



ELMS FARM PRIMARY SCHOOL REFLECTIVE BEHAVIOUR POLICY

THIS DOCUMENT IS a statement of the aims, principles, and procedures for behaviour at Elms Farm Primary School.

IT WAS DEVELOPED in July 2021 through a process of consultation with governors.

IT WAS APPROVED by the governing body in July 2021.

REVIEW: every two years.

STATEMENT OF INTENT

Elms Farm Primary school believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We aim to create a calm, caring, safe environment in which children can work towards achieving their full potential.

Our Positive Pupil Behaviour Policy has been developed in line with our key values of 'AMBITION, COMMUNITY AND EQUALITY'. Our key values are important in our approach to behaviour where children will recognise and achieve their fullest potential so they can make their best contribution to society.

Our key values are important in our approach to behaviour:

Ambition-Pupils are encouraged to be ambitious learners; to be inquisitive and learn about the world around them.

Community-Pupils are expected to respect one another and treat others respectfully.

Equality- Pupils are encouraged to treat everyone equally and respect each other's views.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. All behaviour is a way of communicating.



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To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos, and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values, and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies, and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework:

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2024) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2023) ‘Keeping children safe in education 2023’.
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools.
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’.
- DfE (2024) ‘Mobile phones in schools’
- DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools.



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This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan (SIP)

1.0 OUR SCHOOL RULES

The school rules are under pinned by the principle of promoting good relationships so that we can work together with the common purpose of helping everyone to learn. The rules must be clearly displayed in every classroom and around school.

Ambition: We are ready, we listen, we learn

Community: We are helpful, we are respectful, we are responsible

Equality: We are accepting; we are kind; we are fair

2.0 AIMS

2.1 For Children:

- To take full responsibility for their own learning and actions throughout the day
- To be fully aware of their rights and responsibilities and contribute to produce their Class Charter
- To be aware of the rewards and sanctions relating to behaviour
- To review the school rules each year and amend as necessary.
- To develop empathy and understanding towards others and understand that we all have rights.
- To be able to consistently make a positive contribution to the school and community.

2.2 For Staff:

- To ensure the quality of learning and teaching is high and children are inspired and motivated to succeed.
- To give rewards and sanctions consistently and fairly
- To deliver a high-level duty of care to every child



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- To build an excellent rapport with pupils
- To seek to understand barriers to learning and to overcome them
- To seek to understand 'Trauma and Attachment' needs of children and support the children with this
- To ensure that all pupils can have the opportunity to experience different responsibilities and contribute to the school community

2.3 For Governors:

- As a UNICEF Rights Respecting School, to communicate our vision to the staff and children
- To ensure that the school provides an environment that promotes positive behaviour for effective learning to take place
- To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured
- To ensure systems and structures are adhered to fairly and consistently

2.3 For Parents & Carers:

- To work in partnership with the school to promote positive values and Rights Respecting behaviour
- To encourage their children to take responsibility for their actions.
- To value the work of the school and be aware of the school vision and the school's positive behaviour policy
- To support their children with their learning at home
- To attend Parents' Meetings, Curriculum Workshops, Open Days, and other events designed to support their children
- To be proactive and take responsibility for their child's behaviour

3.0 ROLES AND RESPONSIBILITIES

The governing body:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head Teacher:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.



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- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents, and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- The Head Teacher will be involved in serious cases and all incidents that could involve exclusion

The mental health lead:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

SMT:

- The SMT are accountable for all children across school
- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice
- To send behaviour letters home and run meetings with parents alongside class teachers
- To assist teachers in investigating and recording behaviour incidents in line with this policy
- The SMT will monitor behaviour incidents daily and act accordingly in line with this policy

Children:

- To always take full responsibility of their own behaviour
- To always follow school rules
- Always have a positive attitude towards staff and peers
- Always work hard and strive to achieve their best to reach their full potential

Teaching and Support Staff:

- To ensure QUALITY FIRST TEACHING with all lessons, ensure that they are well planned, adapted, and resourced so that they challenge and inspire all learners and meet their needs
 - To building positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.



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- To be aware of any home circumstances and to develop good communication with families and carers which may affect a child's school life, health, safety, or wellbeing
- To build and maintain positive relationships with parents and carers
- Ensure that school systems and structures are followed consistently, and children treated fairly
- To investigate behaviour incidents rigorously and ensure closure on all incidents
- To keep behaviour records in line with this policy and record incidents on CPOMS
- For every child to receive regular positive praise through the School Feedback Policy
- To deal with incidents which occur outside school in an appropriate manner and inform the SLT
- To maintain a safe, organised and stimulating learning environment where children have access to resources that support their learning
- To model and teach emotional literacy to help children interact positively and deal with issues through PHSE lessons and 'Mindfulness'

Dinner Supervisor Responsibilities:

- Dinner Supervisors are responsible to follow the Reflective Pupil Behaviour Policy
- Dinner Supervisors are responsible for the behaviour of pupils at lunchtimes and are supported by the SMT/SLT and The Pastoral Team
- Dinner Supervisors are to liaise with class teachers regarding lunchtime behaviour
- Dinner Supervisors are to report serious incidents to SLT

Parents Responsibilities:

- Informing the school of any changes in circumstances which may affect their child's behaviour
- To work in partnership with the school and support the systems and structures related to behaviour management
- To attend parents' meetings and activities that support their child's learning
- To be aware of the events taking place in school via the newsletter, Class Dojo, and website

4.0 DEFINITIONS

4.1 For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation



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- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks, and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a danger/unsafe
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4.2 For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

5.0 ENCOURAGING REFLECTIVE BEHAVIOUR

Our school promotes a healthy learning environment based around ‘**Connection before Correction**’ and a **restorative approach** to **promote positive relationships** and **social engagement**.

Principles of the 4 Rs: (Restorative Practice)

Respect: Listening to the opinions of others and learning to value them

Responsibility: Taking responsibility for one’s own actions



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Reparation: Developing the skills to repair harm and ensure that certain behaviours are not repeated

Re-integration: Working through a structured, supportive process that aims to solve a problem and allows children/young people to return to their learning environment.

5.1 Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with A clear set of rules and routines that are understood by all pupils, including good levels of attendance.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

5.2 Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible, and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

5.3 Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will use the behaviour flowchart to support pupils' understanding.

5.4 The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room.

5.5 Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:



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- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

5.6 All members of the school community have roles and responsibilities in promoting a Rights Respecting ethos.

5.7 Class Charter:

In class, this is promoted by the formation of a Class Charter. Class charters need to reflect the school's values and rules. Each charter is created by the children and staff within the class and sign up to it. In doing so they are agreeing to respect the chosen rights for themselves and others with their positive behaviour.

5.8 Rewards: Pupils are encouraged to identify the positive outcomes of good behaviour. This may be through verbal prompts or highlighting positive outcomes such as good work or highlighting the positive impact on others.

Elms Farm recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun, and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are rewarded.



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Elms Farm School also use:

Class Dojo:

Dojos will be earned by children linked to the 9 school rules. Any adult working in our school can give children a dojo point. The child (with the golden ticket) in each class, each week with the highest number of Dojos will have 20-30minutes reward time in the hall taking in part in activities like crafts, painting, games etc.

The 'Golden Ticket':

The purpose of the Golden Ticket is to provide an incentive that encourages good behaviour, attitude to learning, a positive role model to peers and an overall good ethos to school life.

- The school has several activities which take place in the hall each week (Thursdays 2:45pm), led by the Learning Support Team.
- Each class teacher will send the child with the 1st and 2nd highest number of Dojos from their class each Thursday afternoon
- Class Teachers must ensure that they write the chosen children names on the designated poster in the staff room by the end of the day every Wednesday.
- The children will then receive a Golden Ticket and is able to go to the hall on Thursday afternoon from 2:45pm-3.15pm.
- All children who attend Golden Ticket time are awarded a sticker
- All children should have the opportunity to earn the golden ticket at least once per year.

Head Teacher's Award:

Every child can have the opportunity to receive a Head Teacher's Award linked to the school's values. The 'Ambition, Community and Equality' certificates will be shared by the HT/DHT every Friday during assembly. Each teacher, each week needs to choose a child for one of the certificates (Either Ambition/Community/Equality) and write on their reasons for choosing them.

This is an award that acknowledges a positive attitude not only to their learning, but also to their peers and overall school environment. It provides an opportunity for children to strive and persevere. The winners of each certificate will have their name in the school newsletter each Friday.

Teachers' own rewards:

Class teachers may use their own initiative in implementing rewards and consequences to help manage behaviour and celebrate children's achievements in their classes such as stickers, a prize box or raffle tickets, if it is in line with the Behaviour Policy.

6.0 MANAGING BEHAVIOUR

6.1 Instances of poor behaviour are dealt with swiftly with a focus on children understanding the consequences of their actions on themselves and those around them through talking through instances to develop/build their understanding.



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6.2 Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

6.3 Low Level concerns:

Verbal Warning:

Lower-level behaviour (Flow chart) should be addressed with a verbal warning by CT or another adult. Each time a verbal warning is given by an adult the reason why should be explained to the child (linked to the rules broken).

If 3 verbal warnings are given in a day, the child should be given a red dojo, all red dojos should be logged on CPOMS with the reason and action. If a red dojo is given to a child, the adult needs to speak to the parent at the end of the day and explain the reasoning.

Reflection Time:

When a child has received a red dojo, they need to be sent to a member of the SLT/SLM (See rota) to explore their behaviour. The SLT/SLM will speak with the child and decide if they need to have a lunchtime reflection. (Child's name to be recorded in 'Reflection Book' kept in Pastoral Room)

If a child receives a lunchtime reflection (same day if possible) the child will need to attend reflection time in the pastoral room at lunchtime after they have eaten. During this time the child will be asked to complete a reflection sheet. (KS1 or KS2 reflection sheet)

All reflection sheets will be logged on CPOMS by the pastoral team and kept on file in the pastoral room.

If a child receives a red dojo during lunchtime the child needs to be sent to the pastoral room immediately.

IBP:

If low level behaviour concerns continue (3 or more reflections within a half term), the SMT/SLT/Pastoral team may decide to place the child on an individual behaviour plan.

The plan will outline three key rules for the child to address over a period of 6 weeks and would be reviewed every 2 to 3 weeks with the parents and class teacher. The plan would be devised and written by a member of the pastoral team with the class teacher.

6.4 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice



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- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation,
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

6.5 Physical intervention

In line with the school's Positive Handling Policy, only trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others where de-escalation has not supported the pupil.

Physical restraint **will only be used as a last resort** and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. (TEAMTEACH trained staff to use TEAMTEACH strategies only)

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

6.6 Serious Unacceptable Behaviour Incidents:

All serious behaviour incidents (See flow chart) must be reported to the SLT immediately. Pupils will talk to the lead member of staff for the incident to be explored further. This will enable potential triggers to be established and for the impact of the behaviour to be discussed.

S.L.T will decide sanctions that may need to be given-this may be in the form of reflection time, an apology, a discussion with parents/carers, or in some cases, possible fixed term exclusion in line with the Exclusion Policy.



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Incidents will be logged on CPOMS and in the case of alleged bullying, racism or sexualised behaviour, an incident form will be completed by the member of staff.

6.7 Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

6.8 Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.

6.9 Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

6.10 For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

6.11 The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

7.0 SEXUAL ABUSE AND DISCRIMINATION

7.1 The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

7.2 The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8.0 BEHAVIOUR OFF SCHOOL PREMISES

8.1 Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.



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8.2 Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

8.3 Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

8.4 Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

9.0 CHILDREN'S SERVICES AND OTHER EXTERNAL ORGANISATIONS:

9.1 A Children's Services referral may be made in cases of Child Protection concerns, for example for sexually inappropriate or behaviour considered to be illegal. These are always made in line with the school's Child Protection & Safeguarding Policy

9.2 Any behaviour that has criminal implications may result in the police becoming involved- The Head Teacher will decide on the appropriate course of action in this case.

9.3 Behaviour linked to radicalisation and extremism should be brought directly to the attention of Senior Staff who will decide on the best course of action to take- This may result in involving the police, Prevent or Children's Services

Signed

Chair of the Governing Board

Date:

Review Date: