



## POLICY - POSITIVE BEHAVIOUR

Date of Adoption:	SEPT 2023	Date of Review:	ANNUALLY
Author:	R CHAMBERS	Committee responsible for Review:	FGB
Version:	APPROVED BY FGB	Date approved:	13.09.2023

Office use only:

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) is committed to safeguarding and promoting the welfare of our children.

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 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 gives schools the authority to confiscate pupils' property

***The policy should be read in conjunction with the school SEND policy, the Child Protection and Safeguarding policy, the Home/School agreement ( NEEDS UPDATING) and the 2023 document Keeping Children Safe in Education. All staff have completed statutory safeguarding training and have signed to say they have read KCSIE Part 1.***

*Our School Mission Statement is: United through Jesus in Faith, Love and Learning which is manifested through our Seven Principles of Catholic Social Teaching.*

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### **1. Aims**

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

- To develop an ethos of kindness and cooperation by rewarding good behaviour.
- To promote good behaviour, rather than merely deter anti-social behaviour.
- To ensure that every member of the school community should feel valued and respected.
- To set out acceptable standards of behaviour and discipline in our school, so that they are easily understood by pupils, parents and staff and encourage good behaviour and respect for others.
- To give an opportunity at each stage for children to make amends and redeem themselves – forgiveness is at the heart of what we do.
- To ensure we have the involvement of parents at an early stage so that we can work together to support the child.
- To involve children – encouraging children to take responsibility for their actions - through discussion with children in circle time and class time about the need for rules and the responsibilities we each have to one another, leading on from class rules established at the beginning of the year, in line with our Seven Principles of Catholic Social Teaching.
- To ensure a readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- To use a multi-agency approach wherever appropriate
- To prevent bullying.
- To deal with bullying effectively as soon as it occurs.
- To give time in the school curriculum to discuss bullying.
- To ensure children to know that they must speak out against bullying.

## 2. Rationale

St Paul's is a Catholic school, part of a wider community which is proud of it and happy to care for it. All that we do is based on the Christian principles of love and mutual respect, which is manifested through our Seven Principles of Catholic Social Teaching.

It is the primary aim of St Paul's Catholic Primary School that every member of the school community feels valued and respected and that each person is treated well and fairly as we believe we are all born in the image and likeness of God. We are a caring community, whose values are built on mutual trust and respect for all, as seen in our Seven Principles of Catholic Social Teaching.

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 promote an environment where everyone feels happy, safe and secure.

*This policy is not to establish a system to enforce rules. It is a means of helping children to understand and respect the importance of rules in school and the greater community, promoting good relationships, so that everyone can work together with a common purpose of everyone learning.*

The school expects every member of the school community to behave in a considerate way towards others. We treat everyone fairly and apply this policy in a consistent way. It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is central. We as a school recognise the lead we may be required to take in consulting and communicating with other agencies.

## 3. Key Objectives

The staff and school will be effective and enable children to reach the highest standards possible. The school will develop a child's knowledge, skills, experience and imaginative understanding and create an awareness of moral values and capacity for enjoyment.

Every child will be regarded and valued as an individual person, made in the image and likeness of God, with academic potential, needs, problems and aspirations; a person who can make a distinct contribution to the life of the school.

The school will provide an exciting and stimulating learning environment where the children will be able to learn, create and experience and where their efforts are celebrated by being displayed.

The school will be well organised, efficient, and well resourced. The children and all staff will strive for the highest possible standards of achievement.

Parents, pupils and staff will create an atmosphere in which the children will accept responsibility for their behaviour and their work.

Children will be encouraged to have an understanding, sympathy and tolerance for cultures and societies other than their own.



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A good rapport between pupil, teacher, teaching assistants and parents is the corner stone for security and success for each and every child. The years that the children spend in this school are formative years, when they discover themselves, their individuality, their abilities, their interests and their strengths. A child's talents may display themselves in many ways. We must provide a vehicle for these talents to be nurtured, encouraged, developed and praised.

### 4. Roles and responsibilities

The Rights and Responsibilities of all are discussed at the beginning of each academic year and the children review the school and class rules. This is all done during the first few days of the school year in class time, where children have the opportunity to share their thoughts, ideas and feelings about how St Paul's Catholic Primary School is a happy and safe place to learn.

- Everyone has the right to learn and no child has the right to intentionally disrupt the work of others.
- We accept everyone as individuals and respect their rights, values and beliefs.
- We foster and promote positive relationships and a sense of belonging to the school community.
- We provide a well-ordered environment in which everyone is fully aware of behavioural expectations.
- We offer equality of opportunity in all aspects of school life: recognising and celebrating our differences.
- We encourage and praise and positively reinforce good relationships, behaviour and work.
- The school does not tolerate bullying of any kind.
- We care for, and take pride in, the physical environment of the school.

### The Role of all School Staff

- Be part of creating a positive school ethos
- Be good role models – fair, respectful, punctual, polite, well prepared and organised.
- Be considerate of individual needs, in line with our Seven Principles of Catholic Social Teaching.

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children. At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.

- Have high expectations of the standards of behaviour and conduct expected of all children
- Treat each child fairly and all children with respect and understanding.
- Take quick, firm, consistent action to prevent one child inhibiting another child's progress.
- Deal with inappropriate behaviour, in line with the whole school policy. If behaviour persists, escalate as per the sanctions outlined in this policy.

### **The Role of the Class Teacher**

#### **As for all school staff**

- Provide challenging and stimulating planning and teaching designed to enable all children to reach their full potential.
- Recognise and be constantly aware of the needs of each individual child according to ability.
- Enable children to take increased responsibility for their own learning and conduct.
- Ensure that learning is progressive and continuous.
- Provide opportunities for children to discuss appropriate behaviour.
- Liaise with parents to discuss concerns regarding pupils' happiness, progress and behaviour.
- Report to parents about the progress of each child in their class, which may also involve contact if there are concerns about behaviour or the welfare of a child. These will be recorded on CPOMs.
- Liaise with school SENDCo and where appropriate external agencies, to support and guide the progress of each child.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the school Standards Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children and staff in the school.

- Take a lead in the establishment of a positive school ethos.
- Promote good behaviour and respect.
- Regulate the conduct of pupils.
- Monitor attendance and punctuality and follow the Attendance Policy procedures when poor.



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- Prevent bullying including bullying related to race, religion and culture, homophobia, sexism or sexual bullying, bullying of pupils with Special Needs or disabilities and cyber bullying.
- Record and report incidents of a serious nature
- Implement the Positive Behaviour Policy, by setting standards of behaviour and supporting staff in its implementation
- Work in partnership with parents to support children and staff.

### **The Role of the Pupils**

- To strive to demonstrate the St Paul's learning behaviours - DESIRE
- Be ready to start their learning when they arrive at school.
- Learn to organise themselves and use necessary resources to help them with their learning.
- Be polite and helpful to others and following the school/class rules
- Contribute to the development of class rules and expected standards.
- Care for everyone and everything
- Developing responsibility for their environment and for their own learning and conduct

### **The Role of the Parents/Carers**

- To work collaboratively with the school, so that children receive consistent messages about how to behave at home and at school.
- Support their children's learning and co-operating with the school.
- Ensure children attend school in good health, wearing the correct uniform, punctually, and regularly (this involves taking holidays only out of term time except in very exceptional circumstances)

## St Paul's Catholic Primary School

- Send a Parentmail or email or phone the school to explain absences on each day of absence.
- Be realistic about their children's abilities and offer encouragement and praise
- Participate in discussions concerning their child's progress and attainments
- Ensure they contact the school to discuss matters which affect a child's happiness, health, progress and behaviour.
- Take an active part in their children's learning, giving due importance to homework, hearing reading and assisting in learning tables and spellings.
- Allow children to take increasing social and personal responsibility as they progress through the school.
- Accept responsibility for the conduct of their children at all times
- If the school has to use reasonable consequences to a child as a result of inappropriate behaviour, parents will support the actions of the school. If parents are concerned about the way a child has been treated, they should initially contact the class teacher, the Team Leader, then the Headteacher. If the concerns remain, they should put these concerns in writing to the Chair of Governors. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

## The Role of the Governors

- Being responsible for setting down the general guidelines on standards of discipline and behaviour
- Support the Headteacher who has the legal duty to establish the detailed measures on behaviour and discipline that form the behaviour.

### 5. Rewarding children's work and behaviour

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour. These strategies include:

On-going recognition of individual children's contribution

House points/ weekly St Paul's Person should be awarded to individuals and groups of children to praise and encourage the learning behaviours we want to see. These are for:

- Being Kind
- High Achievement and Attainment
- Excellent Efforts
- Excellent Behaviour
- Correct uniform





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- High standards of manners

*This system must be adopted by every adult in school across all areas of school life.*

A sticker or word of praise are further examples of how we celebrate achievement. Children can go and “show” particularly pleasing work to another teacher.

Particular achievements are rewarded by visiting the headteacher and sharing their work with her.

Every class teacher has the freedom to use their own class reward scheme in line with the school policy.

### Whole class awards

Special achievements by the whole class can be rewarded by staff. ~~with Golden Time~~

### Weekly awards

Children from every class are rewarded at Laudate assembly on a Friday and their achievement is displayed with their photograph showing that they are St Paul’s People. Teachers keep a register to ensure all children receive at least one award each year.

There are also awards from the Sports Teacher, ~~the Office~~ and the Headteacher.

### End of year

A special ‘awards’ ceremony to celebrate the achievements of the Year 6 pupils leaving school. This includes distribution of personal achievement certificates which summarise the children’s positive attributes and achievements during the year.

## 6. Sanctions for Misbehaviour

- Verbal reminder of class rules, focussing on the inappropriate behaviour - not the child.
- Removal of golden time minutes (*these can be earned back*).
- Time out – ‘Thinking time’ to reflect on misbehaviour.
- Loss of Playtime (time lost to be age appropriate)
- Removal to another classroom
- See Team Leader
- See Deputy Headteacher
- See Headteacher

As a very last resort, the decision could be made by the Headteacher to exclude a child from school.

(Refer to Exclusions policy)

A decision to exclude a pupil will be taken only:

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

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider if the pupil has special educational needs (SEN)

Class rules and sanctions are discussed at the beginning of each year as a school. In this way every child is involved in setting the standard of behaviour expected and these are discussed regularly. Everyone at school is expected to be a positive role model, following our Seven Principles of Catholic Social Teaching.

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### APPENDIX 1 Anti-Bullying

What is the School's Position if poor behaviour escalates into bullying?

*We do not use the word for the general rough and tumble of school life.*

Bullying is:

**BULLYING IS WHEN SOMEONE HURTS YOU...**



**SEVERAL TIMES ON PURPOSE**

- Systematic and ongoing rather than a one-off incident.
- Done by the more powerful to the less rather than between equals.
- Distressing and hurtful to the victim rather than intended, good-natured fun.
- Always one way rather than an exchange.

Bullying occurs when one or more other people make a person unhappy over a period of time. It can take several forms.

- Verbal as in name calling, personal comments, racial abuse.
- Social as in not being spoken to or being left out of activities.
- Cyber bullying
- Material as when possessions are stolen or damaged or extortion takes place.
- Mental as when pressure to conform is applied as in physical assault.
- The ability to have some sort of power over the victim (not always recognisable to the teacher)

St Paul's Catholic Primary School does not tolerate bullying and we will do all we can to prevent bullying in the first place. We deal with any situations as they arise and will listen to and help any pupils who are affected by them. All reports of bullying will be taken seriously and appropriate action taken.

Sanctions as identified in the school's behaviour policy will be used.

All staff are therefore aware of the following:

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children. At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.

## St Paul's Catholic Primary School

- Mission Statement
- Seven Principles of Catholic Social Teaching
- Expected Conduct
- The school's Positive Behaviour Policy

How can the Children Report Bullying?

St Paul's Catholic Primary School is an anti-bullying school.

To enable this, children need to:

- Treat other people kindly and fairly - never bully others.
- Report if they are bullied.
- Report if they see others bullied. If they do not, they are covering up for the bully.
- Never make comments or tease people about their appearance, manner or ability.

Bullying can be reported to any member of the school staff. Staff talk to children regularly about who they can trust and who they should talk to if they have any problems.

## Strategies for Preventing Bullying

At the beginning of each term teaching staff discuss standards of behaviour. Procedures for the school day are scrutinised from 8.40am – 3.30p.m. Areas of concern are noted, and strategies put in place to improve the situation.

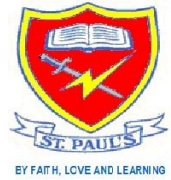
- All staff must be made aware of any child causing concern either as a victim or as a bully. It is also policy to actively try to make sure that all pupils enjoy playtimes. Lunch time controllers and duty teachers can often help a shy or withdrawn child gain confidence by initiating games or finding another child to help.
- Adults practising basic good manners when addressing pupils and each other.
- A classroom ethos that respects the individual and reflects the school Mission Statement and Seven Principles of Catholic Social Teaching.
- Vigilance by all staff, pupils and parents in the school

## Procedures for Dealing with Bullying

Everyone in school should be aware of the indications of bullying and all staff should ensure that bullying or threatening behaviour is not tolerated in school.

All staff should respond to bullying by:

- Remaining calm – remember you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident seriously; take action as quickly as possible (does this have to be private or public?)
- Reassure the victim(s) - don't make them feel inadequate or foolish, offer to help the victims.



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- Make it plain to the bully that you disapprove and their behaviour is unacceptable.
- Encourage the bully to see the victim's point of view.
- If the incident requires the bully to be punished, be very careful how this is done as reacting aggressively or punitively gives the message that it is ok to bully if you have the power.
- Explain clearly and calmly the punishment and why it is being given.
- Parents/guardians of both the bully and the victim may need to be informed of the situation by a member of the SLT.

## **APPENDIX 2 Child-on-child abuse**

'It is essential that *all* staff understand the importance of challenging inappropriate behaviours between children, many of which are listed (in KCSIE 2023 para 35), that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.' KCSIE 2023

### ***Get parents involved immediately.***

Don't just file an incident away, no matter how 'low-level' –record all incidents on CPoms and let parents know what their child has said or done, and that you'd like them to talk about it as a family.

This will help us:

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable physical or sexual behaviour
- Work towards a solution together

This can just be a quick phone call, but it's important that it happens immediately and every time staff have concerns about their child's behaviour towards other children.

In very rare cases when a child's parents have been repeatedly unsupportive of the school, or have previously displayed aggressive behaviour towards staff, communication will be adjusted in order to ensure that staff are kept safe and to minimise the risk of children being exposed to conflicting messages.

'Lower-level' incidents are far more frequent than severe incidents and can underpin the problematic 'normalised' culture St Paul's school staff will encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

### ***Gently but firmly condemn the behaviour, not the pupil.***

1. Let pupils know that you will:

- Take their safety and wellbeing seriously.
- Listen to them.
- Act on their concerns
- Not tolerate or accept abuse.
- Reassure the child.
- Record the incident on CPOMS and inform relevant staff, including the DSL or a DDSL if the incident raises a safeguarding concern.

2. Different sanctions will be appropriate for different 'levels' of behaviour/harassment. It is not possible to map out perfectly which sanctions will be used for which behaviours, as context will impact how we handle each incident.

- Manage the incident internally.
- Consult DSLs who may refer to Early Help
- Refer to children's social care.



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- Report to the police

Appropriate sanctions:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer.
- If they apologise, make sure staff keep an eye out for any recurrence from that particular pupil.
- If they refuse, escalate the incident to a more serious sanction.
- A period of internal exclusion (length dependent on incident – Headteacher decision)
- Fixed term (length dependent on incident) or permanent exclusion
- (Exclusion from school only in the most severe cases, for example if the police recommend you exclude a pupil after an incident)

## The Curriculum

The school curriculum will be used as a powerful vehicle for helping children behave in a socially acceptable way.

Our RHE curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like?
- Body confidence and self-esteem
- Healthy relationships
- Online safety
- Through role play, stories, discussion and circle times our children are given time to discuss how someone feels when they are subjected to name calling, exclusion from games or are physically hurt.
- School rules are discussed and made clear to the children at the beginning of each term and regularly referred to and discussed throughout the term.
- The children are encouraged to be involved in the rule making process

We aim to ensure that our school is a happy, fear free environment for all pupils and that every opportunity is taken to reward good behaviour.

## A Positive Environment

Perhaps most important of all is the overall climate and ethos of our school, based on our Mission Statement and the Seven Principles of Catholic Social Teaching.

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children. At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.

Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another.
- the sense of community within the school and that all children are ambassadors for us.
- interesting and well-prepared lessons that cater for individual need.





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### Appendix 3: Searching, screening and confiscation in school.

The 2022 DfE guidance states that Headteachers and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

For example: stolen items; knives and weapons; alcohol; illegal drugs; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). tobacco and cigarette papers; fireworks; pornographic images.

This is not an exhaustive list and further guidance can be found in the DfE document.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

*The member of staff conducting a search must be the same sex as the pupil, and there must be another member of staff present to witness, unless:*

*The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, and In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present.*

*If the above is the case, the person doing the search should report it immediately.*

*Any searches for prohibited items should be recorded on CPOMs.*

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

#### **APPENDIX 4: Use of Reasonable Force**

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

#### **Monitoring**

This policy is shared with all staff and reviewed on an annual basis. It is available to view on the school website and held in the school office.

Teachers record:

- Behavioural issues
- Bullying (including cyber bullying)
- Significant communication with parents/carers
- The action taken.

All should be recorded on CPOMs, alerting the DSLs. CPOMs will be monitored on a weekly basis to analyse patterns of behaviour.

Daily incidents are dealt with immediately by the class teachers and, if necessary, are recorded on CPOMs.

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

#### **Review**

The Headteacher and staff review the policy annually and report any changes to its content with the governing body. Staff are informed where necessary.