



Behaviour Policy, incorporating
Written Statement and Exclusion Policy
November 2023

Signed (Chair of Governors): Mr K Landrum

Dated: 27th November 2023

Contents:

Behaviour Policy:	Pg.
Aims and Expectations	3
Legislation, statutory requirements and statutory guidance	4
Whole School Approach	4
<i>Good behaviour expectations in the classroom</i>	5
<i>Good behaviour when moving around school</i>	6
<i>Good behaviour in the playground</i>	6
<i>Inappropriate behaviour</i>	6
<i>Serious inappropriate behaviour</i>	6
<i>Bullying</i>	6
<i>Mobile Phones</i>	7
Rewards and consequences	7
<i>Rewards</i>	7
<i>Consequences</i>	8
Use of reasonable force	9
Safeguarding	10
SEND	10
<i>EHCP</i>	10
Roles and Responsibilities	11
<i>The role of the Governing Body</i>	11
<i>The role of the Headteacher</i>	11
<i>The role of the Class Teacher</i>	12
<i>The role of the Pastoral Manager</i>	12
<i>The role of Parents and Carers</i>	12
<i>The role of Pupils</i>	13
Suspensions, exclusions and managed moves	13
Confiscation, searching and screening	13
Misbehaviour that occurs outside of the school gates and online	14
<i>Off-site</i>	14
<i>Online</i>	14
Monitoring and Evaluating Behaviour	14
Training and Support	15
Monitoring	15

Sacred Heart Catholic Primary School

Behaviour Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and takes responsibility for their actions. As a Catholic school, we treat children with love, understanding and forgiveness and aim to provide an opportunity for reconciliation at the end of each day so that any difficulties are resolved and each day brings a new start. Our Code of Conduct encourages children to think for themselves:

- (a) to show **care** by being helpful to others
- (b) to show **courtesy** by being polite to those they meet
- (c) to show **commitment** by being resilient
- (d) to **love one another**

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to create a positive culture that promotes excellent behaviour in an environment that is calm, safe, supportive and free from disruption, where everyone feels happy, safe, secure and is very much rooted in our School Mission Statement.

We expect every member of the school community to behave in a considerate way towards others. We aim to establish a whole-school approach to maintain high standards of behaviour that reflect the values of our school while ensuring a fair, consistent way of establishing safe, orderly, positive classroom environments, where teachers can teach and children can learn.

The school Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The invaluable parental and carer support we have for our behaviour management systems help to ensure that we achieve a safe, disciplined learning environment in order to prepare our pupils for their future learning and the world of work.

The school aims to reward good behaviour on a daily, weekly and termly basis. We also seek to find opportunities to provide structure to those children who find it challenging to regulate their behaviour. Our school ethos is to promote good behaviour, rather than merely deter anti-social behaviour. However, unacceptable behaviour, including bullying and discrimination, will not be tolerated.

Sacred Heart aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

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 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Whole School Approach

High standards of behaviour are part of all aspects of school life at Sacred Heart: the culture, ethos and values.

Our standards are reflected in:

- the ways pupils are taught to behave
- the way staff respond to misbehaviour
- the way staff conduct themselves in their own relationships with other staff members, parents and pupils.

All staff are aware, through training, of what good behaviour looks like and how they should respond to both good behaviour and inappropriate behaviour. Teachers communicate expectations with pupils in every interaction they have with them ensuring that they are consistent, proportionate, fair and based on the knowledge of each individual pupil's needs.

This policy is implemented consistently and equitably in order to create a predictable environment in which children know what the consequences of their actions will be.

At the beginning of each school year, pupils are made aware of:

- the expected standard of behaviour they should be demonstrating at school
- the expectation to follow this behaviour policy, uphold the Code of Conduct and contribute to the school culture
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet these expectations
- the pastoral support available to them to help them meet the behaviour expectations

If a child is persistently making behaviour choices which have negative consequences for themselves or others, the teacher will contact the parents/ carers of the child to discuss their concern and seek their support in reinforcing positive behaviour choices with their child.

If this does not positively impact the child's behaviour choices then a specific behaviour system for the child will be devised, in consultation with the Pastoral Manager. A Person Centered Plan (PCP) will be written for the child. This will incorporate an electronic report card system which will support the child in managing their behaviour. This system will give the child specific, measurable and achievable behaviour targets, which are monitored and reported weekly to parents. Incremental positive changes are expected.

If the child continues to struggle to regulate their behaviour, without the expected improvements being seen, then support from the SENDco will be required to ensure that the child receives appropriate professional intervention. Parents will continue to be consulted.

Staff act as role-models in every sense of the word – attitudes, standards, behaviour, relationships, and communications. This includes how they interact with pupils, staff and parents. They are provided with clear guidance of the expectations of their own conduct in school (see Staff Code of Conduct Policy).

Good behaviour expectations in the classroom

Class Rules are set up with children at the beginning of each year to clarify the behaviour expected from the children and what they can expect in return. Individual class rules will differ however, they will all follow the same general themes (see below).

- Pupils are expected to listen to the teacher when asked to do so
- Pupils are expected to work sensibly and not distract the learning of others
- Pupils are expected to try their best at all times
- Pupils are expected to put up their hand and wait until it is their turn if they are asked a question or asked to give an opinion
- Pupils are expected to take responsibility for their learning environment by putting everything away in the correct place and making sure their classroom is clean and tidy at the end of the lesson

Good behaviour when moving around school

- Pupils are expected to walk
- Pupils are expected, as a class, to maintain a line
- Pupils are expected to be respectful of others learning and move around quietly
- Pupils are expected to take responsibility for opening the door for others
- Pupils are expected to greet people politely

Good behaviour in the playground

- Pupils are expected to follow the instructions of the adults outside
- Pupils are expected to tell an adult if you are worried, frightened or sad
- Pupils are expected to allow others to get on with their own games
- Pupils are expected to keep hands and feet to themselves
- Pupils are expected not to retaliate and to always tell a member of staff
- Pupils are expected to ask permission before going back into the building
- Pupils are expected to play together and look after each other
- Pupils are expected to stop and stand still when the bell rings
- Pupils are expected to walk sensibly to their line

Inappropriate behaviour

- Not following our Code of Conduct
- Not following Class Rules
- Not demonstrating good behaviour

Serious inappropriate behaviour

- physical violence or threatening behaviour
- swearing intentionally to cause offence
- racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- continued inappropriate behaviour
- bullying

For serious incidents, the class teacher or supervisor will inform the Team Leader and, if necessary, they will refer the matter to the Pastoral Lead, Deputy Headteacher or Headteacher, who may consider exclusion from school: either fixed term or permanent.

If a child refuses to go to the Headteacher, Deputy Headteacher or Pastoral Lead, the class teacher will either send another pupil to the office or a Teaching Assistant (if available). In the playground, a Midday Supervisor will send another child to inform the Pastoral Lead, Deputy Headteacher or the Headteacher of the situation.

Bullying

Bullying is actions that are deliberately hurtful, repeated, over a period of time and difficult to defend against. Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy). Racist incidents will not be tolerated in any form. Negative attitudes towards LGBT+ will be challenged. Incidents of this kind will be reported on CPOMS, bringing this to the attention of the Pastoral Team. The Headteacher will report these incidents, anonymously, to the Governing Body.

Mobile Phones

Children in Years 5 & 6 are permitted to bring mobile phones to school as there are children authorised to travel home unsupervised after school. All mobile phones brought into school by children must be handed to a member of staff and then stored in a locked cupboard (see Digital Safety Policy).

Rewards and Consequences

Each class teacher, at the beginning of the school year, discusses with his or her class the organisation of their classroom discipline plan. They explain why they have rules and also explain the rewards and consequence system. They will also:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the school Code of Conduct and their own classroom rules
- develop a positive relationship with pupils, which may include:
 - o greeting pupils at the beginning of each morning/afternoon
 - o establishing clear routines
 - o communicating expectations of behaviour in ways other than verbally
 - o highlighting and promoting good behaviour
 - o concluding the day positively and starting the next day afresh
 - o having a plan for dealing with low-level disruption
 - o using positive reinforcement

Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- praise
- contact with home
- weekly "Star of the Week Awards" to be announced in assembly*
- dojos

The Head teacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

*Each week one child is chosen, by the teacher, to receive a “Star of the Week” Award for something outstanding that they have done that week. The award may be given for a variety of reasons eg outstanding lunchtime behaviour, being a good friend, excellent manners and/or standards in work. The “Star of the Week” will be awarded during the weekly assembly to those children who excelled during that week.

Consequences

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

When responding to a pupil’s behaviour, staff will:

- tell them of the noticed behaviour
- remind them of the expected rule
- encourage them to now make a better choice.

If a child repeats the behaviour, staff will:

- tell them of the noticed behaviour again
- remind them for a second time of the expected rule
- encourage them to now make a better choice as there will be a consequence if they are spoken to for a third time.

If a child repeats the behaviour for a third time, staff will:

- tell them of the noticed behaviour
- remind them of the expected rule
- ask the child to go to the reflection area for two minutes
- follow up, repair and restore*.

* Follow up, repair and restore questions:

1. What happened? (Neutral, dispassionate language)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Staff will always consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

When using consequences, the Staff are aware of the principles behind them:

- children must understand why they are being sanctioned and how their choices have led to this consequence
- staff should seek to prevent inappropriate behaviour continuing/reoccurring and encourage children to take responsibility for their own behaviour
- consequences should be consistent, easy to administer and seen to be fair
- consequences should be directed at those children who have broken the specific rules, and not the whole class.

Along with articulating the class rules with the children at the start of the year, teachers will also establish their system for when consequences are to be applied. This system will be agreed with the children. In this way the children will learn about the importance of consistency and fairness.

The class teacher will determine what the consequence will be depending on the age of the children. Examples of consequences are:

- losing a Dojo
- missing 5 to 10 minutes of playtime/lunchtime
- repeating a piece of work or completing it at lunchtime
- moving to a place nearer the teacher, or to sit on their own
- stopping the activity and preventing the child from taking part for the rest of that session (for safety reasons)
- using the “Thinking Chair” for a short period of reflection, before talking with a member of staff about how they might chose differently next time (Early Years).

Staff will consider consequences on a case-by-case basis taking into account a pupil’s personal circumstances. Staff will always take fairness and consistency into account.

The lunchtime staff will monitor behaviour and report any concerns using CPOMs.

Behaviour of concern will be recorded on CPOMS and reported to the Pastoral Team, who will monitor patterns of behaviour.

Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98 relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to prevent pupils from:

- hurting themselves or others
- committing an offence
- damaging property
- causing serious disruption to good order and discipline.

All members of staff have the power to use reasonable force, however, it will always be a last resort and never used as a form of punishment. The actions we take are in-line with government guidelines on the restraint of children.

Extra caution is needed when using reasonable force on pupils with SEND, medical conditions or other vulnerabilities. If pupils are especially vulnerable or display behaviour that means that staff are frequently using reasonable force, a risk assessment will be completed.

Safeguarding

Changes in behaviour may be an indicator that a pupil is in need of help or protection. Staff should always consider whether a pupil's misbehaviour may be linked to them suffering, or likely to suffer, significant harm.

When this may be the case, we will follow our Child Protection/Safeguarding Policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate (See Child Protection/Safeguarding Policy).

SEND

Some pupils' additional needs may make it harder for them to follow the rules set out in this behaviour policy. Many of these pupils will have special educational needs and disabilities (SEND), but there are other circumstances that might make a pupil have an additional need (e.g. pupils with English as an additional language (EAL), pupils who have been bereaved).

These adjustments will be made permanently or temporarily, depending on the type of need the pupil has. Staff will have a good understanding of the needs of the pupil, so that the right support can be offered, and the necessary adjustments to the expected standard of behaviour be made. This support will be given consistently and predictably, applied fairly and only where necessary.

Staff will anticipate any triggers of misbehaviour, and try to support the pupil by preventing the triggers from occurring. By teaching coping strategies, staff will help pupils to learn how to self-regulate.

Changes in behaviour may be an indicator that a pupil is in need of help or protection. Staff will always consider whether a pupil's misbehaviour may be linked to the having an unidentified SEN or mental health need. When responding to a pupil's misbehaviour, staff will consider the contributing factors which may have led to the incident. If they have any concerns, they will raise the issue with the Designated Safeguarding Lead (DSL)/Special Educational Needs Co-ordinator (SENDCo).

EHCP

If a pupil with an education, health and care (EHC) plan is struggling to meet reasonable behaviour standards, the SENDCo will contact the local authority (LA) in charge of the plan to discuss their issues. If the pupil's behaviour escalates, an emergency review of the EHC plan will be requested.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, keep your legal duties in mind when enforcing behaviour standards. The legal duties include:

- taking reasonable steps as to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an EHC plan, the provisions set out in that plan must be secured and school will co-operate with the LA and other bodies.

To determine if it is lawful to sanction a pupil with SEND, staff will consider whether the pupil:

- understood the rule or instruction
- was unable to act differently at this time as a result of their SEND
- has a tendency to act aggressively due to their SEND

If any of these conditions are true then it may be unlawful to sanction a pupil.

Roles and Responsibilities

The role of the Governing Body

The Governing Body is responsible for:

- reviewing and approving the school's code of conduct and behaviour expectations
- reviewing this behaviour policy in conjunction with the Headteacher
- monitoring the policy's effectiveness
- holding the Headteacher to account for its implementation

The role of the Headteacher

The Headteacher is responsible for:

- reviewing this policy in conjunction with the governing body
- giving due consideration to the school's code of conduct and behaviour expectations
- approving this policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff consistently with all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- ensuring that the data from CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. All fixed term exclusions are reported to the governing body. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The role of the Class Teacher

Class teachers are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining good pupil behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- considering their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents promptly on CPOMs
- challenging pupils to meet the school's expectations

All adults in school will ensure that children are given rewards and sanctions appropriate to their age and will ensure that behaviour is managed according to their stage of development.

The Role of the Pastoral Manager

The Pastoral Manager is employed by the school to support children who, for a variety of reasons, find the school environment challenging. The teacher agrees with the Pastoral Manager, those children who need to be supported. The Pastoral Manager will report progress to the class teacher, SENDCo and SLT.

The role of Parents and Carers

Parents and carers, where possible, should:

- 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 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 tackle behavioural issues. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has used reasonable consequences, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. Any continuing concerns can be raised with the Team Leader, Deputy Headteacher and then the Headteacher if they are still concerned. If the concern still remains they should then contact the Chair of Governors. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

The role of Pupils

Pupils will be made aware of the following:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet and develop an understanding of the behaviour standards and interventions, such as Circle Time, may be used to support mental health and wellbeing. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Suspensions, exclusions and managed moves

Suspensions, permanent exclusions or managed moves in response to serious incidents or persistent poor behaviours, which have not improved following the implementation of consequences and interventions, will be used when it is in the best interest of the child.

Follow the hyperlink below to see the DfE statutory guidance for exclusions, which this school follows.

<https://www.gov.uk/government/publications/school-exclusion>

Confiscation, searching and screening

Items which are harmful or detrimental to the school environment will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Misbehaviour that occurs outside of the school gates and online

Off-site

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

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

Online

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

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school

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

Monitoring and Evaluating Behaviour

The following systems are in place to monitor behaviour:

- Children who are involved in incidents will have the incident recorded on the school's IT system (CPOMS) which details the incident, the child's response and action taken
- The information on CPOMS is sent to the Pastoral Manager/SENDCo, Deputy Headteacher and Team Leader, who will support and advise the class teacher in managing incidents as necessary
- Contact with parents regarding their child's behaviour choices will be recorded on CPOMS
- If the teacher receives no response from the parent/carer to their electronic communication and telephone call within two school days, the Headteacher or Deputy Headteacher should be informed. The Deputy Headteacher will then communicate by letter with the parents
- Arbor MIS is used to monitor the attendance of all children; the parents/carers of any child who has not arrived in school will be contacted each morning

The school's record of behaviour incidents, including removal from the classroom, on CPOMS is monitored by the Pastoral Manager. Any incidents involving bullying, racism and LGBT issues are reported to Governors.

The Headteacher keeps a record of the following:

- any use of pupil support units, off-site direction and managed moves
- any incidents of searching, screening and confiscation
- any pupil who is excluded for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

The Headteacher also keeps a record of anonymous surveys completed by staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

The Pastoral Team regularly analyses all behavioural data to identify issues such as:

- disproportionate use of sanctions against pupils with a protected characteristic
- failure to offer appropriate support
- factors contributing to misbehaviour.

Training and Support

All staff are entitled to in-service training and support in managing pupils' behaviour. There are several methods of training and support that are utilised within school:

- Individual teaching and/or support staff attend Wirral or externally provided courses
- Whole school training may take place in house or with an external consultant
- Regular staff meetings to share ideas and strategies
- Regular meetings with midday supervisors to share ideas and strategies
- Opportunities to have pupils removed from a situation if they are particularly disruptive
- Opportunities for teachers to talk to senior staff and school managers about particular pupils' difficulties
- Partnership with Gilbrook Outreach Service
- Staff are asked to bring concerns to the attention of the Pastoral Manager and their Team Leader before they become a problem
- Behaviour Management is regularly reviewed in full staff meetings, Key Stage meetings and team meetings. Adjustments are made accordingly.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Class teachers monitor procedures in their classes and report concerns regarding any aspect of this policy to their Team Leader who will in turn report this to the SLT.

Related Policies

This policy should be read in conjunction with the following school policies:

- Child Protection/Safeguarding Policy 2022
- Attendance Policy 2022
- Exclusions Policy
- Anti-Bullying Policy
- Physical Restraint Policy
- Digital Safety Policy 2022
- Staff Code of Conduct Policy

This Review Made:

November 2023