



Hemingbrough CP School

Behaviour Management Policy

This policy should be read in conjunction with our Relational Based Approach Policy.

We aim for Hemingbrough CP School to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as and acceptance of responsibility for their own actions.

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards, consequences and sanctions
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

At Hemingbrough CP School we

- Use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours
- Adopt relational approaches and restorative conversations to discuss and resolve issues
- Take a personal interest in the progress and welfare of every child
- Expect all staff to take responsibility for promoting good behaviour at all times
- Expect all staff and visitors to the school to act as positive role models
- Seek to show children that if inappropriate/unwanted behaviour occurs, it is the behaviour we dislike not the child

- Always take unacceptable behaviour seriously
- Believe it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- Seek to identify and address any persistent difficulties
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any previous undesirable events.
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support

School Rules

Be Safe

Be Ready

Be Respectful

These expectations apply at all times:

- In classrooms
- Around school
- During educational visits
- At breakfast and after-school provision
- Online where behaviour impacts upon members of the school community
- When representing the school in the wider community

Legislation and statutory requirements

This policy has been developed in accordance with:

- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Keeping Children Safe in Education (KCSIE 2026)
- Searching, Screening and Confiscation Advice for Schools
- Use of Reasonable Force Advice for Schools
- Equality Act 2010
- SEND Code of Practice
- Children Act 1989 and 2004

Definitions

Misbehaviour is defined as:

- Any disruption resulting in the loss of time for pupils or staff
- Wilful non-completion of classwork
- Poor attitude, e.g. being uncooperative, speaking rudely.
- Threatening behaviour
- Not adhering to the school rules

Serious misbehaviour is defined as:

- Prolonged disruption to the learning of others
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or other discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Smoking paraphernalia
 - Fireworks
 - Explicit images
 - Or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Roles and Responsibilities

At Hemingbrough CP School, we believe all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

The Governing Body:

The Governing Body will:

- Ensure the school has an effective behaviour policy.
- Monitor the impact of behaviour systems.
- Support leaders in creating a positive behaviour culture.
- Review behaviour, suspension and attendance data.

The School Leadership Team:

The SLT is responsible for reviewing this behaviour policy.

The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure consistency.

The SLT will support staff in responding to behaviour incidents.

Staff:

- Class teachers endeavour to ensure that their children behave well at all times, following the School Rules, even when they are not present.
- Teachers contribute to the open door policy for parents to deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- Staff keep a record of significant incidents/ behaviours using CPOMS which is monitored and reviewed by the leadership team.
- Teaching Assistants and Midday Supervisors support the teaching staff in the above.
- The headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents:

- Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important teachers can gain full support of parents when dealing with any child's behaviour
- We expect parents to behave in a reasonable and civil matter towards all school children and staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the headteacher, who will take appropriate action.
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher or Headteacher
- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing effectiveness of the policy.
- The Governors support the headteacher in carrying out the policy.

Pupils

Pupils are expected to:

- Follow school rules.
- Treat others with respect.
- Take responsibility for their actions.
- Report concerns to trusted adults.
- Contribute positively to school life.

Hemingbrough CP's Behaviour Policy

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between a positive attitude towards rewards, consequences and sanctions to encourage good behaviour which is clearly explained in our school behaviour policy.

PSHCE AND School Council

Each class has time for PSHCE (Personal, Social, Health and Citizenship Education). During these sessions we follow the Primary curriculum and 'Jigsaw' scheme as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Each class in KS2 has class representatives on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

Supporting children with additional needs

The school recognises that behaviour can be influenced by:

- SEND
- Speech, language and communication needs
- Social, emotional and mental health needs
- Trauma
- Bereavement
- Adverse childhood experiences
- Medical conditions

Any child, at any time during their schooling could experience a period of turbulence which may result in unwanted behaviours. For a small number of children, there may be a specific underlying condition/need which should be taken into account. Approaches used to support these children include:

- Discussion with the child about their behaviours
- Continued involvement from and liaison with parents
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Assistant Head/Headteacher
- Work suitably differentiated to match the child's needs
- Providing additional support in liaison with the SENCo
- Involving external agencies
- Implementation of a behaviour plan
- Investigating options for alternative provision (dependent upon criteria, availability etc.)
- Environmental adaptations
- Additional adult support
- Personalised behaviour plans
- Advice from outside agencies
- Alternative approaches to regulation and self-management

The school will not lower expectations, but it will ensure support is fair, proportionate and inclusive.

Any approaches used will be reviewed regularly and adapted as necessary.

Bullying

Bullying is behaviour that is repeated, intentional and carried out within a relationship where there is an imbalance of power.

The school takes all allegations seriously.

Types of bullying may include:

- Physical
- Verbal
- Emotional
- Online/cyber
- Prejudice-based bullying

Incidents will be investigated promptly and addressed in accordance with the Anti-Bullying Policy. The current policy already identifies bullying as a serious matter.

Online Behaviour

Pupils are expected to demonstrate the same standards of conduct online as offline.

The school may apply consequences where online behaviour:

- Harms another pupil.

- Constitutes bullying.
- Creates safeguarding concerns.
- Damages the reputation of the school.
- Impacts the orderly running of the school.

Online incidents will be assessed on a case-by-case basis.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practises are unacceptable and will not be tolerated.

Discrimination

Discrimination of any kind will not be tolerated. This is made clear to children. This includes protected characteristics under the Equalities Act 2010:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and beliefs, sex (gender) and sexual orientation

Harmful Sexual Behaviour

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at schools and in our school communities. The school is proactive in its approach to responding to incidents and challenging and changing behaviour. School has a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children. Our approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of situations occurring. We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved. Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful. We provide opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and updates where

appropriate. We also use the RSHE/PSHCE curriculum to help educate students about these issues as well as regularly reminding and promoting the reporting routes within our schools to ensure they know what to do should an incident occur.

Child on Child Abuse

There is a separate policy regarding Child on Child Abuse.

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff recognise that children are capable of abusing other children and are aware of safeguarding issues from this type of abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imager)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff are aware of the importance of:

- making clear that this type of behaviour is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing this type of behaviour as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Upskirting: where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks

(with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm is a criminal offence. Anyone of any gender, can be a victim.

Staff should consider the seriousness of any case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions. Staff should record incidents on CPOMs.

It is important to deal with a situation of child on child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

In the Playground

At lunchtime and playtimes, our staff's main purpose is to keep our children safe.

- For any unacceptable behaviours the lunchtime staff may refer to the Senior Leadership Team.

Resolving Problems

Being fair is of the upmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible/appropriate.

Incidents, where necessary, will be dealt with following these principles:

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused
- Agreeing a range of action-in conjunction with all those involved – which will be monitored over an agreed period of time.

Use of Physical Intervention

At Hemingbrough CP School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children restrictive physical intervention may be needed (see Use of force to restrain or control pupils Policy)

Force cannot be used as punishment. This would be defined as corporal punishment and is illegal.

The DfE guidance 'Use of Reasonable Force in Schools 2013' says that a 'no contact' policy is inappropriate, because there is a real risk that it may place a member of staff in breach of their duty of care towards a student or even prevent them from taking the action needed to stop a pupil causing harm. Parental consent is not required to use force on a student, but by taking steps to ensure that staff, pupils and parents are clear about when reasonable force may be used, the likelihood of complaints will be reduced when force has been properly used.

Searching and confiscation

What legislation does this refer to?

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Schools (Specification and Disposal of Articles) Regulations 2012

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe

Searching

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

- an article specified in regulations:
- tobacco and cigarette papers
- fireworks; and
- pornographic images.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

Exclusion

In most cases suspension or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

A decision to suspend a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions, whether fixed term or permanent, can only be imposed by the Headteacher or in his/her absence, a designated representative, normally the Assistant Headteacher.

Where exclusion is used the school conforms to the NYCC and DfE guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

The Department for Education (DfE) recognises that suspensions, permanent exclusions, managed moves and off-site direction are important behaviour management tools that may be used by headteachers to maintain high standards of behaviour and safeguard school communities. However, for the vast majority of pupils, behavioural difficulties can be addressed through early intervention, appropriate support and effective behaviour management strategies.

The Use of Suspension and Permanent Exclusion

The DfE is clear that suspension and permanent exclusion should not be routine responses to poor behaviour. Suspension may be appropriate where a school's behaviour strategies

and all other interventions have been exhausted or where a serious incident warrants a fixed period away from school. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The overarching aim is to balance the needs of the individual pupil with the safety, wellbeing and education of all members of the school community, while ensuring that every reasonable step has been taken to support a pupil before exclusion is considered.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Hemingbrough CP School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Hemingbrough CP school children.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LA Officer and dealt with using NYCC procedure (see Appendix 3 for further information)

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into the school.
- All children, staff, parents/carers and all associated adults know and understand the School Rules and adhere to them.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.
- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach.
- Visitors are made to feel welcome by children and staff

Communicating the Behaviour Policy

The Behaviour Policy is circulated to parents and staff and discussed with the children at least annually. It is available on the school's website and from the Admin Office in paper form, on request.

Staff Training

The school has a training programme that meets the needs of all staff and supports for those experiencing difficulties. All new staff are expected to read the Behaviour Policy and associated policies as part of their induction.

Strategies for children in transition

New children will be made aware of expectations. The class teacher is responsible for ensuring that new children understand and follow the School Rules and are aware of the systems for rewards, consequences and sanctions.

Monitoring and Review

The school uses CPOMS to record and monitor behaviour.

The success of the school's Behaviour Management Policy and provision is evaluated through school self evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (included the Headteacher)
- Analysis of tracking data for individual children and for cohorts
- Analysis of exclusions data
- The School Improvement Plan (SIP) which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Data is shared with Governors as appropriate

Linked Policies:

Relational approach

Anti Bullying

PSHCE

Child Protection and Safeguarding

Child on Child Abuse

Allegations of Abuse against Teachers and Other Staff

Single Equalities Scheme

SEN

Use of Force for restraint or control of pupil

Home/School Agreement

Complaints Procedure (responding to parents concerns)

Appendix 1

Behaviour Descriptors Grid

This Grid is aimed at helping all parties know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, PSHE in class and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines.

The Behaviour we expect at Hemingbrough CP School:	Rewards/Recognition
<p>Children should follow the rules:</p> <ul style="list-style-type: none">• Be Safe• Be Ready• Be Respectful <p>Children are expected to:</p> <p>(This list is not exhaustive)</p> <ul style="list-style-type: none">• Be polite, respectful and helpful to everyone• Be co-operative in lessons	<p>Good behaviour is predominantly recognised with verbal praise</p> <p>It might also be recognised in the</p>

<ul style="list-style-type: none"> • Be considerate, caring and compassionate towards others • Be honest and keen to learn • Be a positive representative of the school • Carry out responsibilities reliably • Work hard to manage conflict • Show good sportsmanship • Listen quietly and know when its ok to contribute (hands up, talk partner, lolly sticks etc) • Sit sensibly • Be prepared to 'have a go' • Use their initiative in appropriate ways • Be responsible and proactive • Demonstrate excellent behaviour • Try to remain calm and patient even when things are difficult • Give a quick positive response to adults' instructions 	<p>following ways:</p> <ul style="list-style-type: none"> • Stickers • Team points • Raffle Tickets • Star of the day/week • Phone call/email home • Positive postcards • Celebration Assembly <p>Once any reward has been given it will not be taken back.</p>
<p>Unacceptable Behaviour (This list is not exhaustive)</p> <ul style="list-style-type: none"> • Goading or provoking others and deliberately getting other children into trouble • Teasing and winding other children up • Spoiling work • Not managing temper appropriately • Being disrespectful • Using swear words, racist 	<p>Consequences</p> <p>Where inappropriate behaviour is displayed staff should:</p> <ul style="list-style-type: none"> • Give a verbal reminder, briefly explaining which rule has been broken • Give a warning <p>If the behaviour continues, give an appropriate consequence.</p>

<p>language or calling other children names which upset them</p> <ul style="list-style-type: none"> • Using Social Network sites to abuse, disrespect/bully other children and adults • Disrupting lessons and preventing others from learning • Taking others belongings • Needing a lot of reminders to follow instructions (age/need appropriate) • Refusing to follow instructions after two warnings and plenty of encouragement • Chasing people when they don't like it • Calling out • Hurting others • Negative peer pressure • Bullying • Bringing the school into disrepute 	<p>CPOMS the incident</p> <p>Where necessary phone/email home</p> <p>Internal/External exclusion at discretion of headteacher</p> <p>Putting things right</p> <ul style="list-style-type: none"> • Apology as appropriate • Restorative conversations
<p>Dangerous/ Severe behaviour</p> <p>(This list is not exhaustive)</p> <p>Any act which puts other people at risk either physically or emotionally:</p> <ul style="list-style-type: none"> • Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting) • Violent outbursts of temper in lessons or playground • Swearing directly at members of staff or verbally abusing them 	<p>Consequences</p> <p>Incident recorded on CPOMS</p> <p>Senior member of staff to be informed and take appropriate action</p> <p>Parents notified</p> <p>We acknowledge that some children have additional needs which may cause</p>

<ul style="list-style-type: none"> • Misusing objects or equipment In ways which put others at risk • Running out of lessons or attempting to leave the premises without permission • Deliberate and serious acts of stealing • Deliberate, sustained vindictive bullying/victimisation of another person (including racist incidents) • Wilful damage to property or the work of other children 	<p>them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as a suspension or permanent exclusion</p>
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Appendix 2

Allegations

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Appendix 3

Statement of Principles as set out by the Governing Body

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers It should also be in line with DfE statutory and non-statutory guidance.

In particular the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- Be worded so that they can be explained clearly to children of any age and level of attainment;

- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- Enhance the safety and welfare of children and staff and their perceptions of safety;
- Make clear the links between acceptable children's behaviour and the quality of their learning by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- Promote consistency of application and support appropriate continuing professional development for all staff;
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- Be transparent and well focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs, migrant and refugee children and looked after children- receive sensitive and well matched behavioural support for their individual needs;
- Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy;
- Be clear on disciplinary powers and actions.

Date of Policy Adoption / Reviewed	Responsibility / Reviewed by	Revisions Made (Y/N)	Method of Communication	Date of Next Review
Nov 2022	FGB	Y	Website	Nov 2024
January 2025	FGB	Y	Website	Jan 2026
January 2026	FGB	Y	Website	Jan 27
Sept 2026	FGB	Y	Website	Sept 2027