



Policy Document

Stone St. Mary's C of E Primary School

Behaviour Policy

September 2025

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Our Ethos

At Stone St. Mary's Church of England Primary School we aim to promote, through our School Vision of '**CARING GROWING SHINING TOGETHER**' and our clear Christian values, a happy, secure and caring environment where children are loved and valued and are able to develop spiritually, morally and socially as well as acquire skills and knowledge.

Our school is a Rights Respecting School whereby all respect the United Nations Convention on the rights of the child and the responsibilities that come with those rights.

- The Right to be Safe
- The Right to Learn
- The Right to Enjoy
- The Right to Have a Voice

Our most important responsibility is to follow Jesus' teaching: "**Treat others as you wish to be treated**".

We Encourage

1. Children, parents and teachers to co-operate with each other to create a happy, secure learning community.
2. Children to take responsibility for their work, behaviour and belongings.
3. Children to respect others and work and play together in harmony.
4. Children and adults to be polite, honest and trust each other.
5. Children and adults to respect school property and the property of others.



Our Behaviour Policy is based upon the following principles:

1. Our aim is to maintain a happy and secure community based on thoughtfulness and consideration for others.
2. Children need to learn to use self-control and to develop personal responsibility.
3. Children have the right to learn and teachers have the right to teach.
4. A whole school approach to positive behaviour.
5. A positive relationship with parents.

School Expectations

Our expectations are based upon some things that are not acceptable from anyone in school. They are discussed regularly with children and adults in school. It is essential that children fully understand these expectations.

Our expectations are that all our school community will: -

1. Listen to others and respond appropriately
2. Behave respectfully to one another

Classroom Charters will be devised in all classes at the beginning of the year and will underpin the fundamental expectations above and consider children's rights and responsibilities. The Charters will be agreed by all class members and referred to regularly.

ALL CHILDREN CAN BEHAVE WELL.

These school expectations will continue to apply before and after school hours whilst children are on school premises and whilst wearing school uniform to and from school.

Expectations of adults within the school

We expect all adults in school to:

- Set a good example – be a role model
- Be calm and positive
- Give praise for children's efforts and good behaviour wherever possible
- Give time to listen
- Be fair, hear all sides
- Not threaten children
- Condemn the action, not the child
- Always explain what a sanction is for
- Recognise the need for withdrawing children from a situation

How we achieve our aims

The best way to encourage a child to act appropriately is by developing positive behaviours. Our aim is to create consistency for the children so that there are no conflicts of understanding. We encourage all stakeholders (not just staff but parents, pupils and visitors) to 'catch' good behaviour. Examples of our rewards and incentives can be found on Appendix 1

Where problems occur our approach in the majority of cases is to discuss the matter with the children concerned and then decide upon an appropriate course of action. If a child persistently misbehaves or is having difficulties of a more serious nature the matter is usually discussed between a senior leader and the child's class teacher.

Our aim is to keep sanctions to a minimum so as to increase their effect when used. We also aim to make them appropriate to the action (See Appendix 2 – Behaviour Actions). If a child is involved in a serious incident, his/her parents will usually be informed that day either in writing or verbally. If that incident involves the damage or destruction of school property, parents could be charged for repair or replacement costs.

Our most serious sanction is that of excluding a child from school. This involves reporting the matter to the Local Authority (LA) and the School's Governing Body.



Pupils with Special Educational Needs or Disabilities.

The Inclusion Manager is responsible, as the key person for vulnerable children and is available to staff and parents for support when dealing with behaviour matters. In line with the Equality Act 2010 with regards to Special Educational Needs, reasonable adjustments are made in the application of the Good Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour-related learning difficulties. This will prevent a disproportionate impact of the school's behaviour framework on those vulnerable pupils.

Pupil-specific arrangements for vulnerable (or potentially vulnerable) pupils will be considered on an individual basis by the Class teacher, Inclusion Manager or Headteacher (where appropriate) and all relevant staff will be informed of any amended behaviour framework for such children. Children at this stage may require a Behaviour Support Plan. If behaviour escalates then such cases may necessitate intervention by behaviour outreach specialists and at this point a Pastoral Support Plan will be put into effect and monitored.

If strategies agreed are not successful then support will be sought from outside agencies. This will be done by the Headteacher or Inclusion Manager following a discussion with the class teacher and parents. Any agency will need information so evidence of behaviour needs to be documented carefully, clearly and regularly by all relevant members of staff.

Restraint

Children will only be physically restrained if their behaviour is deemed to be a danger to themselves or others. They will be restrained in accordance with the non-statutory advice by the Department for Education in accordance with the Education Act 1996 and the Education and Inspectors Act 2006 and the school's Control and Restraint Policy (see Appendix 6).



How parents can help their child resolve difficulties

We encourage parents to tell their child to seek assistance from a teacher or adult immediately if they have difficulties they cannot resolve independently, e.g. if they have been hurt or upset by anyone. If they are unable to resolve their conflicts an adult will help them. If parents are aware that a "issue" has not been resolved, they are advised to make an appointment to discuss this with their child's teacher. Teachers are usually available at the end of the day. If this does not resolve concerns parents can then arrange to meet with a senior member of staff.

We remind parents that no matter how upset they may be, the most effective way of dealing with a concern is to report the matter to the school and discuss it with us. We also emphasise that we do not tolerate parents shouting at or abusing any member of staff and under such circumstances will always exercise our right to ask the parent concerned to leave the premises until a calmer discussion can take place.

We are committed to resolving all concerns to satisfaction. We all have to be realistic, however, and on some occasions this may take time.

Monitoring

It is the responsibility of The Governing Body and Headteacher to monitor the effectiveness of this policy and attached appendices and, if necessary, make recommendations for improvement.



Appendix 1 – Rewards and Incentives

There can be no doubt that most children will try harder if they feel their efforts are recognised and rewarded.

We will praise children's efforts and good behaviour as frequently as possible.

At Stone St. Mary's we use a number of levels of reward:

1. Class rewards such as stickers, sticker charts, or points charts. These are to be decided by the children with their teachers and can lead to tangible rewards such as certificates. Children can be nominated to receive a 'Pupil of the Week' for exceptional good work; effort or behaviour, presented in the weekly Achievement Worship.
2. All classes operate our Lantern Levels whereby all children begin each day on "good to be green". Good behaviour for learning is recognised by progression up the levels to "Star" and then "Lantern". Where children go above the Lantern they are sent to the Headteacher or Deputy Headteacher for special recognition. This scheme also contains sanctions (see Appendix 3).
3. House points. All children will be allocated to a house. Anyone can give a child house points and these all count towards a house cup which will be awarded termly to the house with the greatest number of points. House points are a low unit currency and can be given readily and frequently.
4. Children can be awarded shiny tickets for good behaviour around the school. A draw is taken weekly during worship to reinforce and recognise the contribution of this behaviour to school life.

The rewards and incentives strategy is further supported by informal contacts with home such as letters or phone calls to share good news.

This strategy is aimed at rewarding those who always make the effort and try hard as well as providing an incentive for those who find this more of a struggle. **It will not be used to reward children for conforming to expected behaviours, routinely demonstrated by the majority of children each day.**

Appendix 2 – Behaviour Statement

Children are all taught to understand the school expectations and are made aware of the consequences of breaking them, alongside targeted discussions with the child to help them to discuss the reasons behind their behaviour and their thoughts/actions of future decisions. This is an important part of helping children to develop self-control.

What happens if a child misbehaves?

A staged process of response is used depending on the incident. Each of these stages is overlapping and relies on the judgement of adults on the scene. The majority of incidents are dealt with immediately and informally by class teachers and other adults at the time of the incident.

Staff will ask the children a series of questions:

1. What are you doing?
2. What should you be doing?
3. Which expectation do you need to think about/which expectation have you not followed?
4. What are you going to do now/next time?

When incidents involve other members of the school community then try where possible to involve both parties and use the discussion as a restorative justice approach. REMEMBER to encourage the children to consider the School's vision, ethos and values within this conversation.

Low-level Behaviours

These form the bulk of playground problems, misbehaviour in corridors and other areas of the school and some incidents in classrooms. The following process is used in these cases:

- Children may be moved down a level on the Lantern Levels. Levels below “Good to be green” are “amber” and “red”.
- Children may miss part of their play time – ensure this time is used to discuss the reason for the behaviours and therefore the loss of own time.
- The adult or teacher on duty/in charge will talk through the incident with everyone involved
- They may then use exclusion from a particular game or activity for a period of time on the playground or for the rest of that playtime
- If the adult has a concern about the nature of the misdemeanour, the attitude of the pupil or any other concern they will report this back to a senior leader who may decide upon further action.

Because of the minor nature of these incidents and the frequency with which they may occur, the emphasis at this stage is on discussion, restorative justice and adult discretion.

More Serious Behaviour

These will be logged on Arbor by the adult dealing with them initially

The following process is used in these cases:

- The adult or teacher on duty will talk through the incident briefly with everyone involved and decide whether to refer the matter to a senior leader. If the incident has occurred at lunchtime it will be communicated to the class teacher so that they are made aware, and patterns of behaviour can be identified more easily.
- The senior leader will fully investigate the matter and record it. Depending on the seriousness of the incident and the pupil's record, they will decide on a course of action:

- Impose a sanction (Appendix 3)
 - Report back to class teacher for reference
 - Pass back to class teacher to inform parents
 - Write a letter to parents personally outlining incident
 - Ring parents before end of day and invite them in to discuss incident
 - Pass to Headteacher for consultation or further action

Behaviour actions which could lead to suspension

These will be incidents of a very serious nature such as bullying or prejudice related incidents such as racism or where the safety of the pupil themselves or those around them has been seriously threatened (including any physical or verbal attack on adults in school.) In these cases the following will happen:

- All incidents of this nature will be dealt with by either the Headteacher or Deputy Headteacher who will make a thorough investigation and record this. In addition to this they may also take independent written statements from adults and other children who may have been involved
- The parents of the child will always be contacted immediately and an arrangement made to meet them in school within 24 hours
- All incidents of this nature will be logged by the school

See Trust Suspension Policy



Appendix 3 – Sanctions

In all situations, adults will be positive, calm and non-confrontational. Adults will remind all children involved that the situation will be dealt with and, if appropriate, feedback once the issue has been addressed.

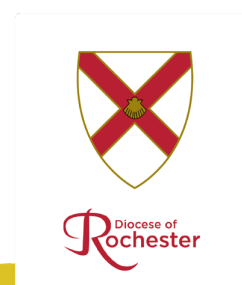
Sanctions used by adults for Classroom Behaviour

- Moving a child downward in the “Lantern Levels”.
- Time out within the child’s classroom to include a quiet discussion around behaviour expectations.
- Missed short session of playtime to discuss behaviour expectations (Used when a child has moved to ‘red’ on the Lantern levels)
- Time out to another class including the receiving teacher discussing the Behaviour for Learning expectations

Used on rare occasions when a child has repeated the behaviour(s) which led to time out within their own class and missed playtimes.

Sanctions used by adults for Playground Behaviour

- Restorative Justice discussion with children involved – using expectations/vision/ethos/values etC.
- Loss of certain activities on playground
- Missed short session of playtime to discuss behaviour expectations
- Arbor Logs referred to SLT – will miss part of playtime to discuss behaviour and moving forwards actions with a senior member of staff (**3 x Arbor incidents of this level in one term will lead to an internal exclusion**) Used when a child has, for example:
 - persistent misbehaviour at break times
 - hurt another child
 - been rude to an adult
 - using inappropriate language



- Sent directly to a senior member of staff, Used when a child has:
 - persistently and repeatedly misbehaved
 - been extremely rude or failed to co-operate with an adult
 - attacked another pupil
 - endangered others
 - threatened or bullied others
 - wilfully stolen or damaged school property or that of others

This is by no means a definitive list of sanctions used at Stone St. Mary's, but it does describe those most commonly used.

Appendix 4 - Anti-Bullying Policy

(This policy should be seen as part of the school behaviour policy)

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Our approach to bullying

At Stone St. Mary's Church of England Primary School we are committed, through our Christian values, to creating an environment where children and staff are happy, where there is an atmosphere and ethos that is caring, safe and supportive and where no-one is humiliated, abused or intimidated.

Bullying will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

What is bullying?

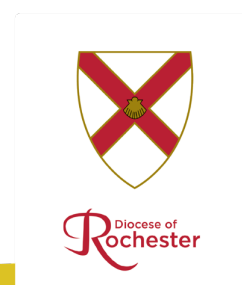
Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms.

The main types are:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting remarks
- indirect – spreading unpleasant stories about someone, excluding someone from social groups

Online bullying: this can take many of the forms listed above along with:

- creating and sharing offensive, degrading and/or malicious messages, images or videos
- "trolling"
- hate groups/sites, including extremist groups
- creating fake accounts, hijacking or stealing online identities to embarrass another pupil or cause trouble.



Stone Saint Mary's CE Primary School does not accept the dismissal of any bullying or prejudice-related incident as banter. We reinforce this with pupils by explaining it is not banter if:

- You would be upset if it was said to you
- It's hurtful
- You're not friends
- Someone has asked you to stop
- The target isn't laughing
- It focuses on someone's insecurities

(Taken from the Anti-Bullying Alliance's guidance)

Bullying can happen to anyone.

What is Classist Bullying?

In classist bullying, a person is targeted for representing a perceived class or socioeconomic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

What is Disablist Bullying?

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

What is Homophobic Bullying?

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

What is Racist and Religious Bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.



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What is Sexist Bullying?

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women.

Our Aims

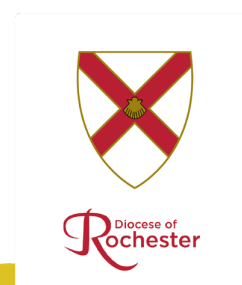
- we aim to prevent bullying at Stone St. Mary's Church of England Primary School
- we aim to raise pupils awareness of bullying behaviour and the school's anti-bullying policy
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in school
- we aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised

Reasons for being a victim may be:

- race/sex/background
- new child in school
- child with family crisis
- disability/Special Education Need
- timid children who may be on the edge or outside a group
- jealousy

Reasons for being a bully may be:

- victim of violence
- bullied at home
- enjoyment of power/creating fear
- not allowed to show feelings
- copying behaviour at home or on TV or online videos/games
- unhappy
- insecure (coward at heart)
- self hating
- low self esteem



General statements about bullying:

- boys often bully younger children of both sexes
- girls often use verbal abuse and ostracise from peer group – usually other girls
- some victims are also bullies
- some victims are treated as culprits
- onlookers are condoning bullying and becoming part of bullying

Possible signs of being bullied

- withdrawn
- deterioration of work
- frequent, suspicious illness
- isolation
- desire to remain with adults
- erratic attendance/late arrivals
- general unhappiness/anxiety/fear
- temper tantrums
- defiance
- aggressive behaviour towards weaker children
- unexplained cuts, scratches, bruises
- unexplained missing possessions

(Framework for Anti-Bullying Campaign)

Prevention is better than cure so at Stone St. Mary's Primary School we will:

- be vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly
- children will be encouraged to report all incidents of bullying to an adult or tell a friend who will contact an adult if they cannot do so themselves

Procedures for dealing with reported incidents of bullying

Each class teacher should:

- use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it
- use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with "bullying"
- recognise that bullying is most likely to occur in unsupervised situations e.g. toilets, on way in or out of school

Duty staff should:

- ensure pupils are fully supervised at playtimes and lunchtimes
- be aware of secluded areas such as toilets, etc.
- observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher
- investigate every allegation of bullying
- encourage children in positive play

Support for those who are bullying

We recognise that bullies need support too.

- parents and teachers will work together with the pupil to help change the bullying behaviour so that the pupil works with others rather than intimidates or bullies them
- if, following support, problems still exist the pupil may need to be referred for help from outside agencies



Parental Involvement

- parents will be informed by the Headteacher if their child is involved in bullying. This will be done after the incident.
- parents who think their child is being bullied should inform their child's class teacher and/or the Headteacher. Parents will be informed of the outcome of their concern as soon as possible
- if the problems continue, they will be further analysed with the possibility of outside agency involvement – e.g. Behaviour Support Service. Parents will be kept informed at all stages

This policy will be reviewed annually and/or in the light of any changing circumstances.

Reviewed September 2024



Appendix 5 - Racial Incident Policy

(This should be seen as part of the School Behaviour Policy)

Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

Article 30: Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Our approach to racism

At Stone St. Mary's Church of England Primary School we are committed, through our Christian values, to creating an environment where children and staff are happy, where there is an atmosphere and ethos that is caring, safe and supportive and where no one is humiliated, abused or intimidated.

Racism will not be tolerated in this school.

What is racism?

"A racist incident is any incident which is perceived to be racist by the victim or any other person." (Recommendation 12 of the Stephen Lawrence Inquiry)

Curriculum

We will provide a broad and balanced curriculum, with particular focus on cultural development.

- The development of an understanding and appreciation of creative excellence in all its forms.
- The development of an understanding and appreciation of different cultures including one's own.

Pupils will be encouraged to:

- Understand and respect how people from their own and other cultures think, feel, create, behave and live.
- Feel they belong within and value their local regional, national and international cultures.
- Question, analyse, evaluate and reflect on their own and responses of others within a wide range of cultural contexts.
- Contribute creatively to their own culture.
- Appreciate a wide range of cultural and aesthetic experiences.



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The curriculum should offer pupils opportunities to:

- Identify different cultural influences, for example, through geography, modern languages, visits to places of worship, museums, exchanges with other countries.
- Experience and appreciate various forms of artistic expression, for example, through art, music, literature, plays, concerns, acts of worship and cultural events.
- Meet people from other cultures, for example, through school life, exchanges, visits to cultural centres, places of worship and liaison with the community.
- Recognise human excellence in all its forms, for example, in art, music, literature, dance and drama.

PHSE in anti-racism

The curriculum will aim to provide opportunities for pupils to discuss issues within and beyond school which relate to and explore racist attitudes and actions (see PSHE policy).

Procedure for dealing with Racial Incidents

- the school will use the LEA Racial Incident Policy Procedure (copy available in School Office)
- all incidents should be reported to the Headteacher and recorded on Arbor and logged appropriately
- incidents are reported regularly to the Governing Body

Prevention is better than cure so at Stone St Mary's Church of England Primary School we will:

- take reports of racial incidents seriously and investigate them thoroughly
- encourage the reporting of all incidents of racism.

This policy will be reviewed annually and/or in the light of changing circumstances.

Reviewed September 2024



Appendix 6 - Prejudice-Related Incident Procedure

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person.

Incidents amongst pupils

As soon as any member of staff becomes aware of a prejudice-related incident amongst pupils, which may relate to any of the following protected characteristics: sexual orientation, disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

1. The incident should be logged by the member of staff who first becomes aware of it on Arbor.
2. Incidents should be ranked on the following scale:
 1. No offence was intended or taken.
 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
 3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.
 4. Substantial hurt or distress was caused and/or the behaviour was based on substantial hostility and prejudice and/or the behaviour may be repeated.

This behaviour record should then be assigned to a member of the Senior Leadership Team and where appropriate recorded on My Concern if it relates to Safeguarding.

A member of the Senior Leadership Team will investigate incidents at Level 2 or 3. If the incident is at Level 4, it needs to be investigated immediately, the child should be taken to the Head of School or Deputy Head straight away.

It will be decided as to whether restorative justice or another form of education or consequence is best for the perpetrator. The response will be communicated to parents and carers of both perpetrator and target.

The Arbor record/My Concern will be updated.



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All incidents are to be reported to parents/carers.

Pupils should be made aware of this procedure through PSHE lessons and class assemblies and encouraged to report all incidents, being reassured that they will be taken seriously.

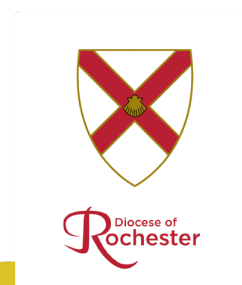
Weekly meetings are held by the Safeguarding team to discuss incidents and children that may require ongoing support or other interventions.

Incidents perpetrated by staff members

All incidents should be reported to a member of the leadership team immediately. The incident will be logged and investigated by the Head of School.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school's disciplinary procedure.

Reviewed September 2024



Appendix 7 - A Policy on the Use of Reasonable Force to Control or Restrain Pupils

(This policy should be seen as part of the School Behaviour Policy)

When can reasonable force be used?

- where a criminal offence is being committed
- where pupils may injure themselves or others
- where the behaviour is prejudicial to maintaining good order and discipline
- when the action occurs on the school premises or during an authorised activity off the premises

What is reasonable force?

- if the circumstances of the particular incident warrant it
- the degree of force must be in proportion to the circumstances
- the age, understanding and sex of the pupil

Minimum force only should be used and never as a punishment.

Who can use it?

All teaching staff, learning support assistants, site officers and office staff are authorised to use reasonable force. (This will be regularly reviewed)

What is physical intervention?

Physical intervention can take on a number of forms, e.g.: -

- physically interposing between pupils
- standing in the way of a pupil
- holding
- leading a pupil away from an incident by the hand/arm

NB: in extreme cases, more restrictive holds might be used.



Force that should **NOT** be used includes: -

- holding round the neck or any other hold that may restrict breathing
- kicking, slapping, punching
- forcing limbs against joints (e.g. arm locks)
- tipping or holding by hair or ear
- holding face down on the ground

When may reasonable force be appropriate to be used?

- a. where action is necessary in self-defence or because there is an imminent risk of injury.
- b. where there is a developing risk of injury or significant damage to property.
- c. where a pupil is behaving in a way that is compromising good order and discipline.

Examples of a) and b):

- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others
- a pupil tries to abscond from a class or tries to leave the building, who would be at risk out of the classroom or school.

Examples of c):

- a pupil persistently refuses to obey an order to leave the classroom
- a pupil is behaving in a way that is seriously disrupting a lesson

What to do when reasonable force has been used?

All incidents of restraint should be recorded on an Action Sheet and should include:

- names of pupils involved
- time of incident
- place where the incident occurred



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- names of staff or authorised adults involved
- written statements of witnesses (if appropriate)
- reason for restraint

Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:

- names of all witnesses, pupils and adults
- signed witness statements
- the reason for force being used
- a description of the way in which the incident developed
- the pupil's response
- details of the outcomes of the incident, including injuries and damage

All incidents where restraint has been used must be reported to the Headteacher with a copy of all written information.

Review and Monitoring

All incidents will be followed up by the Headteacher (or someone delegated by her) who will:

- read all accounts of the incident
- interview all appropriate personnel
- ensure parents/carers are informed of all relevant facts
- inform Trust personnel, Governing Body, other agencies as appropriate
- ensure all concerned are aware of their rights of complaint
- monitor all persons involved, being aware of possible follow up support needed by pupils and/or staff. Specialist help will be sought wherever possible

Complaints Procedure

Any complaints will be dealt with in line with the Governing Body complaints procedure.

This policy will be reviewed annually and/or in the light of changing circumstances.



Diocese of
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