

BEHAVIOUR POLICY

The Principles

1. The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:
 - Promoting good behaviour and discipline
 - Promoting self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect
 - Ensuring fairness of treatment for all
 - Encouraging consistency of response to both positive and negative behaviour
 - Promoting early intervention
 - Providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment
 - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

2. The Governing Body will establish, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
3. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will ensure that any concerns of pupils are listened to and appropriately addressed.
6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising for the operation of the policy.
7. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

8. The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make it clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Students are included in regularly reviewing the rewards system.

Sanctions

10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training

12. The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other school policies

13. In order for the Behaviour Policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, has been established.

Involvement of outside agencies

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

Review

15. The Head, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head will keep the Governing Body informed.
16. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.
17. The outcome of the review will be communicated to all those involved, as appropriate.

Procedures

- 1.1 The school's Behaviour Policy has been adopted by the Governing Body in May 2010.
- 1.2 The school has ensured that parents/carers are fully informed of the Behaviour Policy by communicating it through the school rules, school prospectus, home-school agreements, pupil planners, newsletters and other normally used channels.
- 1.3 The school aims to communicate expected behaviour to all new and existing pupils through the school rules, school prospectus and website, form notice board, weekly bulletin, pupil planners, school assemblies, and within the curriculum wherever relevant.
- 1.4 The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate language and formats where available.
- 1.5 The school will ensure that all staff are consulted regularly about the policy and its implementation.

Acceptable and unacceptable behaviour

- 1.6 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- 1.7 The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexual and homophobic abuse. See Appendix 1.
- 1.8 The school communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school rules, school prospectus and website, home-school agreement, school assemblies, pupil newsletters, pupil planners and letters to parents/carers.
- 1.9 The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook and the staff training programme and staff meetings.

Recognition, rewards and sanctions

- 1.10 The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:
 - Praise and positive feedback; both to individuals and to groups of students or in public via assemblies
 - Commendations and awards
 - Letters to parents/carers
 - Extension of school privileges
 - Credits recorded in planners with associated rewards
- 1.11 The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including:
 - Learner support
 - Mentoring
 - Individual education planning

- Pastoral Support Programmes
 - Curriculum and curriculum resources
 - Teaching strategies
 - Study support or alternative curriculum provision
 - Internal isolation
 - Meetings with Independent Behaviour Counsellor
- 1.12 The school will implement a range of strategies to deal with inappropriate behaviour by pupils (see Appendix 1) including:
- Talking 'privately' with the pupil
 - Verbal reprimand
 - Time out
 - Internal exclusion
 - Referring matters to subject teacher/Head of Department, form tutor, SENCO, Heads of Year, Deputy Headteachers and the Headteacher (as appropriate)
 - Placing on 'red' report
 - Instituting pupil detentions as appropriate
 - Withdrawal of school privileges
 - Letters to parents/carers
 - Meetings with parents/carers
 - Referral to external agencies
 - Fixed-term or permanent exclusion (see Appendix 2)
- 1.13 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Early intervention

- 1.14 The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.
- 1.15 The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.
- 1.16 The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- 1.17 The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.
- 1.18 Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.
- 1.19 The school will investigate, as appropriate, reported incidents of pupil misbehaviour.
- 1.20 The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations.
- 1.21 The school will provide adequate non-contact time for the conduct of investigations (as available).
- 1.22 The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

- 1.23 The school will complete investigations within a reasonable timescale.
- 1.24 The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.25 A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

Developing Capacity

Training and professional development for all staff

- 2.1 The school, in conjunction with the LA is working to provide a comprehensive behaviour management training programme which will be reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.
- 2.2 The school reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support.
- 2.3 The school will provide relevant information and training on behaviour management matters to all groups of staff, including:
 - Support staff (eg learning support assistants, classroom assistants, technicians)
 - Other school staff, as appropriate (eg canteen staff, building/grounds maintenance, cleaning staff)
 - Newly qualified teachers during their formal induction period
 - Students undertaking programmes of initial teacher training
 - Supply teachers and cover supervisors
 - Class teachers
 - Management/leadership group
- 2.4 The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.
- 2.5 The school undertakes annual reviews for the continuous professional development needs of all staff.
- 2.6 The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
 - Implementing the school's behaviour policy
 - Logging and recording of incidents
 - Lunchtime supervision
 - Classroom management
 - Educational visits
 - Learning styles
 - Legislation affecting behaviour management (eg detention, exclusion, child protection, pupil restraint)
 - Pastoral support
 - Equal opportunities and anti-discrimination
 - Techniques for promoting positive behaviour

Clear roles and responsibilities

- 2.7 The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.
- 2.8 The Governing Body is advised of the implications of the Behaviour Policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

Referral

- 2.9 The school will undertake review of pupils' needs prior to identifying educational plans, strategies and alternatives for pupils.
- 2.10 The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- 2.11 The school has established a database of the main points of referral outside the school (including student counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, children's services/child protection, police).
- 2.12 The school maintains appropriate records on the use of referrals, using the relevant referral forms.
- 2.13 The school ensures that the subject teacher/form tutor/appropriate staff are informed in full of the outcome of any referral.

Resources

- 2.14 The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:
 - (i) Staffing issues
 - Staffing training and development
 - Provision for non-contact time
 - Workload
 - Health and safety
 - (ii) record keeping
 - provision of administrative and record keeping systems (including use of ICT)
 - monitoring arrangements (including use of ICT)
 - (iii) curriculum review and alternative provision
 - alternative education provisions for pupils, including the use of off-site provisions (where applicable)
 - review of curriculum appropriateness
 - use of curriculum flexibility, including disapplication (where applicable)
- 2.15 The school would seek secured access to appropriate specialist child and family support services (where available) including:
 - Behaviour support service
 - Pupil referral unit
 - Children's Services: Attendance
 - Education Psychology Service
 - Health Services (including mental health)
 - Children's Services

- Connexions Service
- Youth Workers
- Youth Offending team
- Drug Counselling Agencies
- Family Solutions

2.16 The school has a pastoral support programme, and has reviewed the need for mentoring, counselling and other forms of support.

Meeting Needs

Needs assessment / reviews

- 3.1 The school has identified named person(s) to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive (ref. Special Needs Register).
- 3.2 The school provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
- 3.3 The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pastoral support programme.
- 3.4 The school would try to ensure that teachers receive adequate non-contact time to provide support to individual pupils.

Curriculum flexibility

- 3.5 The school's curriculum is appropriate to the needs of the pupils.
- 3.6 The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

Pupil involvement

- 3.7 The school encourages pupils to take responsibility for their own learning and behaviour.
- 3.8 The school encourages pupils to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self-discipline.
- 3.9 The school provides opportunities for pupils' positive involvement in the life of the school and community.

Parental/carer involvement

- 3.10 The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- 3.11 The school provides opportunities to encourage parental involvement and support for the Behaviour Policy.

Community involvement

- 3.12 The school liaises with a range of bodies as appropriate, including the LA, health and social services, police, voluntary sector and religious bodies, Children's services.

Reviewing Effectiveness

Record keeping

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the schools' Behaviour Policy.
- 4.2 The school maintains accurate records of behaviour incidents.
- 4.3 The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents.
- 4.4 The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- 4.5 The school deploys appropriate clerical staff to undertake routine administration and record keeping.

Monitoring and evaluation

- 4.6 The school monitors behaviour incidents in order to identify issues and trends.
- 4.7 The school makes effective use of ICT database facilities to support the implementation of its procedures.
- 4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- 4.9 The school is developing the monitoring of incidents of disruptive behaviour in terms of:
 - Type of incident (including racist, sexist and homophobic incidents)
 - Critical days/times in the week
 - Critical places within/outside the school
 - Pupils involved
 - Profile of students involved (ethnicity, gender, age, SEN)
 - Outcomes
- 4.10 The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- 4.11 The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.12 The school evaluates its policy against key improvement objectives which include:
 - (i) individual measures
 - improvement of individual behaviour
 - academic progress
 - (ii) class/department/whole-school measures
 - general behaviour patterns
 - balance in the use of rewards and sanctions
 - staff support and training needs
 - curriculum access and academic progress
 - equal opportunities
 - behaviour management trends over time
 - encouraging positive behaviours

- 4.13 The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.
- 4.14 The school will report to parents details of the implementation of the behaviour management programme.

Sharing good practice

- 4.15 The school shares information on good practice gleaned from:
- Reviews of individual practice
 - Reviews of whole-school practice
 - Reviews of practice in other schools
 - Reviews of cross-phase practice
 - Reviews of cross-departmental practice
- 4.16 Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

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Appendix 1

Dealing with unacceptable behaviour at Diss High School.

We divide unacceptable behaviour into five bands:

- Level one** Isolated or infrequent misbehaviour that can be effectively managed by the teacher using positive behaviour strategies.
- Level two** More serious misbehaviour in the classroom or the school environment. Managed by the teacher but recorded along with actions taken and passed on to the HOD and/or HOY by means of an Incident Report Form.
Recorded on SERCO so that patterns of behaviour can be easily identified.
- Level three** Persistent or serious incidents in the classroom or school environment which require HOD/HOY to be involved. Parents may be informed and involved. May need referral to outside agencies.
Incident and actions recorded on Incident Report Form and SERCO.
- Level four** Persistent or serious incidents with require Senior Management involvement. Parents informed and involved. May need referral to outside agencies.
Incident and actions recorded on Incident Report Form and SERCO.
- Level five** Persistent and/or serious incidents and failure of all other strategies. Management Team, parents and Governors along with outside agencies involved.

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Appendix 2

Use of exclusion

Under the law, the headteacher, Governing Body, LA and independent appeals panel must have regard to the relevant DCFS guidance when deciding:

- Whether to exclude a pupil or (where applicable) to uphold an exclusion
- The period of exclusion
- (where applicable) whether to direct the headteacher to reinstate an excluded pupil

The Governing Body and headteacher of the school are responsible for promoting good behaviour and discipline on the part of the school's pupils and for securing an orderly and safe environment for pupils and staff.

The school's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusions as one option. The school will ensure that the interests of the whole school are considered within any action taken.

Deciding whether to exclude a pupil

Only the headteacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a pupil from school. A decision to exclude a pupil will be taken only:

- In response to serious breaches of the school's discipline policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to exclude a pupil is a matter of judgement for the headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

Before reaching a decision to exclude either permanently or for a fixed period, the teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- Allow the pupil to give his or her version of events
- Check whether the incident may have been provoked, for example by racial or sexual harassment
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include: where there has been serious actual or threatened violence against another pupil or member of staff; Sexual misconduct; Supplying an illegal drug or carrying an offensive weapon.

Fixed-term exclusion

In the case of fixed-term exclusions, the headteacher may exclude a pupil for up to 45 days in any one school year.

Lunchtime exclusions

Pupils whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion.

Reintegration

A reintegration meeting following the expiry of all fixed-period exclusion will be arranged by the school prior to a pupil returning from a period of exclusion of more than 5 days and in the case of any pupil who has been excluded from another school. The meeting will establish a risk assessment of the pupil and identify the resources needed to provide the necessary support to the pupil and targets for the pupil to work towards. This may also lead to the implementation of a Pastoral Support Plan.

Setting work

The headteacher will provide an individual education plan for all pupils on roll who are excluded from school for up to 5 days and which will set out:

- How the pupil's education will continue during the period of exclusion
- How the time might be used to address the pupil's problems, and
- (together with the LA), what educational arrangements will best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LA.

In the case of a permanently excluded pupil, the headteacher will plan for the pupil's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from the school roll. The headteacher will immediately inform the LA of any permanently excluded student.

Informing parents/carers

The headteachers will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period), the reasons for it and to inform parents/carers of their responsibility to supervise their son/daughter during the first five days of any exclusion (see Appendix 4). The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the school may notify the Children's Services Department and the police if, in the headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Other considerations

The school will implement its behaviour policy with due regard to the implications arising from the Special Education Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

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Appendix 3

Appropriate Behaviour

GENERAL RULES

1. Fire alarms and fire extinguishers must only be used in case of an appropriate emergency.
2. Laboratories, gymnasias and technology rooms may not be used unless pupils are supervised by a member of staff.
3. In other rooms, equipment belonging to the School or members of staff should not be touched or tampered with.
4. The Medical Room is to be used only if a pupil becomes ill or hurt during school hours.
5. Personal possessions should be clearly marked with the pupil's name.
6. Pupils are reminded that the following are not allowed in school:
 - chewing gum
 - make up
 - sprays of any kind
 - valuable objects including
 - Personal music players, radios and mobile phones
 - jewellery (only one stud per ear is permitted)
 - large amounts of money.

Pupils who are found with the following in school may face exclusion:

- laser pens
- weapons (knives, guns etc.)
- drugs, alcohol or cigarettes

BEHAVIOUR INSIDE THE BUILDING

- Pupils opening doors should hold them open for persons following.
- All pupils must walk on the left in the corridor, and should not carry bags on their shoulders.
- Pupils should not walk in large groups which block the corridors and should either stay in form rooms or go outside at breaks and lunchtimes.
- Pupils must not shout inside the School buildings.
- Public displays of excessive physical affection are inappropriate anywhere in the School for all pupils, including the Sixth Form.
- Eating and drinking are not allowed in form rooms or corridors.

BEHAVIOUR IN THE SCHOOL GROUNDS

- All roads and car parks are out of bounds, except for access, and the playing of games should take place in the playground or on the field, when open.
- The Music Suite is out of bounds to pupils at breaks and lunchtimes unless they have been given explicit permission by the Music staff.
- Pupils playing football on the playground and field may only use the 'school approved' ball which we sell from the School Shop.
- Pupils must not go under the mobiles, climb on the roof or any part of the School premises.
- Any damage to school property must be reported and a charge may be made.
- In winter, throwing snowballs is strictly forbidden as this may lead to physical damage of pupils and school property. (The possibility of having a designated area on the Field is under consideration).

- In summer, a designated area for recreation and picnicking may be used on the School field, but this privilege will be withdrawn if litter is left on the grass. Eating and drinking are forbidden in the games area of the field.

BEHAVIOUR IN LESSONS

Pupils must:

- Arrive at the lesson quietly and punctually.
- Always take the correct equipment to class, especially the homework diary and writing equipment.
- Never enter a Science laboratory or practical room without a teacher present.
- Enter rooms calmly.
- Go straight to a seat and prepare to work.
- Follow all rules set by the teacher.
- Listen.
- Put up a hand to ask a question or make a comment and wait patiently until invited to speak by the teacher.
- Not talk while the teacher or other pupils are speaking.
- Never shout.
- Concentrate; work to the best of their ability; not disturb others.
- Always write homework in the diary and catch up on missed work.
- Be polite and responsible at all times.
- Depart in a quiet and orderly way when the teacher dismisses them – not immediately the bell goes.
- Leave the classroom tidy.

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Appendix 4

SANCTIONS

SANCTIONS AND REWARDS

After school detentions are held weekly each Wednesday, from 3.15pm until 4.15pm. Parents will be given written notice of the date and reason for the detention.

We believe that it is as important to have at least as many ways of recognising good behaviour, as punishing bad. To this end a detailed list of rewards (credits, certificates, letters home etc.) and sanctions is made known to all pupils.

RESTRAINT OF PUPILS (Policy agreed by Governors, March 1999)

Under the Education Act 1996, the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation. Our guidance to staff on school discipline clearly states that physical contact with pupils should be avoided unless absolutely necessary. However, in 1998, the Department of Education issued further guidelines and set out that in certain circumstances pupils may be restrained by staff, using "reasonable force".

These circumstances are:

- Where action is necessary in self defence or because there is an imminent risk of injury;
- Where there is a developing risk of injury or significant damage to property.

(Reasonable force is defined as holding a pupil, physically interposing between pupils, leading a pupil by the arm, herding a pupil away by placing a hand in the centre of the back.)

All incidents of this kind are recorded immediately and parents will be contacted.

Any concerns about a situation should be referred to the Headteacher.

Behaviour Policy

Reviewed Annually