

Member of staff responsible: Rebecca Schofield
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Behaviour Policy 2023

The Water Way

But why crush behaviours with punishment
when you can grow them with love?
Visible consistency with visible kindness
allows exceptional behaviour to flourish.

'When the Adult Changes – Paul Dix'

In our Water family, we encourage passionate curiosity and a deeper understanding of the world around us in an environment where everyone is valued, empowered and achieves their full potential.

At Water School, our aim is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. We value the importance of the management of behaviour in our school for these reasons:

- It underpins everything in school and life.
- It is not something children automatically know.
- It leads to more progressive learning.
- It builds deeper friendships.
- It promotes a higher self-confidence.

We expect our children to behave well, within the context of a learning structure which includes well-planned lessons and suitably organised classrooms. We believe that behaviour management is not simply about rewards and sanctions, but also about providing engaging, tailored learning experiences, and an environment which is conducive to good behaviour.

Our expectations for good behaviour are based around our school motto:

Happiness – we all have the right to be happy.

Health – we all have the right to be safe.

Opportunity – we all have the right to learn.

We all have the responsibility to make this happen.

Therefore, anything which causes unhappiness, jeopardises safety or prevents learning is unacceptable. For example, name calling would cause unhappiness, running in school jeopardises safety and disrupting lessons prevents learning. Whenever unacceptable behaviour occurs, children are encouraged to reflect on why it is unacceptable, and which of these 3 rights are compromised.

Context

This policy is part of a range of safeguarding policies which are inter-related. These include:

- Care and Control
- Child Protection
- Positive Parenting
- Anti-Bullying
- Attendance & Registration
- Health & Safety
- Single Equalities Duty & Action Plan
- Marking Policy
- Handling Complaints

Contents

1. Our beliefs
2. School Rules
3. Rewards
4. Sanctions
5. Preventing bullying
6. Confiscation of inappropriate items (includes statutory guidance)
7. Power to use reasonable force
8. SEND and disabilities
9. Roles and responsibilities
10. School support systems
11. Complaints procedure
12. Consultation, monitoring and evaluation

Our beliefs

Behaviour can change, and every child can be successful.

- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours create children's responses and behaviours.

Routed in kindness

As staff in school we believe every action taken by staff to promote good behaviour should be routed in kindness. Children need to feel valued in their lives as much as adults do and therefore every action taken with a child, whether to reward or reprimand, should be done through a kind approach. We do not want children to feel anxious about their behaviour and live in a 'what if I get it wrong' mindset, but in a positive atmosphere that celebrates the positives and deals with the negatives in a kind and controlled way.

Therefore, we aim to always:

- Say a personal good morning to every child who walks through the classroom door.
- Set clear expectations.
- Be clear on the boundaries within the classroom.
- Show consistency.
- Treat every child equal but no child the same.
- Celebrate the positive.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Leading by example

Appropriate behaviour is modelled and taught by all staff. Adults in school are expected to behave in a way which sets a good example to children. Therefore, whatever behaviour we expect in our children should be exhibited by the staff. The curriculum reinforces the teaching of good behaviour specifically through assemblies, circle time RE, PSHCE and SEAL guidance, and it will permeate and be referred to in all areas of school life.

Parental Involvement

Behaviour management strategies work best when supported at home. The class teacher, or in some cases the head teacher, will endeavour to involve parents in any cases of more serious misbehaviour at an early stage. In this way, a child's good behaviour can be consistently encouraged. Parents may be involved at any time in order to ensure that home and school work together. Parents may be communicated with verbally, by letter or by text messaging service. In all cases, parents are welcome to come into school and discuss issues as they arise.

Appreciation

Much like the behaviour routed in kindness, every member of staff must ensure they are showing children the appreciation for what they are doing. This can be done through a number of ways- see 3. Rewards- but most importantly through the verbal appreciation you give them consistently during the day.

Routine

Routine is key to fostering good behavior in schools. If children know the expectations you have set for them in terms of routine, your classroom will run much more smoothly.

Routines which need to be followed daily:

Lunchtimes

- all children must wash their hands in the toilet, with an adult supervising this.
- Lunch staff should be quick and efficient when handing out lunches to children to avoid disruption.
- Adults who are on duty outside should be ready to take the children out on time.
- Adults collecting children from outside should be ready to collect them when the bell sounds for the end of lunch.

Break times

- The adult on duty must be waiting in the appropriate corridor or outside for when the children leave the classrooms.
- Teachers or members of staff collecting the children must be ready to collect when the bell sounds.

Assembly

- Teachers should be ready to collect the children from the hall and walk sensibly back to class.

End of the day

- The leading adult in the classroom must walk children out of school in a sensible and orderly fashion and see them to the adult collecting them in the playground.

Create the right classroom atmosphere

In every lesson, expressions of good behaviour are different. Some lessons may foster a chattier classroom where others may need silence. It is important that all staff are conscious of this and adapt the structure of the behaviour management to suit this, whilst still adopting the authority to control the behaviour effectively. In addition to this, using aerobics and meditation, as well as brain breaks, can create the desired outcomes for behaviour and should be considered on a daily basis.

Core Values

There are 4 key values in school which come under the umbrella of 'My Personal Best'- Respect, Active and Healthy, Resilience and Self-belief.



Rewards

The measures we employ aim to promote good behaviour in self-discipline, how the four values are used in a classroom-based way, and in a whole school approach.

Classroom rewards

Recognition Board



The recognition board is used in each class to recognise children who are modelling our core values and showing they are ready to learn.

Whole school

Tokens

Tokens are used for the physical representation the four core values linking to 'My Personal Best'. Children are given a token relating to a core value they may have displayed, these are then placed in the tubes in the hall.

Headteacher Award

The Headteacher Award is presented to individual children for showing excellence in 'My Personal Best'. Each time the award is available, class teachers nominate somebody from their class, who they believe has excelled for that week.

Other celebrations



Stickers and postcards can also be used to acknowledge specific children who have gone above and beyond the normal expectation of behaviour.

Good News Assembly

The above awards are recognised in the Good News Assembly each Friday. This award assembly is central to our school's promotion of great behaviour and allows children to be recognised by their peers and other members of staff in a positive way. The awards are as follows:

- 2x Class Superstars- 1 good work or showing 'My Personal Best' and one for subject related (e.g. reader, writer or mathematician)
- Head teacher award- 'My Personal Best'

Children are also invited to add tokens each week to the large tubes in the hall.

Parents are invited to join in this celebration of children's achievements. Parents whose children are receiving an award are notified the day before.

Sanctions

In every class, we work on a structured and routine lead approach to sanctions. The phrase '**praise in public, reprimand in private**' should be at the forefront of everyone's mind.

Be calm, mechanical and emotionless in your responses. Be counter intuitive.

Scripts should be used to employ sanctions or reminders to children.

The sanctions we employ include:

- Reminder- 'I am reminding you, you should be...'
- 1st Warning – You have done this, I expect this, this is your first warning.
- 2nd Warning – You have done this, I expect this, this is your second warning. You have now lost 5 minutes of your breaktime.
- 3rd Warning – You have had 2 warnings, you have lost some of your break time, I now want you to go to a different classroom.
- 4th warning- after missing some of your break and moving to a different classroom, you are still not showing the right behaviour. You will go and see Miss McKay and we will be speaking to your parents.

These reminders/warning should be done quickly, quietly and show draw as little attention to the behaviour as possible.

30 second intervention

If behaviour is escalating or you feel this system is not working, use this script or one similar in a 1:1 intervention with the child.

- 'I have seen that you are....'
- 'The rule/expectation is that you ...'
- 'Last week/yesterday/etc you showed fantastic behaviour by ...'
- 'You need to make that choice about who you want to be right now.'
- 'Your two options are ... or ...'
- 'There will be a consequence if you do not follow the rule.'
- Walk away.

When dealing with severe behaviour, we will miss out the warning system and immediately involve the Headteacher. The following are examples of severe behaviour.

- Lack of respect – To both pupils (Below) and adults
- Swearing – using offensive or sexual language or demonstrates unacceptable kindness to others.
- Violence – An inappropriate and deliberate act of violence against another pupil or adult.
- A pupil who has repeatedly broken the school rules and finishes each day on his/her 2nd warning

Initial intervention following behavioural incidents

As a school, we have adopted a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.

***Please See individual behaviour response Appendix**

This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Strategies in dealing with more serious behavioural cases

In school, all staff must follow clear guidelines in relation to sanctions. In cases where the above sanctions are deemed ineffective, different strategies will be adopted. These are laid out in order below.

1. Informal discussion between head teacher and parents.
2. Formal discussion between headteacher and parents.
3. Agreed upon behaviour plan put in place, agreed upon by the head teacher, class teacher, parent and where relevant SENCO.
4. ABC forms completed and uploaded onto CPOMs as record of behaviour.
5. Involvement of relevant outside agencies to help, support and advise.
6. Formal intervention of outside agencies.

If these strategies are unsuccessful, fixed term exclusion will take place. Further details of this can be found in the paragraph below.

In addition, dependant on the severity of the behaviour, consideration of temporary or permanent changes to a child's setting or provision will be considered. This is the decision of the head and will consider all factors.

Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

Our response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, will be to investigate and impose the same sanctions as previously mentioned, as appropriate.

In addition, a teacher may discipline for any misbehaviour when the pupil is:

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

The teacher may also discipline for misbehaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Where any criminal act is identified, the matter must and will be referred to the police.

Preventing bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but we recognise that emotional bullying can be more damaging than physical.

Prevention

Our response to bullying does not start at the point at which a child has been bullied. We take a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Anti-bullying weeks

The school runs themed anti-bullying weeks to address specific bullying issues, including the fear of bullying and cyberbullying.

Reporting bullying

The school records

- What has happened
- How the school found out about it
- What actions the school took
- What type of bullying it was

Cyberbullying

As a school we work closely with the police to make pupils aware that cyberbullying is unacceptable and that some of this behaviour could be illegal. As a school if we identify unacceptable online behaviour, a police officer comes in to speak with the pupils about the legal implications of their behaviour and actions. School based sanctions and restorative punishments such as writing a letter of apology or attending school based community service sanctions. Parents are notified of actions and consequences.

This policy creates an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The Equality Act 2010 requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, we will report our concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Child on Child Abuse.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see Safeguarding Policy.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

We have an Anti-Bullying Policy which clearly outlines the way in which bullying is tackled within school.

Confiscation of inappropriate items (includes statutory guidance)

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 pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

At Water School, confiscated items will be stored by the teacher unless they are considered dangerous, contentious, offensive or of high value in which case they will be stored in the office. Parents will be alerted in such cases.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Power to use reasonable force

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them. - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Pupil with SEND or additional needs

The behaviour policy is our universal offer to all pupils to support them to manage their feelings and actions. As a school we recognise that these strategies may not support everyone and that some of our learners will need additional input or alternative models.

As a school, we will consider whether a pupil's SEND has contributed to misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the Equality Act 2010 and schools guidance.

As a school, it is our duty to anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any measures put into place within school will consider the specific circumstances and requirements of the pupil concerned.

Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils.

Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012] Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

School support systems

We have systems in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. These include links with

SEN/Inclusion and/ or alternative provision. We work in partnership with a range of external agencies including the local authority and health and social care services.

If the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, the safeguarding policy will be consulted. If the behaviour might be the result of unmet needs, a multi- agency assessment will be considered.

Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so Head teachers may also choose to include reference to when and how this power might be used.

The SENCO will liaise with relevant members of staff, parents and external agencies if it is identified that the behaviour of the child needs further support. This may be through a parent or teacher triggering a concern. Strategies such as IEPs, interventions and meetings can take place to assess, plan and monitor behaviour.

Support staff will be appropriately supported in dealing with children who show consistently disruptive behaviour through the use of CPD opportunities, as well as peer or SLT support.

Support for Parents.

We offer support for parents which begins with informal discussions about how to improve outcomes for children. We are able to offer guidance on how to make behaviour management more consistent at home and school.

In the event that initial discussions and advice fail, we can draw on the expertise of other professionals.

Pastoral Care for Staff Accused of Misconduct

The Headteacher will, in accordance with paragraph 16 of Department for Education: Behaviour and Discipline in Schools Guidance for Governing Bodies (July 2013), draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance, when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Complaints Procedure

We have a Handling of Complaints Policy, which is available from the school office.

With regard to complaints or allegations made against staff members, the following official guidance will be borne in mind:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

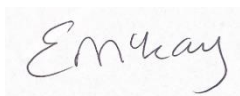
Consultation, monitoring and evaluation

This policy has been written in consultation with children, parents, staff and governors.

It will be reviewed annually or considering new guidance.

Date of last review: September 2022

Signed:

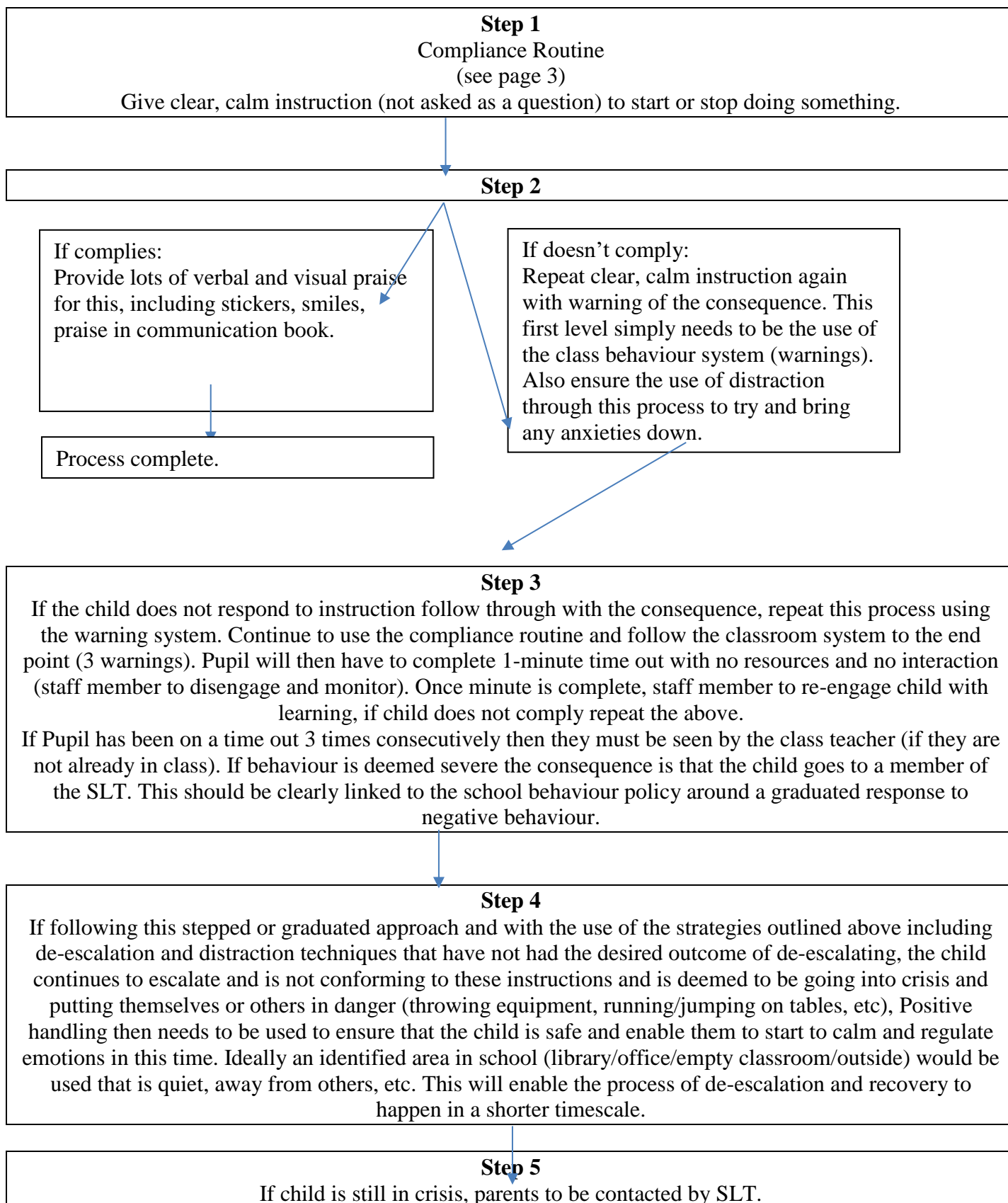
A handwritten signature in black ink, appearing to read 'EmKay', is written on a light-colored rectangular background.

Headteacher

Signed: T.Cuthbertson

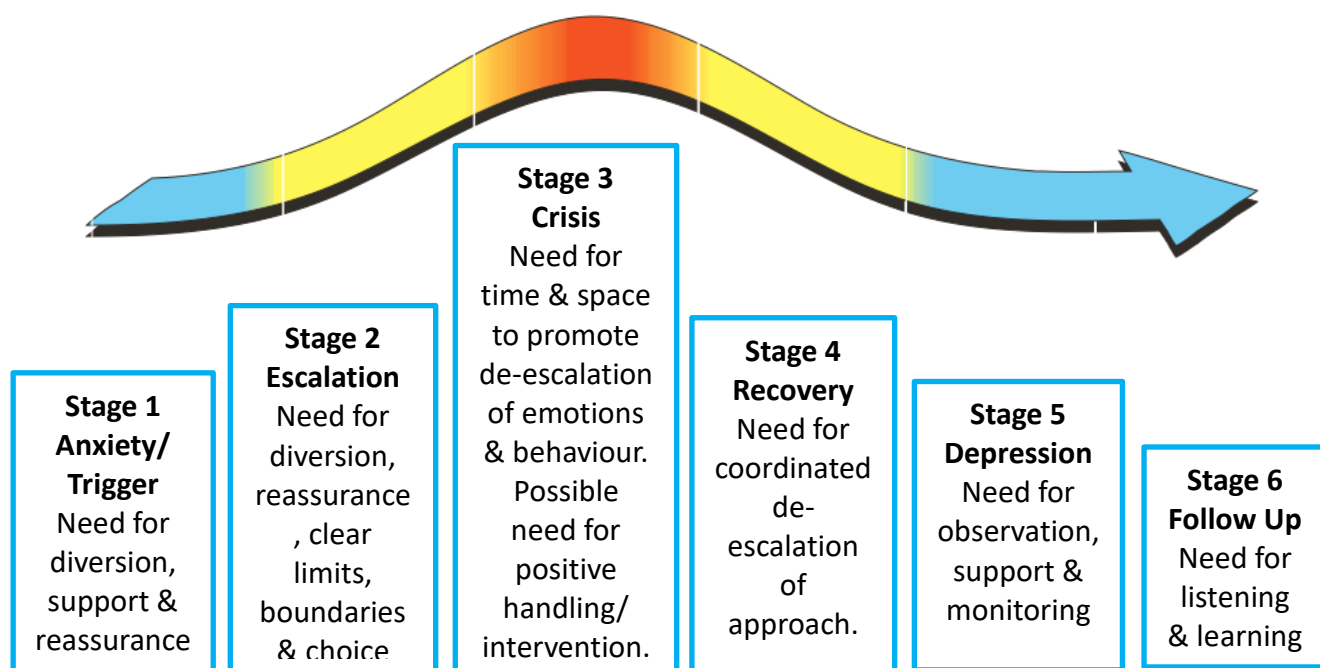
Chair of Governors

Individual Graduated Response & Stages of Crisis.

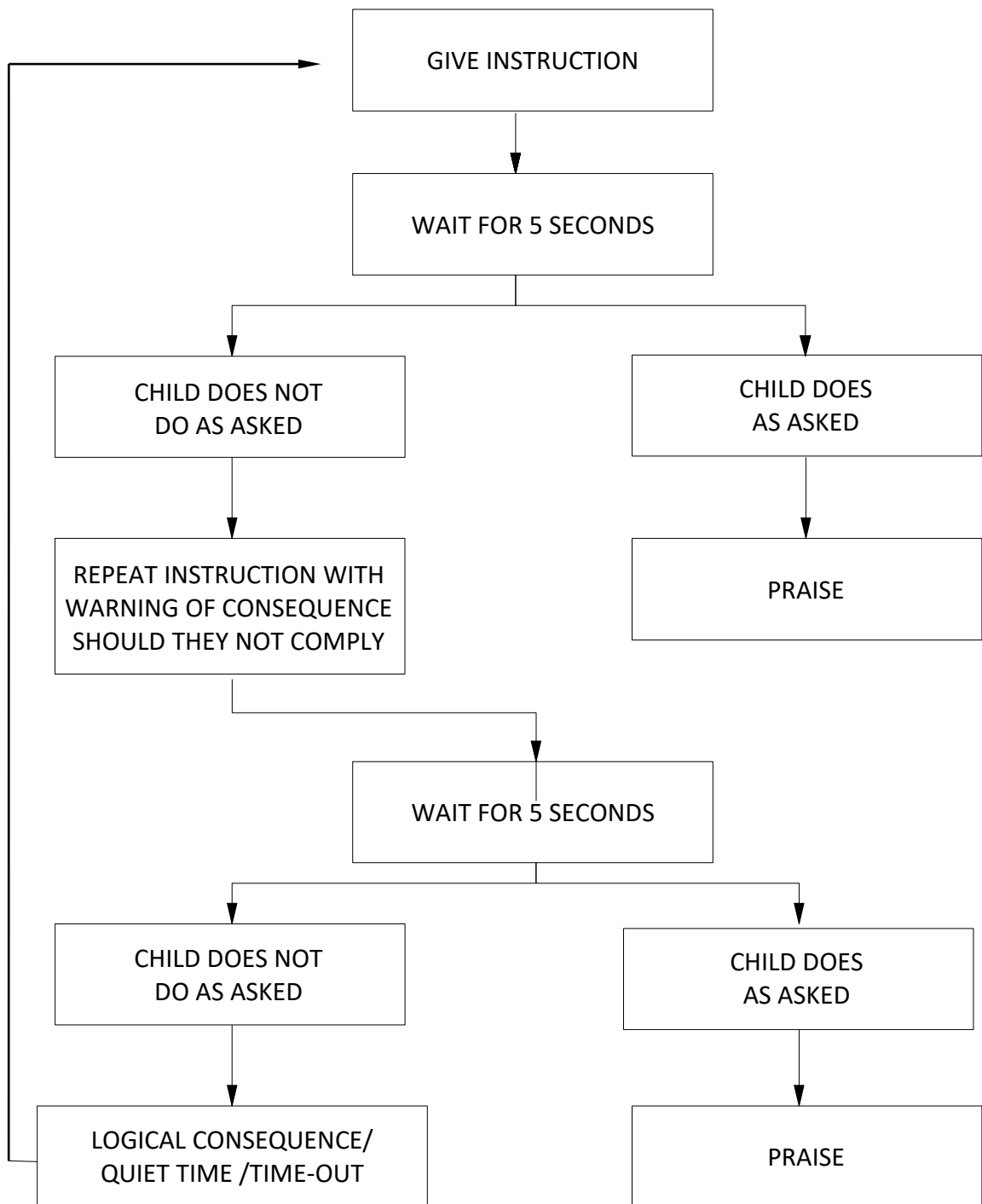


Stages of a Crisis





Compliance Routine



Stages of Crisis Action Plan

