



Behaviour and Anti Bullying Policy.

Headteacher signature	L Harvey
School Governance Signature (Chair of Management Team)	M Crouch
Date of latest review	May 2019
Regularity of review	Every 2 years

Behaviour and Anti Bullying Policy

Introduction

This policy sets out the expectations of behaviour at Dame Catherine Harpur's School and Nursery. We have high expectations for good behaviour throughout the school and at all times during the school day. As a caring community, we work hard to ensure the best possible outcomes for each individual child.

The policy is designed to reinforce and promote positive behaviour and not just deal with negative behaviour. We recognise that, in dealing with behaviours, a consistent approach and consistent form of response are needed. We also believe, however, that approaches need to meet the needs of the individual children.

It is essential that children acknowledge what is acceptable and are aware that staff will praise positive behaviour, whilst dealing with negative behaviour appropriately.

As a small school which promote and relies on positive relationships between staff members and children and parents, it is important that all staff are seen to carry out rewards and where necessary sanctions.

Our Aim

At Dame Catherine's all pupils and adults are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times.

Our Values

Our school aims to 'include, ignite and innovate.' Our behaviours are underpinned by values rather than rules. We have chosen these as our core values.

- Diversity
- Inclusion
- Responsibility
- Honesty
- Thoughtfulness
- Challenge
- Respect
- Exploration
- Opportunity
- Collaboration
- Trust
- Support
- Empathy

Our Home School Agreement

Our home school agreement sets out what is expected from the staff, governors, parents and pupils with regards to supporting positive behaviour and dealing with unacceptable behaviour within our school. The home/ school agreement will be signed when a child joins the school, and parents will be requested to sign this periodically, when there are any significant reviews of policies or procedures.

Praise and Reward

At Dame Catherine's, we create a school ethos which promotes positive behaviour. Full support from all school staff, governors and parents is essential for this to succeed.

These are many ways in which we encourage positive behaviour:

- Varying groups to develop social skills
- Involving children in devising class expectations
- Rewarding positive behaviour
- Giving children responsibilities
- Whole school circle times to discuss aspects of school life, have all involved in rewarding kind, supportive and positive behaviour and support decision making, problem solving and empower children.
- Establishing an atmosphere appropriate to the activity
- Careful grouping and positioning of children within the classroom
- Having excellent resources and play equipment for children to use during outside and inside play times.

Rewards System

Whole School

Weekly well done's / I have noticed that's.

On Friday staff use our whole school circle time to praise children by picking out what they are proud of or what the child has accomplished that week. Children are provided with a record of this through a small personal certificate. This ensures that all children receive a personal positive comment.

Helpful Friends

Children and staff / volunteers put a helpful friend slip of paper into the box throughout the week to ensure that anyone providing support or help to them is mentioned during our whole school circle time on Fridays.

Headteacher awards

Throughout the year the school holds a number of celebration assemblies to showcase learning and to give out special mention awards for exceptional acts and deeds. All family members are welcome. Staff nominate children for headteacher awards which are given out at these celebration events. Parents will get a special invite to see their child receive this award.

Children are also sent to the headteacher during curriculum time when a staff member feels that their achievements need to be recognised in a more personal way at another level.

Class rewards

In addition to the above whole school rewards, staff members give additional ongoing rewards which are related to the age of the children.

Nursery

Wow slips are stuck in learning journeys and copies sent home / shared with parents and carers, commenting on particularly impressive work or actions. Children are also reward through stickers or a chance to do a special job or lead a game.

Other observations are made on a regular / day to day basis. They are shared with children and staff and posted into the golden box by the child to highlight achievements and milestones reached, which helps to raise confidence. Parents are encouraged to do the same.

Class 1

Wow slips are stuck in learning journeys / books and shared with parents and carers, commenting on particularly impressive work or actions. Children can earn points for good work and behaviour and when 5 points are achieved they are invited to choose a reward from the special tin.

Class 2

Merits : to encourage positive behaviour and good work, all staff in the school can award merit points to our older children in class 2. A child will record his / her individual merits on their merit card, which will build up to a bronze, silver, gold or platinum award. Certificates will be issued and other rewards which will increase in 'value' as children progress from bronze to platinum. These rewards can be for example treats chosen by the children during a school visit.

Attendance Award

Rewards will be given for 100% attendance at the end of the term and the end of the year.

Unacceptable Behaviour

Although at Dame Catherines rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. Unacceptable behaviour includes racial intolerance or harassment, sexual harassment and bullying. In order to ensure a consistent approach throughout the school children are consistently reminded about expectations when inside the classroom, inside the school building and outside. Value is given to ensuring that children understand what the consequences are for breaking these rules, not just in terms of punishments, but far more importantly what the consequences of their actions are on others in school or resources in school.

Unacceptable behaviour is dealt with in steps and stages, which are appropriate to the individual child.

The use of punishment however should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid additional sanctions. Restorative discussions are essential to improving behaviours.
- Group punishment is avoided.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Classes 1 and 2

As with rewards, all adults play a part in dealing with poor behaviour (through communication and partnership when there is a TA / teacher partnership in place.) See appendix A for examples / guidelines. Referral to a class teacher or headteacher might be relevant at a later stage.

Stage 1	Stage 3
Pupil Responsibility / Prevent further intervention or action	Escalate
<p>A warning</p> <p>Child reminded and given the opportunity to correct the behaviour</p> <p>Further warning if no improvement. Choice given or reminder given as to consequence if the child does not make the right choice themselves.</p> <p>Suggest a move within class/ removal of item /work with an alternative group / change of activity (eg. if outside) in order to break a cycle and restore positive behaviour</p>	<p><i>Failure to respond after stages 1 or 2? OR more extreme behaviour (see example from list)</i></p> <p>Results in appropriate sanction for individual child eg.</p> <ul style="list-style-type: none"> • Set time out of class / in alternative room in order to reset and comply and discussion with parent to agree next steps. • Referral to another adult / HT • Missing a set amount of play (used in exceptional cases) • More immediate discussion with a parent (used in exceptional cases and with prior agreement) • Removal to alternative space and contact parents to request a meeting
Stage 2	<p>NB.</p> <p><i>Parents generally informed if behaviour reaches this stage. Should these behaviours continue over time a tailored monitoring system with feedback to parents will need to be implemented (eg. home school book, weekly diary / target sheet, e-mails home to parents.)</i></p> <p><i>Should there be no improvement an individual behaviour plan will be implemented (moving into stage 4.)</i></p>
Pupil has failed to take responsibility. Adult intervention Reflection time needed	
<p>Short reflection- this reflection might involve moving the child within the class, asking a child to take a few minutes out in an alternative space / class or and miss a few minutes of play time</p> <p>Opportunity for a restorative conversation</p>	

Stage 4
<p>Should behaviours involve deliberate acts of physical abuse or significant verbal abuse and defiance against staff or where behaviour is so extreme as to put the child and others in danger, parents might be contacted immediately for example to</p> <ul style="list-style-type: none"> • issue a fixed term exclusion and an agreed formal 'return to school meeting' • arrange a formal meeting to put in place an individual behaviour plan or behaviour management strategy should one not already be in place <p>Should there be continuing negative behaviours over time which have not responded to broad strategies already agreed between staff and parents and implemented by the school a formal meeting will be arranged with parents and a specific behaviour plan will be put in place.</p> <p>NB <i>This stage should be read in conjunction with the school exclusion policy.</i></p> <p><i>If a child needs various behaviour management strategies over a period of time, it would be appropriate to place the child on the school's register of Special Educational Needs with a behaviour plan put in place. This will be reviewed regularly, and if found not to be working, the school might seek further advice from the Behaviour Support Team.</i></p>

The core principles and procedures of our behaviour policy run throughout the school and nursery. Nursery have, however, their own detailed description of how this relates to practice and how positive behaviour is achieved.

- Rules about the conduct of the group are discussed and agreed and explained to all newcomers
- Adults within the nursery ensure that these rules are applied consistently so that children have the security of what to expect
- Adults will try to provide positive role models for the children with regards to friendliness, care and good manners, kindness, willingness to share and helping others.
- Adults will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Children displaying positive behaviour are recognised and praised.
- In all cases of unwanted behaviour it is always made clear that it is the behaviour that is unwelcome, not the child
- Children displaying negative behaviour will be given one to one adult support to understand what is wrong, why, and how to build a better pattern of behaviour
- Techniques intended to single out and humiliate individual children, such as the naughty chair, will not be used
- Where appropriate, a 'time out' method may be used to allow a child to calm down and reflect on the situation.
- Children will never be sent out of the room by themselves.

Physical handling may be used if deemed necessary to protect the child from harm or others from harm (an additional policy is available)

Recording, monitoring and evaluating poor behaviour

Incidents of significant disruptive behaviour are recorded in the class logs, which are monitored by class teachers and headteacher. Behaviour concerns during lunchtime are also recorded in the behaviour logs. See appendix B . Nursery uses their own recording form.

Incidents of low level (stage 1) behaviour may be recorded if this is part of providing a detailed picture over time ie. a sensible common-sense approach is to be taken as to whether it might be applicable to record a specific incident.

Information regarding low level disruption might be recorded for example

- to provide more specific examples to parents over time
- to track patterns in behaviour which are linked to specific actions, times, frustrations or anxieties for eg. which could especially be useful for children with SEN.
- To track patterns in terms of whole school priorities of areas to address in improving behaviour / approaching through the wider curriculum

This should be noted in the case of tracking progress in terms of improved behaviour where data / numbers alone might be less relevant.

Should there be an incident which reaches 'stage 3' it will usually result in a separate record of behaviour concern being recorded. See appendix C. This 'behaviour concern' form will include actions taken and monitoring procedures recorded. Parents will be informed in these situations.

The Role of staff.

- It is the responsibility of each and every member of staff to have high expectations in terms of behaviour, ensure that the school rules are followed and that the children behave in a responsible manner at all times.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, staff may stop an activity and prevent the child from taking part for the rest of that session.
- If children fail to follow the school rules the school may employ the sanctions detailed in the 'Unacceptable behaviour' section of this policy.
- A range of positive reinforcement strategies may be used as appropriate to the age and needs of the child and the nature of the behaviour, so it is important to be flexible in our approach.
- Staff members at Dame Catherine's are consistent and treat all children fairly.
- The class teacher reports to parents about the progress of each child in their class, including their general attitude and behaviour at parents' consultation evenings and at other times as they deem necessary.
- The 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. While it is very difficult to completely eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The Role of Parents

- The school works in partnership with parents, so children receive consistent messages about how to behave at home and at school. Recurring problems with behaviour will be raised with parents and addressed in partnership with parents.
- We will publish the Behaviour Policy and Behaviour Guidelines on the school website and these are shared in school in a manner appropriate to the age of the children in the class.
- If parents have any concerns they should contact the class teacher initially at school. If these discussions cannot resolve the problem, they may refer their complaint to the headteacher and the Complaints Procedure may be followed

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the relevant bodies have been notified. (see exclusions policy)

The Role of Governors

- The governing body (SMT) has the responsibility of establishing this policy.
- The Headteacher has the day-to-day authority to ensure the policy is implemented, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and Review

- The Headteacher monitors the effectiveness of this policy with all staff on an annual basis and reports to the governing body.
- The governing body (SMT) reviews this policy every three years. The governors may, however, review the policy earlier than this, if necessary.

Bullying

Any behaviour that makes a person feel inferior, insulted, intimidated, isolated or hurt is bullying. Bullying behaviour can be shown by an individual or a group. It is not an isolated incident, but happens repeatedly over a period of time and with intent. It is the responsibility of every member of our community to prevent bullying.

Bullying can take several forms:

Physical:

- Hitting, kicking, punching, spitting etc
- Taking someone else's belongings
- Destroying or damaging property belonging to someone else

Verbal:

- Name calling
- Saying unkind things about race, colour, religion, disability or sexual orientation
- Threatening violence or unkindness

Indirect:

- Spreading rumours
- Deliberately excluding someone and encouraging others to do the same
- Sending nasty messages through texts, notes, emails or social networking

Investigating Allegations of Bullying

If bullying is suspected we will:

- a) Talk to the suspected victim. Notes of the conversation will be made.
- b) Talk to the alleged bully. Notes of the conversation will be made
- c) Talk to any witnesses. Notes of the conversation will be made
- d) Make it clear that bullying is not tolerated at Dame Catherine's.

e) If the alleged bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure.

Dealing with Incidents of Bullying

When it has been established that the behaviour is a genuine case of bullying as stated above, the following action will be taken

- 1) Log the incident in the Behaviour Log on a behaviour concern form. Reference this by completing, with date in the bullying monitoring register.
- 2) Provide appropriate support for the victim
- 3) Discipline the bully using Stage 3 /4 sanctions. Any disciplinary action should be designed to help the bully change his/her behaviour.
- 4) Provide appropriate support for the bully as bullies are often victims too – that is why they bully.
- 5) Contact the parents of the victim, either by phone, letter or in person to explain the outcome of the investigation.
- 6) Contact the parents of the bully, either by phone, letter or in person to explain the outcome of the investigation and the sanction for the behaviour.
- 7) Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in the monitoring section of the bullying incident register.

If the behaviour is repeated or has been judged to be of a more serious nature, the following actions will take place.

- 1) Parents will be called in for a meeting with the headteacher to discuss the matter. Parents will be asked to support the school in its actions and to reinforce those actions at home, where appropriate.
- 2) If there is still no improvement, the parents and pupils will be called to appear before a Governors' (SMT) Panel.
- 3) In very serious cases of bullying, where it is clear that a bully is not able or prepared to change his/her behaviour, a fixed-term or even permanent exclusion will be considered as a disciplinary measure.

Behaviour Outside School

We expect our pupils to demonstrate the same high standards of behaviour when off school premises. Any poor behaviour which occurs off the school premises and is witnessed by a member of staff or is reported to the school will be discussed with parents with consideration given to sanctions described in this policy. We also expect pupils to behave safely when using the internet and social media and will take necessary actions if children's safety is compromised.

Support systems for Individual Pupils with Behavioural Needs

- If there is a persistent problem the class teacher the SENDCO may draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors, to insure a consistent approach.
- If the problem continues, together it might be necessary to work with outside agencies to seek solutions to support the pupil.
- In extreme cases it may be decided that it is in the best interests of the child for them to spend breaks and lunchtimes away from the rest of the children. It is important this is not seen as a punishment but as a way to have a calm and positive break/lunchtime.

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving.

It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the headteacher / appropriate members of the school staff / SMT.

Support Systems for parents/carers

Parents, guardians and carers play a vital role in supporting their child's behaviour at school. Good communication between home and school is essential if the child is to receive consistent messages and support. School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

It is important to inform parents early about behaviour worries to help stop them from escalating. Should a child's behaviour cause consistent concern then the school will automatically contact the parents/carers to discuss the best way forward in managing the inappropriate behaviour within the school setting. As a result of these discussions the school and parents/carers may well seek the help and advice from the following agencies:

- ✓ Behaviour Support Consultant
- ✓ The Educational Psychologist
- ✓ The Education Welfare Officer

The Headteacher is the key staff member who parents are able to contact should they have any ongoing concerns regarding their child's behaviour.

The school governing body (SMT) is also directly responsible for monitoring the effectiveness of the Behaviour and Anti Bullying policy.

Should any parents have concerns regarding their or another child's behaviour we aim to respond directly within three days.

Please do not hesitate to contact the Headteacher should you wish to discuss any aspects of this policy.

Malicious Allegations Against Staff

We take any malicious* allegations against members of staff very seriously. Pupils that are found to have made malicious allegations will receive an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

** Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;*

Screening, Searching and Confiscation_ (DFE Guidance, March 2012)

The Head teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.

The items that can be searched for under this power are

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

Searching Without Consent

Pupils can be searched by the head teacher without consent. All other members of staff must have the head teacher's authorisation to carry out a search.

The authorised adult , carrying out the search must have a witness (also a staff member) If at all possible, both should also be the same gender as the pupil being searched.

The head teacher can authorise a search being carried out if there are 'reasonable grounds for suspecting that a pupil is in possession of a prohibited item.'

During the Search

Clothes, possessions**, and drawers may be searched. The person conducting the search may not require the pupil to remove any clothing other than outer clothing*. Pupils may also be requested to turn out the contents of their pockets.

*Outer clothing - clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.'

**Possessions - any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

After the Search

The law allowing 'schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.'

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Guidelines on the retention and disposal of confiscated items set out in the DfE Guidance on Screening, Searching and Confiscation will be adhered to.

Informing Parents and Dealing with Complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child and there is no legal requirement to make or keep a record of a search.

The school will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Peer on Peer abuse

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult.

This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used by for bullying and other abusive behaviour

These behaviours will need to be handled with reference to other policies in school such as the child protection policy and online safety policy. Peer on peer abuse in the context of sexual harassment and sexual violence is part of our Child Protection policy, compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2018) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Related Policies

Other school policies that are used to support this Behaviour and Anti Bullying policy are the:

- ✓ Exclusions Policy
- ✓ Special Educational Needs Policy
- ✓ Home/School Agreement
- ✓ Positive Handling Policy

Appendix A : examples of behavior as guidelines only

	Stages 1 and 2	Stage 3	Stage 4
Definition	Low level disruptive behaviour	Persistent Stage 1 behaviour or incidents of a more serious nature	Persistent Stage 2 behaviour or very serious misbehaviour
Examples of behaviour (this list is not exhaustive)	<ul style="list-style-type: none"> - Shouting out - Disrupting others' learning - Not paying attention - Not following instructions - Being a bit rough - Talking at the wrong time - Interrupting others - Making unkind remarks (not offensive) - Time wasting - Slight arguing - throwing something in class - rough play / play fighting 	<ul style="list-style-type: none"> - Refusing to work/producing poor quality work on purpose - Throwing equipment in class in temper - Swearing in general conversation - Deliberate defiance - Rudeness to an adult - Inciting others to cause trouble, fight or injure, disrupt or cause damage - Refusing to cooperate 	<ul style="list-style-type: none"> - Racist/ homophobic comments - Verbal aggression/highly inappropriate language - Physical aggression, including punching, kicking, biting - Fighting with intent - Throwing equipment with intent - Bullying - Theft - Violent/Threatening behaviour - Found with drugs or an offensive weapon on premises.

Appendix B

CLASS: _____ TERM: _____
STAFF NAME: _____ SHEET NUMBER: _____

Ref:	Pupil initials	Day/Date	am or pm?	Information (Context and location): Circle which behaviour is causing concern if appropriate Add details: What happened? Why? Other adults involved? Linked to any other incidents? Refer to related notes.	Action(s) taken: Eg, restorative discussion, referred to..., time in another area communication with parents.	Cause for concern sheet necessary /completed? (stage 3)
1				<p><u>DETAILS:</u></p> <p>not following request fighting / physical off task/ insufficient work refusal to do work <u>verbal</u>: peers (antagonistic) inappropriate comments</p> <p>bullying racist comment bad language <u>physical</u>: staff <u>verbal</u>: staff (sig. arguing) damage of equipment</p>		YES / NO
2				<p><u>DETAILS:</u></p> <p>not following request fighting / physical off task/ insufficient work refusal to do work <u>verbal</u>: peers (antagonistic) inappropriate comments</p> <p>bullying racist comment bad language <u>physical</u>: staff <u>verbal</u>: staff (sig. arguing) damage of equipment</p>		YES / NO
3				<p><u>DETAILS:</u></p> <p>not following request fighting / physical off task/ insufficient work refusal to do work <u>verbal</u>: peers (antagonistic) inappropriate comments</p> <p>bullying racist comment bad language <u>physical</u>: staff <u>verbal</u>: staff (sig. arguing) damage of equipment</p>		YES / NO

Appendix C

DCH School information referral form for behaviour concerns

This form should be completed by a member of staff in the following situations:

- *There is a behavioural incident which needs recording and referring*
- *To record a concern about repeated behaviour*

Name of child: _____ Year group: _____

Class Teacher: _____ Date: _____

Member of staff raising concern: _____

Is this a concern regarding an ongoing or repeated behavioural issue? YES / NO

Is this concern detailed in the behaviour log? YES / NO

Nature of the concern and initial action(s) taken by member(s) of staff

Actions and outcomes following referral

Review (impact and progress)

Date

Signed _____

Appendix D

Associated resources

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

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

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2015

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies)
Regulations 2012