to address uniform issues and was seen after 9.05am with a uniform infringement</li></ul>
<b>C3 3.15-4.30pm</b> MONDAY/WEDNESDAY/FRIDAY	<ul style="list-style-type: none"><li>• Was relocated to another learning space due to persistent (4 chances) failure to meet learning expectations.</li></ul>
<b>Key Stage 5 students ONLY</b> C1 NEXT DAY 1.45 -2.00pm C2 NEXT DAY 1.45-2.30pm C3 FRIDAY 1.45-3.10pm	<ul style="list-style-type: none"><li>• All detentions issued to KS5 students will begin at 1.45pm.</li></ul>

Please note that if the detention has been set for lateness (through the school gates OR to their form room itself) then a **same day** detention will be sat at lunchtime. We don't notify parents of these although students will often have a stamp in their planner and parents can look on Firefly.

Please note that for all other issues, the detention will be arrange for **the NEXT DAY** - this applies to C1 (3.30pm) and C2 (4pm) detentions.

Parents **and students** will both receive an email notification of this detention. This encourages students to take responsibility for attending their own detentions and to allow for families to re-arrange collection of other siblings, attendance at other non-urgent appointments, clubs etc. We appreciate that there is sometimes inevitable inconvenience attached to a student sitting a detention – students are therefore encouraged to take the chances to make the correct choices before detentions are issued.

Please also note that The Education and Inspections Act 2006 gives schools the right to place students in detention without parental consent. Therefore, students who do not attend a detention without valid reason (authorised only by the school) will be placed in the next level of detention/consequence (C2 4pm à C3 4.30pm on Fri à Reflection Room). We typically only re-arrange detentions when there is evidence of a medical appointment.

### Reports

A student may be placed on report if there are continuing problems with behaviour, or if organisation, punctuality etc, needs to be monitored. The various report cards are as follows:

**Pastoral:**

1. Form Tutor Report
2. Head of Year
3. Department Report
4. Senior Leadership Team Report

**Curriculum:**

1. Subject Report

This is a positive means of supporting a student to focus on one or two specific areas of learning.

If a student continues to show disregard for the Langley Park School for Girls' Code of Conduct then it may be necessary to consider removal from lessons.

Those students who fail to make the necessary improvements to their conduct may be subject to a Pastoral Support Plan. Ultimately this may result in them losing their place at Langley Park School for Girls.

## 20. Appendix D – Rewards and behaviour

Positive/Progress Points		
	Bromcom Log	
<b>3 Points</b>	<b>P – Belonging</b>	Celebrate students who make others feel included and part of the school community
<b>3 Points</b>	<b>P – Equality</b>	Reward students who treat everyone fairly and stand up against discrimination
<b>3 Points</b>	<b>P – Kindness</b>	Praise students who show acts of kindness and compassion towards others
<b>3 Points</b>	<b>P – Ambition</b>	Recognise students who set high goals and work hard to achieve them
<b>3 Points</b>	<b>P – Respect</b>	Acknowledge students who show respect to their peers, staff and the school environment
<b>3 Points</b>	<b>P – Determination</b>	Highlight students who persist through challenges and never give up
<b>3 Points</b>	<b>P – Student of the lesson</b>	Awarded by class teachers
<b>4 Points</b>	<b>P – Student of the day</b>	Awarded by tutors
<b>5 Points</b>	<b>P Student of the week</b>	Awarded by Pastoral Leaders

Consequence Points			
		Possible Consequence Issued	Types of Behaviours & Bromcom Log
<b>Zero Points</b>	<b>C0</b>	For information Lunch time detention	C0 - Uniform issue during form time (corrected) C0 – Late to school
<b>1 Point</b>	<b>C1</b>	Central detention 3.15-3.30 KS3 M102 KS4 M106	C1 - Low level disruptive behaviour C1 - Insufficient effort in class C1 - Lack of equipment C1 - Failure to attend lunch time detention C1 - Lack of homework C1 - Minor inappropriate behaviour C1 - Failure to follow instruction C1 - Late to lesson C1 - No planner C1 - Unkind behaviour towards another child C1 - Incorrect PE Kit
<b>2 Points</b>	<b>C2</b>	Central detention 3.15-4.00 KS3 M102 KS4 M106	C2 - Repeated Low-level disruption C2 - Wearing a sweatshirt/hoodie (during the school day) C2 - No blazer/jacket (during the school day) C2 - Wearing earphones/headphones (during the school day) C2 - Failure to attend a C1 detention C2 - Chewing gum in school C2 - Wearing jewellery (during the school day) C2 - Not wearing lanyard/ID Badge C2 - wearing makeup, nail varnish/false nails or lashes (during the school day) C2 - No PE Kit C2 - Mobile phone seen in school C2 - A short or rolled skirt (during the school day) C2 - Wearing trainers/incorrect shoes (during the school day) C2 - Multiple C1 detentions in a day C2 - Unkind behaviour towards another child C2 - Failure to attend form time
<b>3 Points</b>	<b>C3</b>	Senior Detention 3.15-4.30	C3 - Failed to attend C2 DET = 4:30pm DET C3 - On call (removal from a lesson) C3 - Repeated lack of PE kit C3 - Truancy C3 – Bullying C3 - Persistent defiance
<b>4 Points</b>	<b>C4/5*</b>	Reflection Room / Offsite Direction / Suspension / Permanent Exclusion  *context of incident to determine C4/5	Damage to property Dangerous behaviour Bringing the school into disrepute Smoking/vaping Incorrect use of ICT/Social Media Theft Aggressive behaviour/fighting LGBT Phobia Racist incident Sexist incident Inappropriate sexual behaviour Verbal abuse towards a member of staff Verbal abuse towards a student C4/5 – Bullying Failure to co-operate with senior staff members Failure to attend C3 detention Persistent defiance Persistent disruptive behaviour



