

Deykin Avenue JI School
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Head Teacher: Mrs Sharon Brewer

Behaviour Policy

Deykin Avenue Junior and Infant School achieved UNICEF'S Silver award. The RRSA is based on the principles of equality, dignity, respect, non-discrimination and participation. The Rights of the Child are at the heart of our school's ethos and culture.

This policy covers/ links to the following rights:

Article 2: All children without discrimination

Article 5: this must be done in a way that recognises the child's increasing capacity to make their own choices

Article 28: discipline in schools must respect children's dignity and their rights.

Articles 33-36 Children must be protected from abuse and exploitation

Statement of intent

Deykin Avenue JI School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

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

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.

Signed by:

_____ (Head Teacher)

Date: _____

_____ (Chair of Governors)

Date: _____

Legal framework

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

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

Anti-Bullying Policy

Special Educational Needs and Disabilities (SEND) Policy

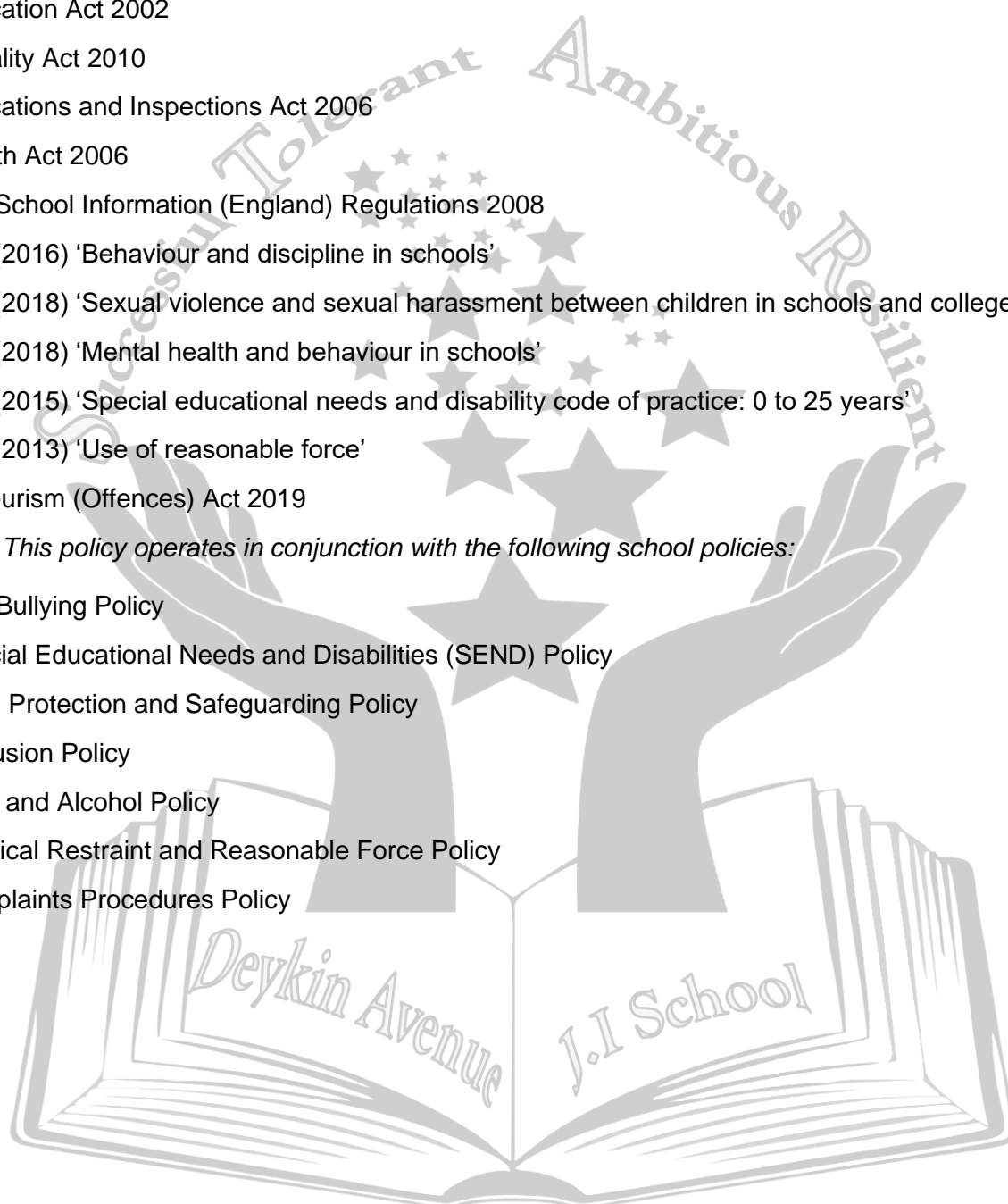
Child Protection and Safeguarding Policy

Exclusion Policy

Drug and Alcohol Policy

Physical Restraint and Reasonable Force Policy

Complaints Procedures Policy



Promoting Positive Behaviour

Here at Deykin Avenue J&I School, we believe in promoting positive behaviour to support the learning. We do this through:

- ❖ welcoming pupils as they enter the school/classroom
- ❖ creating an environment where everybody feels comfortable and respected
- ❖ giving rewards for good behaviour/work/effort
- ❖ having clear and consistent expectations
- ❖ having high standards and high expectations
- ❖ encouraging positive relationships

Rewards at Deykin Avenue

Rewards are used to encourage the pupils and can be seen in different ways:

- ❖ a quiet word of praise, eg, "Well done."
- ❖ written praise in a pupil's book
- ❖ a visit to another member of staff for commendation
- ❖ good work, behaviour and effort stickers
- ❖ house points in KS2
- ❖ commendations in Merit Assembly.
- ❖ Dojos for good behaviour, attitude or manners in EYFS and KS1.
- ❖ Dojo messages to parents in all years
- ❖ informal verbal feedback to children and/or parents
- ❖ parent consultation meetings
- ❖ use of annual reports to parents to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and general attitude.

Commendations

Every child has the opportunity to be commended at least once in a Merit Assembly. Teachers fill in the merit certificate and an invitation is sent to parents to join the assembly. We also have special assemblies that celebrate pupils' sporting achievements.

House Points

Children in KS2 (Years 3 to 6) are allocated to one of four houses: Sir Lenny Henry, Ellie Simmonds, Moeen Ali and Malala Yousafzai. Children are given house points and each class winner at the end of the week will receive a small prize. The number of the points awarded each week to each house is announced during an assembly and the totals are put on our website.

Dojos

Dojos are given to children in EYFS (Reception) and KS1 (Years 1 and 2) to reward those who show positive behaviour. They can collect certificates for achieving 50, 100, 150 and 200 Dojos throughout the year.

Behaviour Assembly

We have a weekly Behaviour Assembly. A sticker is awarded to each class displaying appropriate behaviour. The class with the most stickers each half term then chooses a class reward, e.g., watching a film, extra play time, a mini party, etc. The class who accumulate the most stickers during the year is rewarded with a special lunch. Tables are prepared in the hall with pizza, drinks, etc. which also serves as an incentive for the other classes to put in more effort the following year.

Individual Behaviour Plans (IBPs)

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs, may be subject to an Individual Behaviour Plan (IBP). This plan set out specific ways in which the behaviour is controlled whilst on school premises and during any off site visit. In such circumstances, parents will be expected to be involved, along with their child, in the writing of the behaviour management plan and will be invited to attend relevant meetings.

Children with an IBP will be able to earn points/stickers in line with their behaviour targets. They are also able to earn rewards in exactly the same way as other children in their class. Children with a diagnosis, or a special need that means they require extra support, are covered by the Disability Act. We actively seek to support children with any form of need.

Managing Behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. There are a number of sanctions that we use, depending on each individual situation, e.g., whether the child has an IBP, the inappropriate behaviour is being displayed, etc.

Behaviour ladder of consequences

- ❖ Quiet word- behaviour reminder (eg, indoor voices; do not talk if I am, etc)
- ❖ Verbal warning 1
- ❖ Verbal warning 2
- ❖ Behaviour book: repeat offenders have their parents contacted
- ❖ If continues, go to Craig Downes if available or Sharon Brewer if Craig Downes is not available. **(Ladder starts here for serious offences, hitting, swearing, homophobic comments etc.)** Parent seen if necessary.
- ❖ Repeated poor behaviour on the same day, go back to SLT and parents contacted
- ❖ If **work** is not completed due to behaviour, eg, talking or fussing, it should be completed at break or lunchtime on the same day. If Craig Downes is available, they can go to him at lunchtime, otherwise, stay in class with their teacher.
- ❖ If **work** is not at an acceptable standard, they stay into redo it. If Craig Downes is available, in they can go to him at lunchtime.
- ❖ Children with particular needs (eg, Autism/ADHD) have extra warnings depending on their needs. Children can be placed on a behaviour plan if they struggle to follow the rules because of a particular need.

Providing a safe and supportive environment

Responsibilities of children

- ❖ to work to the best of their ability
- ❖ to treat others with respect at all times
- ❖ to respond appropriately to the instructions of staff and other adults in and around school
- ❖ to take care of property and the environment in and around school
- ❖ to move sensibly in and around school
- ❖ to share in celebrating achievements of all members of the school community

Responsibilities of staff

- ❖ to fully comply with the school's policies and procedures
- ❖ to inform the Head Teacher of any concerns
- ❖ to treat all children fairly and with respect

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- ❖ to maintain high expectations of pupil behaviour and learning
- ❖ to provide an interesting, relevant and challenging curriculum
- ❖ to create a safe, stimulating and pleasant environment for learning
- ❖ to use rules and sanctions clearly and constantly
- ❖ to be a good role model for behaviour
- ❖ to establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
- ❖ to recognise each child as an individual and to take into account the needs of each child
- ❖ to praise and reward appropriate behaviour and achievements

Responsibilities of parents

- ❖ to ensure children attend school regularly and arrive on time each day
- ❖ to inform school immediately of the reason for any absence
- ❖ to tell school staff about anything that may affect children's work, behaviour and wellbeing at school
- ❖ to show an interest in all that their child does at school
- ❖ to offer help and support with learning at home, including the completion of homework
- ❖ to encourage independence and self-discipline in their children
- ❖ to establish good communication with school staff and support the behaviour policy
- ❖ to encourage respect and good behaviour and to make their children aware of inappropriate behaviour
- ❖ to work with school staff to address and review any behaviour issues with their children

Responsibilities of the Head Teacher

- ❖ implement the policy consistently throughout school
- ❖ ensure health and safety and welfare of the children in school
- ❖ support staff by setting the standards of behaviour and supporting staff in the implementation of the policy
- ❖ giving fixed term exclusions to individuals for serious misbehaviour - repeated or very serious incidents can be permanent

Responsibilities of Governors

- ❖ to ensure the school has a Behaviour Policy and procedures in place
- ❖ to ensure the Behaviour Policy is made available to parents on request
- ❖ to ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
- ❖ to ensure the staff undertake appropriate behaviour management training

Governing Boards will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

Whole school approach

We have a whole school approach to behaviour and link our expectations to our classroom charters. We believe in being positive and promote good actions but recognise that sometimes, we all need reminders. Through assemblies and RHE lessons, we are all reminded of what will happen if we make the wrong choice.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. (DfE Behaviour and discipline in schools – advice for head teachers and school staff – Jan 2016)
2. **Power to search without consent** for 'prohibited items'. (DfE Searching, screening and confiscation - advice for head teachers and school staff – Jan 2018)

Prohibited items include:

- ❖ knives and weapons (the police will be notified)
- ❖ pornographic images (the police may be notified, especially if the images are extreme or of children)
- ❖ alcohol
- ❖ illegal drugs
- ❖ stolen items
- ❖ tobacco and cigarette papers
- ❖ fireworks
- ❖ any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Power to use reasonable force

In order to maintain the safety and welfare of our pupils and staff, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. The Governing Body have taken account of advice provided by the DfE - Use of Reasonable Force 2013 and the Equality Act 2010.

Force is generally used for two different purposes: either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (eg, leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back, etc).

All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result, and in order to prevent a pupil from doing or continuing to do any of the following:

- ❖ committing a criminal offence
- ❖ injuring themselves or others
- ❖ causing damage to property, including their own
- ❖ engaging in any behaviour which goes against the good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force may be used include the following:

- ❖ pupils found fighting will be physically separated
- ❖ pupils who refuse to leave a room when instructed to do so may be physically removed

- ❖ pupils who behave in a way which disrupts a school event or a school trip or visit, may be physically removed from the situation
- ❖ restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour
- ❖ pupils at risk of harming themselves or others through physical outbursts will be physically restrained
- ❖ in order to prevent a pupil from attacking a member of staff or another pupil
- ❖ to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Unreasonable force

The type of force which will never be acceptable in our school includes:

- ❖ holding a child around the neck or any other hold that might restrict breathing;
- ❖ kicking, slapping or punching;
- ❖ forcing limbs against joints (e.g. arm locks);
- ❖ tripping or holding by the hair or ear;
- ❖ holding a child face down on the ground.

Staff training

Members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed e.g. Team Teach.

Informing parents when reasonable force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents. In making a decision about informing parents, the following will be taken into account:

- ❖ the pupil's behaviour and level of risk presented at the time of the incident;
- ❖ the degree of force used;
- ❖ the effect on the pupil or member of staff concerned; and
- ❖ the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head Teacher (or Deputy in the absence of the Head Teacher) who will follow up the incident where necessary. The following must be recorded:

- ❖ all incidents where unreasonable use of force is used;
- ❖ any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- ❖ use of restraint;
- ❖ an incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;

(d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made using the bound Record of Physical/Restraint Intervention book and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Children's Social Care Services. All injuries will be reported and recorded in accordance with school procedures.

Post incident support

Serious incidents can create upset and stress for all concerned. After the incident ends, it is important to ensure all staff and pupils are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head Teacher and/or other staff will:

- (a) Ensure the incident has been recorded;
- (b) Decide whether multi-agency partners need to be engaged and, if so, which partners?;
- (c) Hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded.
- (d) Help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) Ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - ❖ physical consequences
 - ❖ emotional stress or loss of confidence
 - ❖ analysis and reflection of the incident

Follow up

In many cases, there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

Other physical contact with pupils

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary:

- ❖ holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- ❖ when comforting a distressed pupil;
- ❖ when a pupil is being congratulated or praised;
- ❖ to demonstrate how to use a musical instrument;
- ❖ to demonstrate exercises or techniques during PE lessons or sports coaching;
- ❖ to administer first aid;
- ❖ to apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

Pupils' conduct outside the school gates – teachers' powers - what the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspectors Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- ❖ any misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing a school uniform
 - in some other way identifiable as a pupil at the school
- ❖ or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school

In the incidences above, the Head Teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of school behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking this into account, we expect the following:

- ❖ good behaviour on all transport, including taxis to and from school, educational visits or learning opportunities in other schools.
- ❖ good behaviour on the way to and from school
- ❖ positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- ❖ reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- ❖ protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

Sanctions and disciplinary action - off site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the school expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions maybe in the form of loss of privileges, fixed term exclusion or in very serious cases, permanent exclusions. In giving a sanction, we will take into account:

- ❖ the severity of the misbehaviour
- ❖ the extent to which the reputation of the school has been affected
- ❖ whether pupils were directly identifiable as coming from our school

Allegations of abuse against pupils

We will offer appropriate support to individual children who have experienced abuse or who have abused others. Children and young people who abuse others, will be responded to in a way that meets their needs as well as protecting others within school through multi-agency assessment. We will ensure that the needs of children who abuse others, will be considered separately from the needs of their victims. We will ensure we

work in partnership with parents/carers and other agencies as appropriate. (Taken from Birmingham City Council's Safeguarding policy)

Allegations of abuse against staff and other adults working in the school

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Governors of Deykin Avenue J&I School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers. (See Child Protection Safeguarding Policy) The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing Policy.

Malicious accusations against staff

Allegations of abuse will be taken seriously and Deykin Avenue will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. The school will follow the procedures as stated in the Child Protection Safeguarding Policy and refer to the Allegations against Staff and Volunteers link.

Sanctions will be applied to any child making malicious allegations, appropriate to the child's age, ability and the accusation in such cases; the parents will always be informed of the allegations made and then sanctions applied. Sanctions are likely to be one of the following: lunchtime detentions, loss of privileges, fixed term or permanent exclusion.

Drug and alcohol related incidents

It is the policy of the school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the day, the parent or guardian should notify the school and ask permission for the medication to be brought. The procedures for administering the medication should be followed. (See Medication Policy)

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse, will be punished by a fixed term exclusion. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol, or any other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

It is forbidden for anyone, adult or child, to bring onto school premises illegal drugs. Any child who is found to have brought to school any form of illegal substances will be punished by a fixed term exclusion. The child will not be re-admitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher. The police will also be notified.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Inappropriate behaviour

At Deykin Avenue we should strive to set good examples at all times in the way we speak to and behave with each other. We encourage our children to reflect on the consequences of their actions on others.

We believe that the positive approach of praise, encouragement and the offer of incentives are very effective. We look to rewarding those who behave well, as children react well to praise, and there is always something to praise in every child. Where minor offences occur, staff immediately check these, with perhaps a look, a quiet word, and this is usually adequate to prevent further misbehaviour. However if this is not enough, warnings are given to the child to highlight unacceptable behaviour and the sanctions that go with the warnings are administered. It is vital that the teacher makes it clear to the child that it is the behaviour, not the person, which is unacceptable. The incident is logged in the class behaviour book which is monitored weekly.

A child's inappropriate behaviour may stem from a variety of sources: low self-esteem, inappropriate task, personal problems and so on, and it is our policy to seek a lasting solution, to see the reasons for the behaviour instead of simply giving punishment. We provide a child-centred approach and offer the support of the class teacher, head, deputy, learning mentor, teaching assistant who will encourage the prevention of inappropriate behaviour rather than the application of punishment.

Children with particular issues may be referred to the learning mentor to be placed on the mentoring list. These children enter and exit the mentoring programme as the learning mentor and class teachers see fit. Children are placed on the mentoring programme with the consent of their parents. Teachers can refer children at any time but there are limited places.

We will support parents and children with particular needs and try to get them outside agency support if necessary.

If children do not choose to follow the class/school rules, then there are sanctions in place, these can be part of the class agreement. Examples of sanctions are earning penalty points, which counteract house points earned, loss of playtime or lunchtime to finish work.

There is no place for **violence, bullying, harassment, vandalism, rudeness to adults, or bad language** and these forms of behaviour must be discouraged. Persons observing or experiencing bullying, harassment or vandalism must enlist the help of adults in the school to resolve problems of this type. We have agreed that the following types of behaviour are unacceptable:

- ❖ rudeness/answering back/insolence
- ❖ 'blazing', taunting, name calling
- ❖ stealing
- ❖ purposeful damage to property and environment
- ❖ running away or running out of school
- ❖ spitting
- ❖ consciously hurting another child
- ❖ swearing
- ❖ intimidation
- ❖ constantly causing an interruption to teaching and learning
- ❖ refusing to take part in lessons

All occurrences of these types of behaviour must be reported to the SENCO, Head Teacher or Deputy Head Teacher, who will decide on appropriate action. Parents and carers are informed at the earliest opportunity and meetings held to support the child and resolve situations. Solutions of problems of bullying, harassment and vandalism should also include opportunities to support and guide the "wrongdoer" to adopt a more positive role within the school.

Consequences

When rules are contravened, there must be a system of appropriate sanctions. All classes have a behaviour book and incidents are logged in here and checked on a regular basis by the Inclusion Manager. If any child's name is entered on a regular basis, they have a meeting with a member of SLT and their parents will be invited in. Lunchtimes peer mediators are on duty and will help support children with minor needs. Lunchtime supervisors will fill in behaviour slips for behaviour incidents they have to deal with and these are followed up by the Inclusion Manager. Governors are kept informed of behaviour issues and any trends discovered. Any children causing concern will be monitored.

Time out will usually be with a designated member of staff responsible for behaviour or a member of the Senior Leadership Team. If time out is given on regular occasions, an IBP may need to be drawn up and a meeting held with parents.

Serious incidents of harassment, racism, harmful sexual behaviour or bullying are referred directly to SLT, with the appropriate paperwork filled in.