

Behaviour Management Policy

November 2015



THE JO RICHARDSON

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

Behaviour management

At the Jo Richardson Community School, we believe that good behaviour is the essential prerequisite to a school's success. All staff play a key role in promoting and maintaining a positive learning environment, where good behaviour is encouraged and rewarded and poor behaviour is appropriately punished. Effective behaviour management is underpinned by consistency, clear systems and shared understanding.

Our aim is to support all students who we believe are at personal risk. The Safeguarding outlines these principles and procedures.

The core of our Behaviour Management Policy focuses upon our students accepting responsibility for their own behaviour and learning. We aim to support students in developing self-discipline based on mutual respect, clear boundaries and maintaining faith in a consistent system. Key to this expectation is the need for staff to develop the correct skills and attitude to manage behaviour effectively. A wide range of interventions are available to support this expectation. They can be found in the catalogue of provision.

A summary of this policy will be published in Student Planners, and will be regularly discussed in assemblies and meetings for parents. It will also feature as a key part of the induction for new staff.

Key principles

- the form tutor is central to the pastoral system. The pastoral system is focused upon student welfare and support, not punishment
- subject staff/HoDs are responsible for appropriate punitive action as well as the "repair and rebuild"
- the Student Planner is the key tool of communication between staff and parents/carers. It actively promotes students' personal organisation and effective home/school partnership
- all behaviour support systems aim to minimise confrontation between staff and students. Therefore all systems must have clarity and be implemented with consistency
- the reporting and recording system is seamless and triggers the appropriate documentation and contact with parents. There is a Pastoral Support Assistant (PSA) attached to each year group to ensure consistency
- all systems are simple, accessible and manageable
- Student Support Panel meets every week to discuss complex cases and every student who has reached a Level 5 exclusion or above. The inclusion team form this panel and every meeting has a pre-release agenda. The meetings have minutes which document the action points
- the Office staff (wherever possible) are responsible for the administration of the system. Teaching staff should spend a minimal amount of time involved in administrative tasks

Code of Conduct

The JRCS Code of Conduct aims to promote the key issues of respect and self-discipline. This Code gives clear guidance with regard to the school's high expectations of their behaviour both inside and outside the school. The Code of Conduct is printed in the Student Planner. Sixth Form Code of Conduct is printed in the Student Planner and in the Southern Consortium Handbook, under Pastoral Policies.

Section A - Policies and procedures

1 - Cause For Concern (CFCs)

CFC reports should be used to record any cause for concern. Whilst a CFC is not a punishment in itself, it does formalise proceedings, and means parents are informed. CFCs are electronic records which are entered on to portal. Staff should:

- use reports as described in the discipline system. The CFC is NOT a system to refer problems to others (except for out of class situations). It is a means of circulating information. Where help is required, and this applies in any case of Standard 3 behaviour, personal contact must be made, with either the HoD, or, in more serious cases where a period of exclusion may be appropriate, with a member of the SLT.
- ensure that they follow the key protocols of the system. This includes:
 - writing their staff code and date before writing in any information
 - never assigning an event to someone else without talking to them first
 - always selecting a behaviour event and a consequence
 - ensuring that any incidents of a racist nature are recorded following the guidance below.Always refer these incidents to a member of SLT

2 - Truancy

Truancy and leaving school without permission is a Standard 3 behaviour and will, in most cases, lead to a student's exclusion. The time missed from lessons will also have to be made up under the supervision of the LSU.

The following sanctions may also be applied at the discretion of the Headteacher:

- removal from extra-curricular activities
- removal from non-core curriculum trips
- removal from representing school at sporting activities
- removal from School Council/Student Voice representation
- removal from responsibility in school (Office Assistant, tours, Parents' Evening Assistant, etc)

3 - Whole-school agreed routines

In order to ensure consistent standards of behaviour across the school, we have agreed a number of routines that all staff are expected to follow:

Entry and exit from classrooms

- students should not enter a classroom without a member of staff being present
- teach students the entry requirements to classrooms. These may vary from area to area
- HoDs should ensure that a sign outside each classroom describes where to line up
- HoYs are responsible for the behaviour of students queuing up outside the building or in communal areas
- teachers should make sure they are on time to lessons and stand at the door when seeing in groups
- tell the students where you want them to sit as they enter – take control
- make students enter the classroom again if necessary if you're not happy with the way they enter the room initially
- ensure coats are removed, equipment, books and Planner are on desk, bags are on the floor, and students are sitting in silence before you take the register
- stand at the front and wait for silence
- stop taking the register, make eye contact with the class and ask who is talking if you are interrupted
- when dismissing a group, ensure that everyone is standing behind their desks in silence
- ensure all chairs are under desks, and the rows are tidy
- dismiss students row by row, standing in the doorway
- students must never be dismissed before the lesson change has sounded (where appropriate)
- students must not wear coats, hats, scarves or gloves anywhere inside the school building (baseball caps are not allowed)
- students must leave the classroom in a tidy state. Any worksheets or other paper left on the floor or on desks may be considered as littering at the discretion of the teacher

Corridor/stair movement

All of us have a responsibility, led by SLT and CLT, to model, teach and demand the following:

- walking on the left
- walking quietly
- walking calmly, taking care not to damage the walls and notice-boards
- No MP3 players/iPods, eating or drinking on the first and second floors

Monitoring 'hot-spots'

SLT and PSAs have a responsibility to assist in the smooth movement of students in identified difficult areas.

Out of class

- no students should be allowed out of class to go to the toilet if they do not have a note in their Planner counter-signed by the tutor unless you are absolutely convinced it is a genuine case
- staff should record in Student Planners whenever a student is out of class and make a note (T) in their Teacher Planner
- where groups are working 'around' the school, they should be specifically allocated a place by the member of staff concerned, and regularly monitored. During double lessons, consideration should be given to arrangements during changeover

4 - Other

- students should not bring the following items into school: cans or glass bottles, laser pens, trading cards, chewing gum, correction fluids, lighters, matches, offensive or adult publications, cigarettes, dangerous implements, make-up, toy guns or any items of great value
- personal stereos should only be visible on the ground floor inside the school buildings (otherwise confiscate headphones)
- any banned item found by a member of staff will be confiscated and placed in a locked cupboard. Parents will be required to collect these items from the School Office, other than on the last day of each half-term when they may be collected by students themselves
- students are not permitted to wear jewellery

Routines for Sixth Form Students

The routines outlined above are also applicable to Sixth Form students with the following adaptations:

- students may enter classrooms without the teacher if the teacher has allowed this
- dismissal from lessons will be less formal. Dismissal should usually be at the normal lesson change time and never more than five minutes early
- mobile phones and MP3 players may be used in the Sixth Form areas at any time unless the student is in a lesson
- Students are permitted to wear jewellery

5 - Mobile phone policy

Years 7 - 11

- Students will be allowed to bring mobile phones into school. Whilst in school, students should leave their mobile phones at the bottom of their school bag or in their locker and they must remain switched off at all times from 8.35am until 3.15pm, or at the end of a detention, when students are permitted to switch them on
- On the journey to and from school, students should only take their phone out from their bag when it is absolutely necessary. The reason for this is to avoid our students becoming targets for street muggings
- If a student is caught using a mobile phone for any purpose on the school site prior to 3.15pm or during a detention, it will immediately be confiscated and locked in the School Office. Any student who contravenes any of the above rules will be subject to a HoY/SLT detention
- Any student who is caught displaying or sharing indecent images on their phone may be permanently excluded from the school. This includes over social media.
- The school also makes it clear that it will not be held responsible for any loss or theft of mobile phones that students have brought into school; they do so at their own risk

Years 12 – 13

- Sixth Form students are allowed to use mobile phones in the Common Room but not around the school
- If seen or heard around the school or in lessons, the phone should be confiscated and taken to the Office
- The students themselves can collect the phone from the Office at the end of the day
- This is not subject to a HoY/SLT detention

Section B - Discipline system

The following are three broad categories of behaviour difficulty which identify who is responsible for dealing with poor behaviour. Standard 1 relates directly to the Code of Conduct.

Standard 1	Teacher
Standard 2	CLT: HoD (for classroom situations) / HoY (for out of class situations)
Standard 3	Low Level - HoY (for out of class situations) Medium Level - SLT two hour detention after school on Friday and SLT Saturday morning detention two hours 30 minutes High Level – SLT exclusion

Behaviour at the JRCS is divided into three main standards of seriousness:

<p>Standard One: Teacher</p> <ul style="list-style-type: none"> • talking at the wrong time • forgetting equipment, Planners or homework • arriving late • preventing others from working • wasting time • making only the minimum of effort • making fun of others • interfering with other students' possessions • eating in class • uniform issues • unintentional littering 	<p>Standard Two: HoD/HoY</p> <ul style="list-style-type: none"> • regularly causing problems at Standard 1 or refusing to co-operate with the member of staff at Standard 1 • rudeness to staff or students • spitting • play-fighting • use of inappropriate or offensive language • cashless catering card misuse • misuse of ICT • throwing without intent to disrupt or harm 	
<p>Standard Three: HoY/SLT</p> <p>Low Level: HoY 1 hour detention (for initial behaviour or more minor offences)</p> <ul style="list-style-type: none"> • chewing gum on site • intentional littering • accidental use of mobile phone • defacing books/property • letting down the good reputation of the school in public • throwing snowballs or water • persistent failure to complete homework/coursework 	<p>Medium Level: SLT 2 hour detention</p> <p>incidents listed above where the context and level of provocation/intent suggest an SLT 2 hour detention is more appropriate</p> <ul style="list-style-type: none"> • repeat behaviour or failure to respond to HoY intervention • inappropriate touching • truancy • inflammatory behaviour which leads to fighting • accidental but serious damage • mobile phone an issue in school • smoking in school uniform off site • in possession of smoking paraphenalia • repeated misuse of cashless catering card • repeated misuse of ICT • throwing with intent to disrupt or harm 	<p>High Level: Exclusion Students move up the exclusion stage (Levels 1-10. Level 10 = permanent exclusion)</p> <ul style="list-style-type: none"> • regularly causing problems at Standard 2 or refusal to co-operate with HoD/HoY • stealing • dangerous refusal to follow instructions • refusal to leave the classroom when asked by a teacher • deliberate dangerous behaviour • highly offensive or discriminatory language to / or about any staff or students • breaching the internet and website policy • physical abuse of / assault on student / staff • deliberate damage, vandalism, or graffiti • drug related incidents (including alcohol) • repeat smoking off site in school uniform • smoking on school premises • assault upon another student • sexualised behaviour against a member of staff or student • involvement with pornographic materials including electronic images • carrying an offensive weapon • inappropriate physical contact with students or staff

Classroom discipline plan

Standard 1		Classroom teacher
STEP 1	1 st time rule is broken	State the rule as a reminder
STEP 2	2 nd time rule is broken	Warn the student of potential consequences
STEP 3	3 rd time rule is broken	Act by either moving the student or seeing them at the end of the lesson, plus possibly punish (eg, short detention)
STEP 4	4 th time rule is broken	Time out. Student removed from the classroom (one student for maximum of five minutes only) CFC must be completed plus possible direct contact home by class teacher If difficulty cannot be 'sorted out' refer to Standard 2
Standard 2		Departmental support
STEP 5	Standard 2 behaviour or referral from Standard 1	Remove student from lesson to designated colleague Longer detention – HoD to support class teacher CFC must be completed plus possible direct contact home by HoD
STEP 6	Regular disruption of lesson	Formal contact with home by HoD Subject report considered Withdrawal from lessons by HoD (limited period only) Failure to co-operate with HoD, refer to Standard 3
Standard 3		SLT
STEP 7	Standard 3 behaviour or referral from Standard 2	Personal referral to SLT for immediate isolation
STEP 8		SLT to gather facts and establish the exact circumstances before deciding on appropriate action (usually exclusion – see later in this policy for different types of exclusion)

Out of class discipline plan

Standard 1		Teacher
STEP 1	Standard 1 behaviour	Give a verbal 'telling off'. Correct the behaviour (this may include confiscation). Where appropriate, send the student back to 'walk again' properly. If the student is co-operative, no further action required
STEP 2		If the student fails to respond appropriately, move immediately to Standard 2

Standard 2 Pastoral support via HoY

STEP 3	Standard 2 behaviour or failure to co-operate at Standard 1	Complete CFC to refer matter to HoY. This is the only occasion when the CFC is used to refer on an issue. He/she will then decide on the appropriate course of action
STEP 4	Failure to co-operate with the HoY or regular Standard 2 misbehaviour	Refer to Standard 3

Standard 3 HoY/SLT

STEP 5	Standard 3 behaviour or referral from Standard 2	Referral to HoY/SLT for investigation. Gather facts and establish the exact circumstances before deciding on appropriate action which may lead to exclusion (see chart below)
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On report system

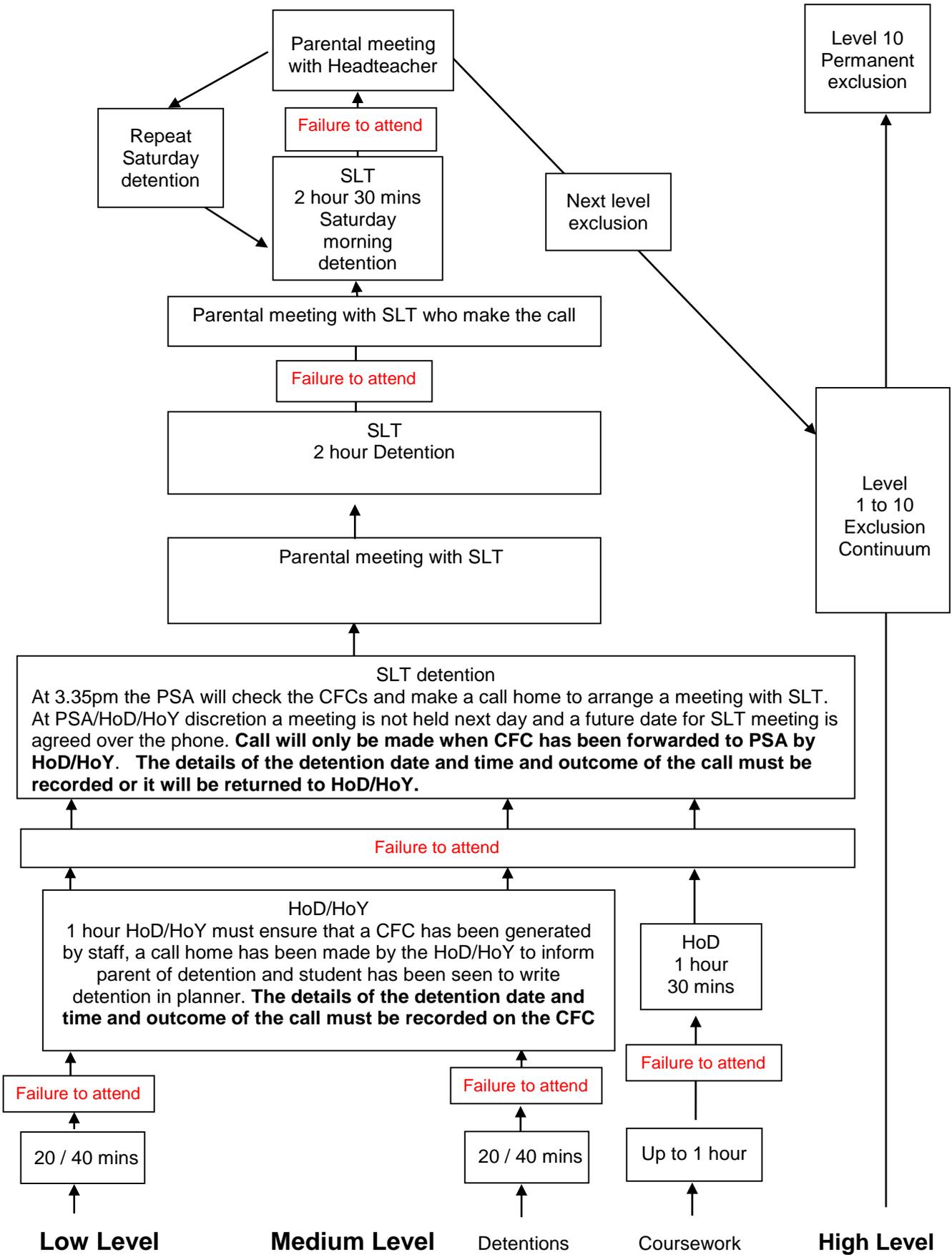
In common with most schools, the JRCS uses a Weekly Report to monitor student behaviour/work, etc. Students causing particular concern can be placed on report:

- a colour coded design for each of the five levels of Weekly Report has been agreed in order to develop consistency and to give a clearer message to students and parents in terms of what we are trying to achieve when a student is placed on report. By including targets on the report, all staff will be monitoring and commenting on the agreed areas.
- five levels of report have been agreed. Students are placed at the level thought most appropriate by tutor/HoY. This will usually be Level 1 or Level 2 in the first instance. Additionally, a member of the inclusion team can also issue a report which is outside of L1–5.
- it is essential that the supervising teacher agrees a maximum of three targets which the student will aim to achieve. The targets should be achievable and specific.
- each student should then be set an appropriate numerical target for each day. If this target is not met, they should usually go up to the next report level.
- The report system has levels built in, which support the overall pastoral/SDD monitoring of students
- Failure to reach targets whilst on Level 5 report will result in exclusion

Level	Type	Colour
1	Student self-monitoring	Pale blue
2	Tutor	Green
3	Head of Year	Yellow
4	Assistant Head for year group	Pink
5	Key Stage Deputy Head	Red

- Assistant Heads will be attached to year teams each September
- support may include monitoring Level 4 report, meeting parents with HoYs, initiating and following through Level 4 - 6 exclusions
- Deputy Heads are responsible for both Key Stage 3 and 4 and will have overall line management of the Assistant Head working with the year team. They also monitor Level 5 report and will liaise with Assistant Heads in relation to internal and external exclusion procedures

Detention System



Detention System

All detentions, regardless of duration, **must** be recorded in the Student Planner. Those lasting for longer than 20 minutes must have a minimum of 24 hours' notice, or longer if a parent has requested this on the Permissions page of the Planner. Once completed, all detentions must be clearly signed off in the Planner.

Standard 1 behaviour: classroom teacher

Subject teacher sets a 20/40 minute detention for the same or following day. Detentions of over 20 minutes must be set for the following day at the soonest. All staff must record detentions by hand in the calendar section of the student's Planner and include the following details:

- their staff code
- reason for detention
- duration of detention
- location of detention
- start time of detention

When the detention has been completed, the member of staff should sign across the note of the detention. Tutors and other staff should **not** be asked to record detentions, only to reinforce them. Whenever possible, students should be seen on the same day, for a short period, particularly for a 'first offence'. The short detention serves two purposes:

- it recognises that staff are already giving up a considerable amount of time in detaining students
- students need to see that it is in their interest to complete the subject detention, so that their behaviour can be discussed, rather than have the time increased or have the matter referred to more senior staff

The aim of initial detention is to provide an opportunity to resolve the situation.

Standard 2 behaviour: HoD/HoY

If a student fails to attend an initial 20/40 minute detention and does not provide evidence of an appropriate reason for their non-attendance, the subject teacher/tutor will refer the detention to the appropriate HoD/HoY who will then set a one hour HoD/HoY detention, giving 24 hours' notice.

A phone call to the student's parents should be made by HoD / HoY at this stage and the outcome recorded on the CFC. The date of detention and a record of it being written in planner by HoD / HoY should be added to the CFC, eg, "detention set for DD/MM/YY – in planner."

Standard 3 behaviour: (SLT)

If a student does not attend HoD / HoY detention, the CFC should be forwarded to the PSA for the year group. At 3.35pm the PSA will check the CFCs and make a call home to arrange a meeting with SLT the next morning. At the PSA's discretion, a future date for the SLT meeting may be agreed over the phone. **Calls will only be made when a CFC has been forwarded to PSA by HoD / HoY. The details of the detention (date and time and reason) and the outcome of the call from HoD / HoY to parents must be recorded or it will be returned to HoD / HoY.**

When a member of SLT meets with a parent, they will write in to the student's Planner a two hour SLT detention on the next available Friday. Should the student already have had two SLT detentions over the current half-term, this will escalate straight to a Saturday morning 2h 30m SLT detention.

SLT detentions run from 3.15pm – 5.15pm every Friday (where possible). All students with an SLT detention are expected to report to the allocated room by 3.15pm at the latest. A member of SLT will then take a register and supervise the two hour detention.

Should a student fail to attend the detention, the member of SLT will immediately inform the appropriate person who will contact parents and arrange for them to attend a meeting between 8.15am and 8.45am on the following Monday morning with the SLT attached to the student's year group. It is then re-set as 2h 30m Saturday morning SLT detention.

SLT Saturday morning detentions:

- SLT Saturday detentions can only be generated by SLT, who will notify the Office Manager, book the detention into Eportal and assign to the PSA attached to the student's year group
- The member of SLT attached to the student's year group must call home or arrange a meeting to inform parents
- SLT Saturday morning detentions will be calendared weekly with one member of SLT. The SLT Saturday morning detention will run from 8.30 – 11.00am

- students will be required to wear full school uniform and will be met in the Castle Green entrance at 8.30am by a member of SLT
- the member of SLT will contact the parents of any student who fails to attend
- should the student still fail to attend, the member of SLT will continue to contact the parents at 30 minute intervals requesting the student to attend
- if a student has failed to attend and/or the parents have been unable to be contacted, a formal meeting with the Headteacher will be arranged before the student is allowed to return to school and the next level of exclusion will normally be actioned and the student will be required to repeat the Saturday morning SLT detention
- The Assistant Head attached to the student's year will contact parents and inform them of this outcome and inform the Office Manager of the decision

Parents who wish for 48 hours' notice of any detentions that their son/daughter is given must write directly with their request to the Headteacher. If this permission is granted, it will be recorded on the Permissions page of the Planner.

Standard 3 behaviour: exclusions

The school uses a range of different types of exclusion. The underlying principle is that students are not permitted to be in lessons. Whenever a student commits a Standard 3 High Level 'excludable offence', reference will be made to previous records to check that any interventions that are in place have had time to work. All students move through the following stages, each time they are excluded. All interventions are fully explained in the inclusion catalogue of provision which can be obtained from the Office Manager.

Level	Details	Staff responsible
1	Internal 4 periods	HoY makes call and organises the intervention
2	Internal 1 day (8.30am - 4.30pm)	The Office make the holding call followed up with a HoY call to explain the exclusion and the next level of intervention
3	Internal 2 days (8.30am – 4.30pm)	The Office make the holding call followed by a HoY call to arrange a meeting PSA attached attends and takes responsibility for organising the next phase of intervention Key workers and LSU are invited to attend
4	Internal 3 days (8.30am – 4.30pm)	The Office make the holding call followed by a HoY call to arrange a meeting Meeting with HoY and AHT attached PSA attached attends and takes responsibility for organising the next phase of intervention. Keyworkers and LSU are invited to attend.

5	Internal 4 days (8.30am – 4.30pm) PSP put in place. Student discussed at SSP.	The Office makes the holding call followed by a call from the AHT attached. Meeting with AHT, Inclusion Manager and LSU and keyworker Inclusion Manager takes responsibility for ensuring the appropriate interventions happen.
6	Sent home on day of incident Internal 4 days (8.30am – 4.30pm) Student discussed at SSP	Meeting with AHT attached + Inclusion Manager Keyworkers and LSU are invited to attend. Inclusion Manager takes responsibility for ensuring the appropriate interventions happen.
7	Sent home on day of incident Internal 5 days (8.30am – 4.30pm) Student discussed at SSP	Key Stage Deputy + Inclusion Manager Key workers and LSU are invited to attend. Inclusion Manager takes responsibility for ensuring the appropriate interventions happen.
8	Sent home on day of incident + 1 day external. 20 days exclusion following an individual plan	Key Stage Deputy + Inclusion Manager Keyworkers and LSU are invited to attend. Inclusion Manager takes responsibility for ensuring the appropriate interventions happen.
9	External 5 days KS3 PRU placement 6 weeks KS4 10 day exclusion to include 5 days in PRU Gradual reintegration via the LSU	Headteacher
10	Permanent Exclusion	Headteacher and Governing body

For every **five school weeks** students have without a major incident they move back one stage.

The following behaviour will usually lead to permanent exclusion:

- serious actual or threatened violence
- sexual abuse or assault against a member of staff
- sexual abuse or serious assault against another student
- supplying an illegal drug
- carrying an offensive weapon
- serious and intentional damage to school property

Urgent situations will continue to be dealt with by all SLT who will provide a 'holding' response until appropriate action is carried out by the attached Assistant Head.

For **students with SEN statements/EHCPs** on a Level 6 -10 exclusion, there needs to be discussion between the relevant Key Stage Deputy Head and the Head of SDD about the nature/length of any punishment.

Following any Level 9 exclusion, should a student **commit an excludable offence within five school weeks of their return to school** it will be up to the Head of Student Development in discussion with the Inclusion Manager and Headteacher to either:

- punish within SDD or
- organise respite in PRU
- organise alternative provision with LA
- recommend that permanent exclusion is the only course of action left to the school

Regardless of the level of exclusion, the person managing the exclusion should take the following steps:

Step 1

- consult with the Assistant Head or Key Stage Deputy Head allocated to the year group and/or HoY
- check the next exclusion level with the Office Manager and ensure all interventions have had time to embed
- inform the student of the decision
- inform the parents by phone on the day of the incident, if possible
- ensure a copy of the CFC is completed and assigned to the Office Manager as soon as possible

Step 2

- in some cases on the day of the incident, the student will be sent home at the earliest opportunity following parental contact. Parents must collect students from the school premises. The member of SLT dealing with the exclusion will make the decision as to whether the child remains in school.
- The Office Manager emails all staff to inform them of the exclusion

Step 3

- letter sent to parents for fixed term external exclusions
- for Level 8 - 10 exclusions, the Office Manager will send a letter and initial work home automatically within 24 hours, and HoYs should follow up if this work is completed and returned to school

Step 4

- exclusion meeting (or phone call in case of Level 1-2 exclusions) takes place
- keep a record using the appropriate pro-forma, then pass to the Office Manager (this must not be passed on until the contact has been made)

Step 5

- all paperwork is then collated by the Office Manager as soon as possible
- all interventions will be recorded using the code system

Meeting format

- speak to the parents first and ask the child to wait outside your office
- after discussion with the parents, call the student in and explain the outcome in a matter of fact way
- the Record of Exclusion Meeting form should then be signed by all parties
- any interventions must be discussed and documented on the exclusion paperwork

Internal exclusions

- all internal exclusions will be based in the LSU
- students on exclusion will complete independent work from work-packs and appropriate school/ coursework provided by their teachers
- SDD will take a lead role in providing work for excluded students who are on School Action Plus/SEN Support or who have a Statement of SEN/EHCP
- the Office Manager is responsible for ensuring that CFC information is passed on to the LSU staff
- any student who does not abide by the exclusion rules will complete further exclusion time. Students' behaviour whilst on exclusion will be monitored by LSU staff
- students will be escorted to lunch by the LSU staff
- students can only go into the LSU if they are excluded or being given a documented period of respite
- students will not be admitted into the LSU unless they have a ticket from the Office
- students should not be presented to the LSU until they accept the situation and they are clear about the current exclusion level

Contracts

There may be occasions when the school will draw up a behaviour contract which must be agreed and signed by both parents and students prior to return after exclusions. If the terms of this contract are broken, this will lead to the student's further, and possibly permanent, exclusion.

Section C - Inclusion

The role of the Inclusion Team in relation to behaviour is to provide support for students who regularly break the Code of Conduct. Heads of Year and tutors have the role of monitoring student behaviour, and using the various support systems to try to modify behaviour. This is supported by the work of the Pastoral Support Assistants attached to each year group. The catalogue of provision and Student Support Panel (SSP) are central to this. The Inclusion Team forms a team around the child (TAC) to ensure students are supported so they are able to concentrate upon their academic studies.

The underpinning principle is that wherever punishment is necessary, the following should be considered:

- will the punishment improve behaviour or is a more suitable alternative available?
- staff should do everything possible to avoid the punishment of whole groups for individuals' misconduct - always try to seek out those who deserve to be punished - the students and their parents will respect this
- ringleaders should be picked out, but avoid making individuals scapegoats for a group's activities
- the extent to which the exclusion will change the behaviour needs to be considered
- student records need to be checked to establish the situation with interventions. Have they had enough time to work? Has the student had enough support to manage their behaviour?