Dawpool Church of England Primary School

Behaviour Policy 2023-24

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'

(Galatians 5: 22-23).

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Christian vision, values and ethos of the school;

- Outline the expectations and consequences of behaviour;

- Provide a consistent approach to behaviour management that is applied equally to all pupils;

- Define what we consider to be unacceptable behaviour, including bullying and discrimination;

- Ensure that the school's approach to managing behaviour is underpinned by research and reflects current legislation and statutory requirements.

2. Legislation, Statutory Requirements & Statutory Guidance

This policy is based on the following legislation and advice:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)

- [Searching, screening and confiscation at school 2018](#)

- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)

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- [Keeping Children Safe in Education](#)

- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

- [Ofsted: Positive environments where children can flourish](#)

- [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:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. EEF: Improving Behaviour in Schools

This policy is structured around **six recommendations** outlined in the Education Endowment Foundation (EEF) guidance on [Improving Behaviour in Schools](#) (2021).

1. Know and understand your pupils and their influences;

2. Teach learning behaviours alongside managing behaviours;

3. Use classroom management strategies to support good classroom behaviour;

4. Use simple approaches as part of your regular routine;

5. Use targeted approaches to meet the needs of individuals in your school;

6. Consistency is key.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

1	**Know and understand your pupils and their influences**
	• *Pupil behaviour has multiple influences, some of which teachers can manage directly;* • *Understanding a pupil's context will inform effective responses to misbehaviour;* • *Every pupil should have a supportive relationship with a member of school staff.*

2	**Teach learning behaviours alongside managing misbehaviour**
	• *Teaching learning behaviours will reduce the need to manage misbehaviour* • *Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning* • *Teachers should encourage pupils to be self-reflective of their own behaviours*

3	**Use classroom management strategies to support good classroom behaviour**
	• *Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression* • *Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time* • *Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy*

4	**Use simple approaches as part of your regular routine**
	• *Some strategies that don't require complex pedagogical changes have been shown to be promising* • *Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour* • *School leaders should ensure the school behaviour policy is clear and consistently applied*

5	**Use targeted approaches to meet the needs of individuals in your school**
	• *Universal behaviour systems are unlikely to meet the needs of all your students* • *For pupils with more challenging behaviour, the approach should be adapted to individual needs*

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• *Teachers should be trained in specific strategies if supporting pupils with high behaviour needs*

6	**Consistency is key**
	• *Consistency and coherence at a whole-school level are paramount* • *Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches* • *However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level*

4. <u>Definitions</u>

School staff are defined as:

Any paid member of the school community (such as teachers, teaching assistants and lunchtime assistants) or any person that the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as:

- Disruption in lessons, in areas around the school, and at break and lunchtimes;
- Non-completion of classwork or homework when a fair time and adequate support has been given;
- Poor attitude;
- Disrespect to pupils and adults.

Serious misbehaviour is defined as:

- Repeated acts of misbehaviour;
- Any form of bullying;
- Sexual harassment, which is any unwanted sexual behaviour that causes humiliation, fear or intimidation: for example comments, jokes, taunts, gestures, touching;
- Vandalism;
- Theft;
- Fighting;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
  › *knives or weapons*
  › *illegal drugs*
  › *stolen items*

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> › *tobacco and cigarettes*
> › *fireworks*
> › *pornographic images*
> › *Any article a staff member reasonably suspects has been, or is likely to, cause personal injury to, or damage to the property of, any person (including the pupil).*

5. <u>Bullying</u>

Bullying is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

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Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching (including up-skirting)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For details of our school's approach to preventing and addressing bullying, please refer to the following policies, all available under the 'policies' tab of the school website:

- Anti-Bullying Policy
- Anti-Bullying Guide for Parents
- Anti-Bullying Guide for Children
- Equality and Diversity Policy (Pupils)

6. **Roles and Responsibilities**

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Head Teacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with misbehaviour and serious misbehaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;

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- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Keeping children and young people safe from emotional harm. This is exercised through the development of respectful and caring relationships between adults and children and also through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording serious misbehaviour promptly (using the MyConcern platform);
- Challenging pupils to meet the school's expectations;
- Senior leadership will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;

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- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- The pastoral support that is available to them to help them meet the behavioural standards;
- Pupils will be supported to meet the behaviour standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture;
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School Behaviour Curriculum

1	Know and understand your pupils and their influences
	• Pupil behaviour has multiple influences, some of which teachers can manage directly; *• Understanding a pupil's context will inform effective responses to misbehaviour;* *• Every pupil should have a supportive relationship with a member of school staff.*

Research shows that teachers knowing their students well can have a positive impact on classroom behaviour. Being in an informed position where staff can be aware of negative influences starting or continuing to affect a pupil's life is key to building understanding and to identifying the most effective behaviour management approach.

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At Dawpool Church of England Primary School:

- Classroom staff will get to know pupils in their class well;
- All staff will show an interest in all pupils and will strive to develop good relationships with all pupils across the school, getting to know them by name.
- Classroom staff will be vigilant to negative changes in a child's circumstance which may affect their behaviour, this will require all staff to communicate well with other stakeholders, including Designated Safeguarding Leads (DSLs), Emotional Literacy Support Assistant (ELSA), Special Educational Needs Co-ordinator (SENCo), parents and carers and other agencies which the school employs to work with pupils.

In creating a culture that promotes excellent behaviour, the role of staff is crucial. Our staff are our single most important asset in creating a Christian caring school.

The truth is that adults have an immense effect on our pupils. "My teacher says......" is a usual comment at home, and the adults' values are a major building block in the development of children. We can all look back to our own educational process to confirm this fact.

How then do adults begin to create strong relationships with pupils?

- Be yourself - and rejoice in all your strengths and weaknesses. The children see teachers as a role model and learn far more from them in an informal way than they ever realise.
- Treat the children as if they are your own. We are just as concerned about children's development as their parents.
- Use the school's values to create a classroom atmosphere. Behaviour in the school starts with the adults. If they are understanding, full of fun, optimistic and caring, then this is the role model taken by the children (see page 15).
- Think about the way in which children grow and develop. Be aware that many of our children have a different set of values which are based on their own family background. Things in our world are rarely "black and white". As a Christian school, we must be constantly aware of the diversity of God's creation.
- The behaviour of all the children in the school is the responsibility of all the staff. Someone else's class is just as important as your own. Do not feel that you cannot interact with a child because they are not in your class or area. We all work together with all of our children.
- The way in which teachers treat each other and the way in which we treat other members of the school community is crucial. All members of staff and parents are an important part of creating the school's culture.

There are a variety of approaches that all staff will implement to create a positive culture and establish, maintain and restore positive relationships with all pupils:

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Establish
- Set aside a window of time to spend with each pupil
- Inquire about pupils' interests
- Communicate positively
- Ask open ended questions
- Affirmations
- Reflexive listening
- Validation
- Deliver constructive feedback wisely

Maintain
- Greater ratio of positive to negative interactions
- Positive notes home / feedback to parents
  Greet students at the school gate / classroom door
- Relationship check-in
- Special activities linked to interests

Restore
- Reconnect
- Take responsibility for negative interaction
- Let go of the previous incident & start afresh
- Communicate your care for having the pupil
- Concluding the day positively and starting the next day afresh
- Engage in mutual problem solving

2	**Teach learning behaviours alongside managing misbehaviour**
	• *Teaching learning behaviours will reduce the need to manage misbehaviour* • *Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning* • *Teachers should encourage pupils to be self-reflective of their own behaviours*

Research tells us that, whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task.

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Character Education

The **Person, Love and Work of Jesus** are three golden threads that run through the heart of our curriculum.

At Dawpool, we aim to embody the **person** of Jesus Christ by growing the **Fruit of the Spirit**.	At Dawpool, we aim to we embody the **love** of Jesus Christ by teaching pupils to be **HeartSmart**.	At Dawpool we aim to embody the **work** of Jesus Christ by teaching pupils core **learning values**.

We know that all of these values were demonstrated by Jesus in his life. In our curriculum planning we have taken each individual value - whether it be a **Fruit of the Spirit**, a **HeartSmart action** or a **Learning Value** - and directly referenced each one to the example of Jesus by defining the value, linking it to scripture and providing specific examples of how Jesus demonstrated it – see The Curriculum for Christ-Likeness. By teaching the children how to emulate these values we enable **Christian values to flourish** through our curriculum.

Dawpool's focus on developing Christian and learning values through the curriculum encourages children to stretch themselves **spiritually, morally, intellectually, imaginatively and actively**. The impact of Dawpool's Curriculum for Christ-Likeness is that pupils are curious, confident and resilient learners who develop in character and enjoy their learning.

The Dawpool Curriculum places emphasis on **character development** and **wider flourishing**, recognising that these are fundamental to any **sustained academic success**.

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The image below provides an overview of what the **Person, Love and Work of Jesus** looks like at a classroom level. Whether it be a Science lesson or a History lesson, there are familiar **characteristics of effective learning**:

Jesus' greatest commandment (Matthew 22:36-40) is central to the life of Dawpool: Loving God, loving and accepting ourselves and loving and responding well to others. This premise is central to Dawpool's Relationships and Health Education Curriculum.

HeartSmart

To deliver the statutory RSHE & PSHE objectives, we use a range of resources which align closely with the school's Vision and Curriculum for Christ-Likeness.

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HeartSmart is a creative resource that we use to build character, emotional health and resilience in children. It equips them with foundational principles, skills, habits and a mindset that will improve their mental health, relationships and academic achievement. Some aspects of Relationships and Health Education, including physical health and fitness, online relationships and internet safety and harms will be delivered through the Physical Education and Computing Curriculum.

HeartSmart is delivered around 5 key topics:

- **Don't forget to let love in**
  Learning how valued, important and loved we are.

- **Too much selfie isn't healthy**
  Exploring the importance of others and how to love them well.

- **Don't rub it in, rub it out**
  Understanding how to process negative emotion and choose forgiveness to restore relationships.

- **Fake is a mistake**
  Unpacking how to bravely communicate truth and be proud of who we are.

- **No way through, isn't true**
  Knowing there is a way through every situation no matter how difficult it may seem.

Archbishop of York Young Leaders' Award

At Dawpool, we have a strong emphasis on encouraging our pupils to become courageous advocates, not just locally, but nationally and globally.

Pupils in Key Stage Two (KS2) participate in the **Archbishop of York Young Leaders Award.**

The KS2 Award is a character education programme where pupils have practical opportunities to volunteer and help others in their community.
There are 3 key aims:

- To build pupils leadership skills and character
- To grow pupils' confidence, teamwork, resilience and care for others
- To empower pupils to serve their communities

These aims are achieved through delivering 6 topics across the school year

- **Leadership Skills:** How we use them to change the world.
- **Inspirational Leaders:** People who changed the world for the better.

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- **Local Community:** Identifying needs in your area.
- **National Community:** Researching charities and bringing about change.
- **Global Community:** Exploring issues of justice across the world.
- **Community Action:** Running a class project.

No Outsiders

At Dawpool we aim to create classroom environments where no child feels left out. We use the 'No Outsiders resources to teach pupils about equality, diversity, difference and belonging. The No Outsiders scheme uses over 40 picture books to teach children about difference and equality. All children are taught from their first year in school that we are all different and we like that. In F1, Year 1 and Year 2, we use picture books where characters are different, and we show that they are also friends and they play together. We make sure that there are characters that look different in the hope that children will see themselves reflected in the books: *"I am different too and that's ok."*

It is sadly a fact in society that prejudice and discrimination exist, and children are going to experience it at some point. As children move up the school in Years 3, 4, 5 and 6, we explore reasons why some people might feel left out. We prepare them, give them confidence to disagree when they hear prejudice and show them that they are not alone.

No Outsiders gives children the language to challenge prejudice and show acceptance. Not only will they feel safe knowing that they belong, they can also show others that they too are safe: "*I will be your friend. You belong here. You don't have to change; there are no outsiders.*"

Emotional Literacy Support Assistant (ELSA)

Mrs Whibley is Dawpool's Emotional Literacy Support Assistant (ELSA).

There will always be children in school facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others. When our children find themselves struggling and encounter difficulties with their emotional health, including aspects of their behaviour, our ELSA will be there to listen, provide additional TLC and support them. To do this Mrs Whibley plans and delivers programmes of support and these can be delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun and we use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions take place in our 'ELSA room' which provides a calm, safe space for the child to feel supported and nurtured.

Our ELSA will help with:

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- Loss and bereavement
- Self-esteem
- Social Skills
- Emotions
- Friendship issues
- Relationships
- Anger Management
- Anxiety
- Conflict
- Relaxation Techniques

Thumbs Up Education

To further promote the personal wellbeing and development of all pupils, Dawpool works in partnership with Thumbs Up Education who deliver a range of programmes throughout the school year, including:

- Life Skills Programme
- Emotional Growth Programme
- Online Communication Programme

These programmes deliver a range of content, including:

- Self-esteem
- Effective communication
- Self-awareness
- Building resilience
- Empathy
- Kindness
- Breaking negative thought cycles
- Understanding emotions and feelings
- Learning to talk about feelings
- Friendships
- Find your 'superpower'
- Pause button (stopping and thinking before responding)
- Personal best
- Teamwork
- Understanding mindfulness and its benefits

Mental Health Support Team

Dawpool work in partnership with the Wirral Mental Health Support Team (MHST). This is a service designed to help meet the mental health needs of children and young people in education settings.

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The Mental Health Practitioner for Dawpool is Mrs Williams.
The Clinical Support Worker for Dawpool is Miss Leslie.

The MHST service has three core functions:

- To deliver brief evidence-based interventions to support children and young people with mild-moderate mental health problems.
- To support schools in developing their whole school approach to mental health.
- To provide timely advice to school staff and liaison with external services, to help children and young people to get the right help and stay in education.

The team offer assessments and interventions for a range of mental health needs that may be less complex or may be managed by time-limited interventions. For example, children and young people who demonstrate anxiety, low mood and behavioural difficulties which do not meet the diagnostic threshold for specialist clinical support. Interventions will promote resilience and support children and young people to develop the skills and techniques to manage their emotions. These will be delivered through a range of individual work and groups for both children and young people and parents/carers as well as through whole class room activities depending on the assessed needs.

Also see Dawpool's Mental Health & Wellbeing Policy.

<u>Collective Worship</u>

Dawpool is committed to offering high quality collective worship. We recognise and value collective worship as central to fostering a sense of community and to expressing our Christian vision. Worship is a time where we come together to celebrate our achievements and to learn about the '*person, love & work of Jesus'*. The worship of the school is based on promoting the values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

Through our collective worship we aim to provide the opportunity for pupils to explore the school's vision and how that underpins shared values and virtues. In doing so, it will reflect on moral values such as compassion, gratitude, justice, humility, forgiveness and reconciliation; and develop virtues such as resilience, determination and creativity that develop character and contribute to positive behaviours and academic progress.

8. **Responding to Behaviour**

3	Use classroom management strategies to support good classroom behaviour
	• *Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.* • *Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.* • *Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy.*

Research shows that effective classroom management can reduce challenging behaviour, pupil disengagement, bullying, and aggression, leading to improved classroom climate, attendance and attainment.

At Dawpool Church of England Primary School:

- All classroom staff are employed with demonstrable expererience of managing pupils' behaviour in accordance with the school's Christian vision, values and ethos.
- Senior leadership work closely with the Trust to identify and support all staff with appropriate professional development opportunities.
- Senior leadership keeps up to date with changes to relevant legislation, statutory guidance, recommendations, research and advice and diseminates this to staff.
- Early Career Teachers (ECTs) benefit from a supportive and rigorous induction process outlined in the Trust's Early Career Teacher Policy.
- Performance Management of teaching staff identifies opportunities for professional development in line with the teachers' standards.
- There is an open culture between staff of asking for help, sharing good practice and supporting each other when issues arise.
- Classroom staff are reflective practioners, trying new approaches where necessary.
- Staff work with a range of outside agencies for support, advice and intervention where required.
- Staff work closely the SENCo and other agenices to support with aspects of inclusion, where necessary.

At Dawpool, we regularly celebrate the success of all pupils in a variety of visible ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

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There are many ways available to create a classroom atmosphere where children can be helped to grow emotionally and socially and have positive behaviour encouraged, and poor behaviour discouraged. Some of the ways we do this are:

- In F1, F2 and Y1, the staff feel an instant reward for good work or behaviour, such as a stamp or a sticker, is appropriate.

- From Y2 to Y6 a superstar is awarded for good behaviour and/or exceptionally good work. The children collect superstars to work towards bronze, silver and gold certificates. Children achieving all of the above can work towards the Headteacher's award.

In addition, we have ongoing strategies to raise self-esteem:

- Teachers congratulate and praise children for effort and achievement.
- Each week a 'Learning Values' certificate is awarded to a child in each class in recognition of demonstrating the school's learning behaviours.
- Each week a 'Fruit of the Spirit' certificate is awarded to a child in each class in recognition of demonstrating the school's Christian values.
- Each week 'Special Mentions' are awarded to pupils who have achieved awards for interests and hobbies outside of school, for example, music, chess or sporting successes.
- Each half term, two pupils from each class are selected to receive the Dawpool Ambassador Award for outstanding representation of the school values. Pupils wear these badges with pride.
- Celebration worship takes place every Friday to acknowledge weekly achievements.
- Pupils are rewarded by taking on jobs which contribute to the wider life of the school, for example librarians, mentors, playleaders eco-team, etc.

Staff may also employ other strategies in their classrooms, for example:

- Roll of honour
- Golden chair
- Role model stickers
- Prize boxes

Staff may change strategies at different points in the year to ensure they remain effective.

Confectionary should only be given at seasonal times of the year, such as Christmas and Easter and must take into account pupils' dietary requirements.

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Strategies such as 'golden time', 'choosing time' or 'trim-trail time' may be used as a reward for no more than 10-minutes each week and are best implemented as an extension to a playtime.

Dawpool's 'local curriculum' provides for an informal programme of enrichment and extra-curricular activities and aims to nurture children's God-given talents and provide for their intellectual, emotional, personal, social, spiritual and physical development. Such activities include: completing a young leaders award, learning a musical instrument, competing in a sporting competition and leading an Act of Worship. These activities are designed to further develop pupils' self-esteem and promote positive behaviours and attitudes.

The Local Curriculum

Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

4	**Use simple approaches as part of your regular routine**
	• *Some strategies that don't require complex pedagogical changes have been shown to be promising* • *Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour* • *School leaders should ensure the school behaviour policy is clear and consistently applied*

Research shows that some strategies, that do not require complex pedagogical changes, have been shown to be promising. These strategies, such as greeting each pupil positively at the door or giving specific behaviour-related praise throughout the lesson, have little or no cost, yet the research suggests that they could reduce challenging behaviour and lead to improved attainment, improved attendance, and a more purposeful learning climate.

Classroom staff know and understand their pupils well. Should problems concerning misbehaviour arise (see p6), then the teacher concerned will decide how best to deal with the problem and bring about an acceptable conclusion. Staff use a wide range of simple approaches as part of their regular routine to convey messages to pupils either singly or to a whole class.

For example:

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

- they can smile;
- have a private word;
- decide the best approach in the moment for individual pupils;
- gain the quiet attention of a whole class;
- train the class to attend to a signal that means the teacher requires their attention;
- stop mid-sentence whilst reading a story and gain immediate attention of a pupil whose concentration is wandering;
- ask a pupil to redo a task, providing support where necessary;
- comfort a pupil who has been treated unkindly by another pupil;
- address an issue when an individual pupil is acting unwisely;
- move a pupil to a different place;
- stop a pupil with a look of disapproval when necessary;
- use humour to convey a message;
- rarely raise their voice.

Staff will employ a myriad of good teaching skills and techniques for maintaining good order and thus a safe and harmonious environment for all pupils.

5	**Use targeted approaches to meet the needs of individuals in your school**
	• *Universal behaviour systems are unlikely to meet the needs of all your students* • *For pupils with more challenging behaviour, the approach should be adapted to individual needs* • *Teachers should be trained in specific strategies if supporting pupils with high behaviour needs*

Research shows that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. This may involve targeted interventions implemented by trained staff; teachers reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals with greater needs.

Praise in public and remind in private

Dawpool staff are dedicated to maintaining a positive school atmosphere for all pupils. However, we understand that there may be situations where a few pupils require redirection due to misbehaviour, as outlined on pages 6 and 7. If intervention becomes necessary, we make every effort to ensure that our reminders are delivered in a respectful and private manner. Our goal is always to preserve each child's dignity by adhering to the principle of **"praise in public and remind in private."**

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Dawpool uses a staged system for dealing with misbehaviour. At each stage, all positive behaviour strategies as outlined in this policy will continue to be utilised.

We would anticipate proceeding through the stages in order. However, it may be necessary, in certain circumstances, to move directly to a later stage.

Staged system for dealing with misbehaviour

Stage 1

If a child misbehaves, school staff will give one verbal warning (in private if possible) referencing how the behaviour does not support the school's values.

The child is given an opportunity to correct their behaviour and move forward positively.

Stage 2

If the behaviour persists, school staff will give a second warning (in private if possible) and an age-appropriate sanction is introduced, e.g. moving closer to the teacher, or missing 5-minutes of playtime to reflect on the behaviour. The class teacher is best-placed to know the most effective age-appropriate sanction for the individual pupil.

Stage 3

Repeated examples of misbehaviour, or incidences of serious misbehaviour, should be discussed with the class teacher privately in the first instance, and managed appropriately. The pupil may be required to reflect on their behaviour at an appropriate time using a form of restorative justice (see p.22).

At this stage, teachers will contact parents / carers to discuss the behaviour.

Senior leaders will be made aware of the issues by the class teacher. These are recorded and detailed on MyConcern, referencing the behaviour and actions taken.

Stage 4.1

If misbehaviour becomes regular then the Special Educational Needs Coordinator (SENCO) / Deputy Head Teacher / Head Teacher can become involved to discuss behaviour with the child and the parents. At this stage, it may be appropriate to implement a positive behaviour support plan in partnership between home and school. The plan will be implemented for a set period of time and a review date given.

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Consequences for continuing poor behaviour will be decided and explained at the start of the process to both the pupil concerned and their parents/carers if appropriate.

Stage 4.2

For pupils who are prone to serious misbehaviour, targeted interventions are often most effective when adapted to the needs of the individuals involved. Where concerns persist, or on advice from the SENCO and other professionals, a positive behaviour support plan may be used for an extended period of time to help manage pupils with behavioural difficulties.

A multi-agency assessment can be put into place at this stage if deemed appropriate.

Stage 5

Exclusion

Where Stages 1-4 are not seen to be effective or appropriate, in extreme cases, sanctions including fixed term suspension or permanent exclusion will be considered.

The Trust recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty-five days in any one academic year, or, in some circumstances, permanently. In taking the decision to exclude a pupil, and in any subsequent appeal process, both the Trust and the school will take full account of the statutory guidance regarding exclusions.

Such exclusions will only be resorted to when the school can demonstrate with adequate evidence that all reasonable steps have been taken (including education off site) and/or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or staff. There may also be occasions when a short-term exclusion is appropriate because of unacceptable behaviour.

The Trust's Exclusions Policy is available here.

Bespoke Sanctions

At any stage, under the guidance of the headteacher, a pupil may face other sanctions. Any misbehaviour or serious misbehaviour will be judged in the context of the particular circumstances and the sanctions put in place will be those felt to be most appropriate at the time.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Parents and carers should be aware that, due to confidentiality, staff are unable to discuss specific information regarding another child, including the actions taken or sanctions imposed following behavioural incidents. School will keep parents informed of any support or intervention required for their own child. Similarly, children may not always be aware of sanctions that have been imposed on other children. That is a private matter between the school, the pupil and their parents.

Restorative Justice

At Dawpool, we use a method of restorative justice to find a resolution to behavioural matters between pupils. Restorative justice is not forcing a child to say 'sorry' in the heat of the moment, or shortly after an incident, as we often find it proves to be ineffective. We believe that restorative justice supports a child to recognise the impact of their behaviour and establishes how best to make amends through meaningful and positive interactions. Restorative justice takes time and will be supported by members of staff working closely with the children.

Restorative justice is an opportunity for both sides to explain what happened and to try and come up with a solution. It fits with our Christian vision and ethos as we seek to establish forgiveness, reconciliation and offer support and guidance to all pupils, as required.

Restorative justice questions

- What happened?
- Why did it happen?
- Which school value did you forget or not follow?
- What will you do in future to stop this happening?

These questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

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Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship. Reflection on actions is normally used to allow the individual to think about their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school.

The values of **reconciliation and forgiveness** are a key aspect of these meetings, with pupils encouraged to resolve differences and forgive hurt so that both parties can move on.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Dawpool's child protection and safeguarding policy can be found under the 'Safeguarding' tab of the school website.

Reasonable Force

Reasonable force covers a range of interventions that involve either verbal or physical interaction with pupils.

The Use of Reasonable Force document is non statutory advice from the Department of Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when necessary.

Key points to note from the guidance:

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.

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- All members of school staff have the power to use reasonable force and this power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is usually used for two main purposes – to control or restrain pupils.
- The decision on whether or not to intervene physically or verbally is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The guidance also states:

- Schools do not require parental consent to use force on a student.
- Every school is required to have a behaviour policy and make this policy known to staff, parents and pupils. There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force may be used.

At Dawpool, we abide by the **Government's View On The Use of Force in Education** (The Education & Inspections Act 2006, C.40 Part 7 Ch 1 Pt93). A power to whom this section applies may use force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

a) committing any offence
b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

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 on MyConcern and reported to parents

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.

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Dawpool will work with the Trust to deliver appropriate training for staff in reducing challenging behaviour, regulation strategies and positive handling (training last delivered to all staff by REACT UK in May 2023).

Searches, screening and confiscation

Searches, screening and confiscation will only be carried out by a member of staff who has been authorised to do so by the headteacher, or deputy in his absence in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited item (listed in section 3 of this policy, p7) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We may also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile Phones

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision (Year 5 & 6 only), Dawpool discourages pupils bringing mobile phones to school.

When a child needs to bring a phone into school, the phone must be left in the school office at the start of the day and collected at the end of the day.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the office staff who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office. The pupil may collect the phone at the end of the school day. The school reserves the right to confiscate the phone until an appropriate adult collects the phone from a senior teacher.

If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as serious misbehaviour and action will be taken according to this behaviour policy.

If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher.

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Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.

We ask that parents should talk to their children about the appropriate use of text messages and social media Apps as they can be used to bully pupils. Please visit the Online Safety section of our school website for more information.

Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone or email.

Off-site misbehaviour

Dawpool is committed to ensuring our pupils act as positive ambassadors for us when off the school premises. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

Online misbehaviour

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

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

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- The pupil is identifiable as a member of the school

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

Parents and carers are asked to exercise vigilance regarding incidents of online misbehaviour. Our best single bit of advice is to **be curious about what your children are doing online, take an interest in their activities and regularly check what they are doing.** Please visit the [Online Safety](#) section of our school website for more information.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, or deputy in his absence, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information [here](#).

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9. **Responding to misbehaviour from pupils with SEND**

Recognising the Impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Preventative measures may include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as ADHD, dyslexia, autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

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- Use of specialist equipment or apparatus, for example pencil grips, fidget toys, writing slopes, coloured overlays

The school's Curriculum Implementation Handbook contains recommendations for staff in identifying classroom-based strategies which may be useful in meeting pupils' needs within lessons. These include strategies to support:

- Cognition & Learning
- Physical & Sensory
- Communication & Interaction
- Social and Emotional

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Dawpool's SEND policies can be found under the 'Pastoral Support' tab of the school website. The Trust's SEND Statement can be found here.

6	Consistency is key
	• *Consistency and coherence at a whole-school level are paramount* • *Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches* • *However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level*

Research shows that whilst classroom-level strategies have a big impact on pupil behaviour, consistency and coherence are paramount at a whole-school level.

To ensure that behaviour policy is applied consistently at a whole school level, we will:

- Include all staff in writing, implementing and evaluating the policy;
- Share the policy with all stakeholders;
- Identify suitable training opportunities for all staff;
- Ensure that the school's approach to behaviour management is the focus of INSET and staff meetings;
- Analyse behaviour data on a termly basis and report findings to governors;
- Analyse the results of stakeholder questionnaires / surveys in relation to pupil behaviour;
- Include the development of behaviour management in the annual School Improvement Plan (SIP);
- Evaluate the effectiveness of pupils' behaviour and attitudes in the annual Self Evaluation process and identify further areas for development;
- Organise transition meetings between staff at the start of a new school year;
- Maintain links with external agencies where appropriate;
- Ensure that the school is well-resourced so that the policy can be fully implemented.
- Regularly monitor the implementation of the policy to ensure a consistent approach.

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- Ensure that the policy is reviewed annually and amended accordingly in response to monitoring.

10. <u>Training</u>

Behaviour management forms part of continuing professional development. The school works with the Trust to identify suitable training opportunities for staff where appropriate.

11. <u>Monitoring</u>

The school will collect data on the following:

- Incidents of serious misbehaviour
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

<u>Links with other policies</u>

The behaviour policy should be read alongside other policies:

- Safeguarding and Child Protection Policy & Appendices
- Low Level Concerns Policy
- Equality and Diversity Policy (Pupils)

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- Anti-Bullying Policy
- Antil-Bullying Guides for Pupils and Parents
- Statement of Behaviour Principles (CDAT)
- Exclusion Policy (CDAT)

<u>Monitoring this policy</u>

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body.

Date of last review: September 2023

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Appendix 1

Staged system for dealing with misbehaviour at lunchtime and wrap around care.

During lunchtime and wrap-around care, Dawpool staff are dedicated to maintaining a positive atmosphere for all pupils. However, we understand that there may be situations where a few pupils require redirection due to misbehaviour, as outlined on pages 6 and 7. If intervention becomes necessary, we make every effort to ensure that our reminders are delivered in a respectful and private manner. Our goal is always to preserve each child's dignity by adhering to the principle of **"praise in public and remind in private."**

In line with this Behaviour Policy, lunchtime and wrap-around staff use a staged system for dealing with misbehaviour. At each stage, all positive behaviour strategies as outlined in this policy will continue to be utilised.

We would anticipate proceeding through the stages in order. However, it may be necessary, in certain circumstances, to move directly to a later stage.

Stage 1

If a child misbehaves, lunchtime and wrap-around staff will give one verbal warning (in private if possible) referencing how the behaviour does not support the school's values.

The child is given an opportunity to correct their behaviour and move forward positively.

Stage 2

If the behaviour persists, lunchtime and wrap-around staff will give a second warning (in private if possible) and an age-appropriate sanction is introduced e.g. missing 5-minutes of playtime to reflect on the behaviour.

Stage 3

Repeated examples of misbehaviour, or incidences of serious misbehaviour, will be handled appropriately by lunchtime and wrap-around staff and discussed with the class teacher privately at the earliest opportunity. The pupil may be required to reflect on their behaviour at an appropriate time using a form of restorative justice and facilitated by classroom staff (see p.22).

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At this stage, classroom staff may contact parents / carers to discuss the behaviour. Senior leaders will be made aware of the issues by the class teacher. These are recorded and detailed on MyConcern, referencing the behaviour and actions taken.

Classroom staff or senior leaders may decide that it is most appropriate to deal with incidents of misbehaviour at lunchtimes or wrap-around care using stages 4 or 5 of this policy (see pages 24-25).

Bespoke Sanctions

At any stage, under the guidance of the headteacher, a pupil may face other sanctions. Any misbehaviour or serious misbehaviour will be judged in the context of the particular circumstances and the sanctions put in place will be those felt to be most appropriate at the time.

Parents and carers should be aware that, due to confidentiality, staff are unable to discuss specific information regarding another child, including the actions taken or sanctions imposed following behavioural incidents. School will keep parents informed of any support or intervention required for their own child. Similarly, children may not always be aware of sanctions that have been imposed on other children. That is a private matter between the school, the pupil and their parents.

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