



POLICY AND PROCEDURE FOR BEHAVIOUR

RATIFYING COMMITTEE	Educational Standards and Achievement Committee
DATE RATIFIED	18/7/21
NEXT REVIEW DATE	Summer 2024

ACCOUNTABLE LEAD/ POLICY AUTHOR: Behaviour Leader

POLICY OBJECTIVE:

The objectives of this policy are to describe the standards expected and the supporting processes for:

- 1) The Five Golden Rules of Ravenbank School.
- 2) The school reward system for observing the Golden Rules.
- 3) The use of sanctions when rules are broken.
- 4) The steps to be taken for low-level as well as high-level incidents.
- 5) The monitoring of Behaviour.

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

1. Executive Summary

The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and keep everyone safe.

The objectives of the policy are to describe the standards expected and the supporting processes for:

- 1) The use and application of the "5 Golden Rules".
- 2) Recording incidents (of exemplary as well as inappropriate behaviour).
- 3) Systems of reward
- 4) The use of sanctions
- 5) Implementing Behaviour Contacts/ Individual Behaviour Plans/ Risk Management Plans
- 6) Monitoring and reporting.

The policy applies to all pupils. The policy has specific implications for:

- The Full Governing Body
- The Education, Standards & Achievement Committee
- The Head teacher
- The Behaviour Leader
- The SENDCO

- All Teachers, Teaching Assistants and Mid-Day Assistants
- Volunteers helpers (please refer to the class guidance sheet)

The Five Golden Rules must be followed; they provide security, are constant and apply to everybody. Observing the Five Golden Rules will result in rewards being given in a variety of ways. However, sanctions will be used to give pupils the opportunity to make better choices whilst making them aware that inappropriate behaviour is not acceptable and these have taken into consideration the differing ages of the children. Parents will be informed where patterns of behaviour have been noted or where the frequency of incidents has increased.

A 'Golden Book' should be available in each class to record exemplary behaviour and a 'Red Book' to record instances when rules have been broken.

A behaviour record ("Purple Sheet") must be kept in each classroom for recording any major incidents of inappropriate behaviour.

A clear distinction should be made between low-level and high-level incidents. Serious incidents involve physical harm, threats or bullying. Less serious incidents include playtime quarrels, friendship difficulties or minor disruption in class.

Where behaviour continues to cause concern and parents have been notified, a behaviour contract and Individual Behaviour Plan may need to be drawn up and the advice of the External Services sought and implemented where necessary. An Early Help Meeting may be put in place if a multi-agency approach is necessary.

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4. Introduction

4.1 Rationale:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

4.2 Scope:

This policy applies to all pupils.

The policy has specific implications for:

- The Full Governing Body
- The Education, Standards & Achievement Committee
- The Head teacher
- The Behaviour Leader
- The SENDCO
- All Teachers, Teaching Assistants and Mid-Day Assistants
- Volunteers helpers (please refer to the class guidance sheet)

4.3 Principles:

All children and staff have the right to feel safe in school.

The whole school community must always remember every child needs praise recognition, affection and success.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The unacceptable behaviour of one or more children may result in bullying or the perception of bullying. 'Circle Time' / PSHE lessons (see Appendix 1) should help to prevent the incidence of bullying, but we do have a policy to counteract it, should it occur. See Anti Bullying Policy.

5. The policy standards

- 1) We teach the children at Ravenbank about our Golden Rules and Values through assemblies, PSHE teaching, Circle Time and everyday interactions with one another. The aim is to improve relationships and prevent bullying and reduce conflict.
- 2) The Five Golden Rules which provide security, are constant and apply to everybody must be followed. The Golden Rules are:
 - a. **Be kind and gentle**
 - b. **Listen to one another**
 - c. **Be polite, honest and respectful**
 - d. **Work hard and try your best**
 - e. **Look after property**

Our Golden Rules are based on our shared, **Core Values:**

- **Respect**
- **Friendship**
- **Trust**
- **Perseverance**

- 3) The whole school must use and understand that the sign for silence is the outstretched raised arm.
- 4) Observing the Five Golden Rules will result in rewards given in a variety of ways (see Appendix 2 - Rewards).
- 5) A 'Golden Book' should be available in each class to record exemplary behaviour or efforts from individual children as a celebration of their achievements which can be used as a record of success.
- 6) Time in school assemblies will be used to reward good behaviour or special achievement.
- 7) A 'Red Book' should be available in each class to record instances when rules have been broken and behaviour is inappropriate/ unacceptable.
- 8) Sanctions which have taken into consideration the age of the child (see Appendix 3 - Sanctions) should be used to give pupils the opportunity to make better choices whilst making them aware that inappropriate behaviour is not acceptable.
- 9) The school will inform parents of any sanctions in operation and their co-operation and support sought in order to overcome unacceptable behaviour (see Appendix 4 – The Role of Parents).
- 10) Restorative Practice strategies will be used to help children to understand how their behaviour affects others and how to make amends. This is used in conjunction with the Anti-Bullying Policy
- 11) Repeated incidents of inappropriate behaviour will result in a loss of Golden Time and missed work completed.
- 12) Children will be given the opportunity to earn back Golden Time. Every day must be a fresh start for each child.
- 13) A behaviour record "Purple Sheet" (see Appendix 5 – Behaviour Record) must be kept in each classroom for recording any incidents of high-level inappropriate behaviour; a copy of which should be made available to the SLT at the end of every term.
- 14) The Head teacher (See Appendix 5 – Behaviour Record) should be informed if a child instigates more than 3 similar incidents (recorded on the behaviour record).
- 15) Parents must be informed where patterns of behaviour have been noted or where the frequency of incidents has increased. Parents must be informed of all high-level incidents.
- 16) A clear distinction should be made between low-level and high-level incidents. Serious incidents involve physical harm, swearing, threats or bullying. Less serious incidents include playtime quarrels, friendship difficulties, or disruption to learning in class. This is not a definitive list and staff will use professional judgement to determine the next steps.
- 17) Where behaviour continues to cause concern and parents have been notified, a personalised reward chart and behaviour contract and/or Individual Behaviour Plan should be drawn up to increase support and monitoring. Reward charts should be used as a preventative strategy for some children when inappropriate behaviours have become more prevalent. This will be discussed with the child and the child's parents.
- 18) If further support is required, the advice of the LA Educational Psychology Service and /or School Health Advisor/ other external services sought and implemented where necessary. An Early Help Meeting may be put in place if a multi-agency approach is necessary.
- 19) The Head teacher must be informed of more regular or serious incidents of behaviour to discuss plans of support.

- 20) If a child's behaviour presents a risk to his/ her safety or the safety of others then a risk assessment must be carried out and a risk management plan put in place which should be reviewed on a regular basis.
- 21) Children having prohibited items in school will be seen as a serious matter. Please refer to the 'Searching, Screening and Confiscation: Advice to headteachers, school staff and governing bodies' document (DfE February 2014).
- 22) Exclusion may be considered as an appropriate sanction following or during the investigation of the incident. Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school (see Appendix 6: Fixed Term and Permanent Exclusions).

6. Duties

6.1 The Full Governing Body (FGB).

The responsibility for ensuring effective systems and processes for pupil behaviour management; that all staff are aware of, and operate within the system (policy) and are trained appropriately to deliver the required standards rests with the FGB.

The FGB has delegated specific authority for the development and monitoring of the Behaviour Policy to The Education, Standards & Achievement Committee in accordance with the Scheme of Reservation and Delegation outlined in the Policy for Procedural Documents.

It is also the responsibility of the governing body to monitor the rate of suspensions and exclusions.

6.2 The Education, Standards & Achievement Committee:

The Education, Standards & Achievement Committee will develop and monitor the Behaviour Policy and seek assurance that the standards it outlines are being implemented and applied consistently and appropriately.

6.3 The Head teacher:

The Head teacher has responsibility (under the School Standards and Framework Act 1998) to ensure that a Behaviour Policy is developed; that it is implemented effectively and consistently throughout the school and that systems are in place for the effective monitoring of the standards contained within the policy.

The Head teacher also has responsibility for:

- a) Collating discipline records at the end of each term.
- b) Keeping a record of letters sent to parents regarding any reported serious incidents of misbehaviour.
- c) Supporting the Behaviour Lead and SENDCO reviewing progress of behaviour on a regular basis.
- d) Keeping all staff informed of strategies and progress on a regular basis.
- e) Keeping a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

6.4 Behaviour Leader:

The Behaviour Leader has responsibility for developing the Behaviour Policy on behalf of the Head teacher using the most up to date and effective evidence base - in particular the 'Behaviour and Discipline in Schools' document (DfE January 2016) and the Local Authority's Graduated Response document.

The Head teacher is responsible for reviewing progress of behaviour along with the Leadership Team, SENCO and Behaviour Lead on a regular basis.

6.5 Senior Mid-Day Assistant (MDA)

It is the responsibility of the Senior MDA to inform other MDA of strategies and progress being utilised.

6.6 Teachers, Teaching Assistants and MDAs.

It is the role of all teachers, Teaching Assistants and MDAs to implement the Behaviour Management Approach in accordance with this policy.

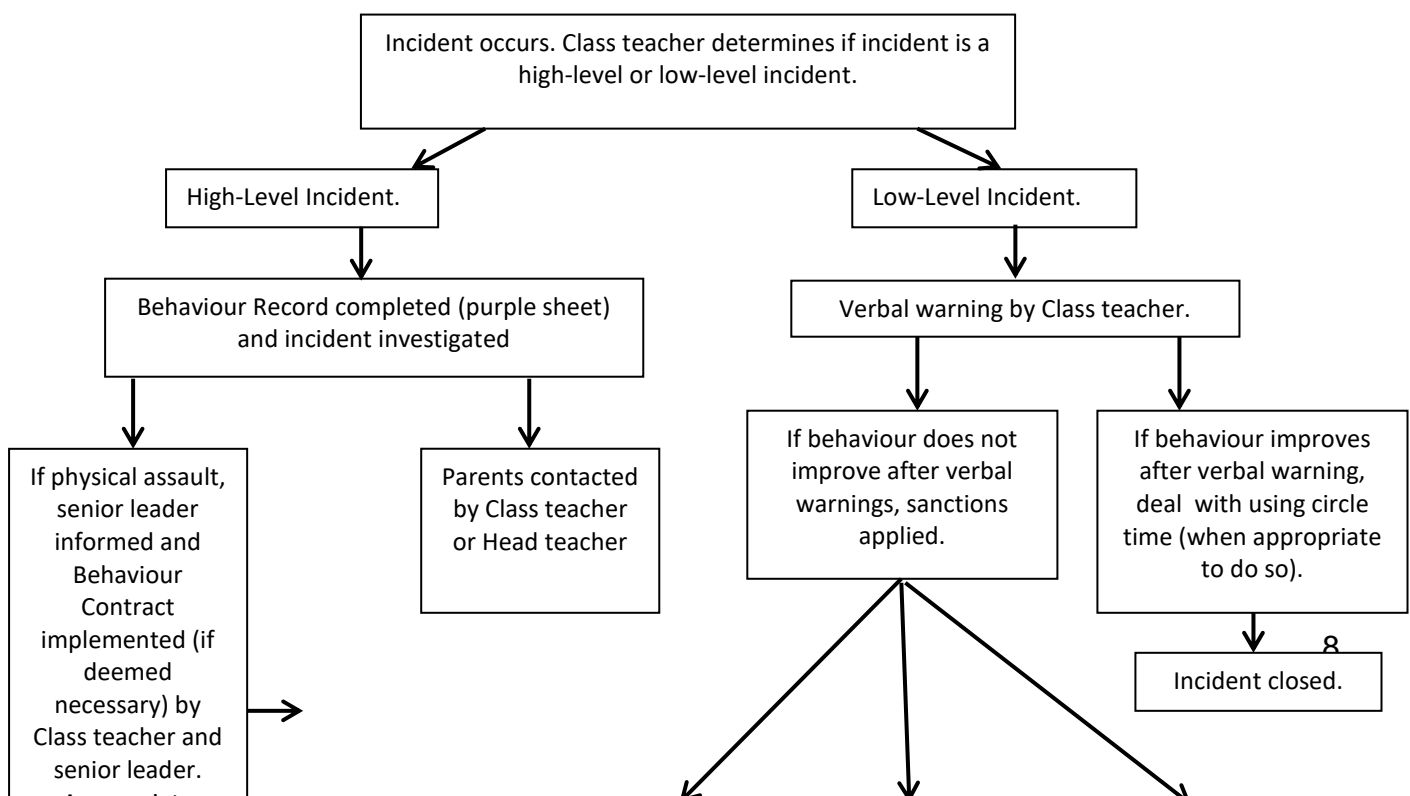
SEND (Special Educational Needs and Disabilities)

As a fully inclusive school, we understand that some children need extra support. Staff are trained in SEAL including calming down techniques and how to deal with challenging behaviour. However, a child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENDCO, parents/carers, adults working with the child and the child itself. Children's additional needs are always acknowledged and understood when dealing with behavioural incidents and appropriate adjustments to the management of their behaviour are made. (Please refer to the SEND Policy)

7. Procedure for Managing Low-Level and High-Level Behaviour Incidents

(See page 9)

7. Procedure for Managing High-Level and Low-Level Behaviour Incidents



Behaviour contract monitored depending on need.

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Behaviour Records monitored on regular basis.

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If behaviour continues to be a concern, behaviour contracts, Individual Behaviour Plans (IBP) drawn up with parents and a Risk Management Plan put in place. Other external agencies may be consulted for further advice.

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If behaviour presents a risk to the child's safety or safety of others - risk assessment undertaken and a risk management plan put in place. Review on regular basis.

Consultation process

developed in consultation with a wide range of stakeholders including the Senior Leadership Team; the Education, Standards & Achievement Committee; the Lead Governor for Policies; the Head teacher; the SENDCO, the Behaviour Lead and all staff.

9. Process for monitoring compliance and effectiveness of the Behaviour Policy:

System for the Monitoring of Compliance with the Behaviour and Discipline Policy	
Monitoring of compliance with this policy will be undertaken by:	Head teacher / Leadership Team/ Behaviour Lead
Monitoring will be performed:	Every 3 Years.
Monitoring will be undertaken by means of:	Discussions during staff meetings / monitoring of recording systems used in classes/ outcomes for pupils following an individual intervention programmes.
Should shortfalls be identified the following actions will be taken:	The Head teacher will consider the outcomes of the review and make recommendations for change to the policy or practice as necessary.

The results of monitoring will be reported to:	The Education, Standards & Achievement Committee.
Resultant actions plans will be progressed and monitored through:	The Education, Standards & Achievement Committee
The auditable standards of the policy are:	<ol style="list-style-type: none"> 1) That all the necessary documentation to record incidents of inappropriate behaviour or exemplar behaviour is available for use within each classroom. 2) That all documentation is completed appropriately. 3) That Circle Time / PSHE occurs regularly. 4) That parents are contacted when necessary. 5) That IBPs/ risk assessments are in place where necessary.

10. References, Bibliography and Associated Documentation:

- Anti-bullying Policy
- Local Authority & Ravenbank School Complaints Procedure
- Local Authority Graduated Response document.
- Warrington Safeguarding Children Board guidance
- Behaviour and Discipline in schools: Advice for Headteachers and school staff (DfE /January 2016)
- SEND Policy
- Searching, Screening and confiscation: Advice for Headteachers, school staff and governing Bodies (DfE/ February 2014)

Appendix 1 – Circle Time / PSHE Lessons

'Circle Time' is a democratic and creative approach used to consider a wide range of issues affecting the whole school community: teaching staff, children, support staff, MDAs, parents and governors.

Circle Time develops:

- The value and self-confidence of each child
- Specific behaviours, which show caring and respect towards each other (e.g. "be kind when others make mistakes")
- The establishment of classroom routines, which are necessary for quality teaching, and these routines can be established in an enjoyable and constructive way
- A climate of good relationships between staff and children and child to child
- A way of meeting children's needs with regard to improving their behaviour
- Talking and listening skills in a way in which helps such skills transfer across
- A sense of responsibility for one's own behaviour and actions
- An environment, which is non-threatening where teachers and pupils can express themselves

All participants sit in a circle and take an equal responsibility for solving problems. Each person has a turn to say something, without interruption: co-operation, honesty and mutual support are encouraged and developed. This takes place regularly in each class.

The very act of sitting in a circle emphasises unity and equality, encouraging honesty and trust. Taking it in turns to speak and join in the activities clearly conveys a message of authority and control to everybody.

Appendix 2 – Rewards

The rewards are currently under review and the children being consulted. These will be updated once the details are finalised.

Observing the rules, results in praise, stickers, certificates, prizes and weekly treat times for the children.

Rewards are given in a variety of ways:

Individual rewards

Stickers collected on individual cards, exchanged for certificates and small prizes as illustrated below:

- 10 stickers = certificate
- 20 stickers = certificate and small prize
- 30 stickers = certificate and reward from the Head teacher

Stars of the Week in Reward Assembly.

Children will also be given the opportunity to earn back any lost Golden Time as a reward for improved behaviour.

Group rewards

Each class has its own group rewards where children are rewarded in the form of team / table points or for group collaboration etc.

Class rewards

Each class will try to work towards an agreed class reward and certificates may be given out in the Rewards Assembly once goals are reached.

Each class has a variety of ways of positively reinforcing behaviour, and the children are invited to make suggestions for class and group rewards. This provides an incentive for them to follow school rules and have ownership of their goals. A 'Golden Book' in class can record exemplary behaviour or efforts from individual children as a celebration of their achievements and can be used as a record of success. Each class also has Golden Time for the last 30 minutes on a Friday afternoon to reward positive behaviour.

On Fridays, assemblies reward good behaviour or special achievement.

Personalised reward charts

A personalised reward chart will be used with a child who has demonstrated a pattern of inappropriate behaviour over time where he/she may need additional support and incentives to adhere to behavioural expectations. This is a positive and preventative strategy which will be discussed with the child and shared with parents.

Appendix 3 – Sanctions

Children are positively encouraged to make good choices and are frequently prompted to follow behavioural expectations at school, and given additional support if difficulties occur. However, if children break the rules they must understand that they have chosen to do this and must therefore accept the consequences of their actions. A clear hierarchy of sanctions gives pupils opportunities to make better choices whilst making them aware that inappropriate behaviour is not acceptable and where repeated incidents will result in a loss of Golden time. Children will be given the opportunity to earn back any lost Golden Time.

Incidents should be recorded discretely in the class Red Book to avoid resentment or an escalation of inappropriate behaviour. The idea of using a book to record and track these incidents is to try and pre-empt behaviours within school which might be considered inappropriate and work in a positive way with each individual child so that they may take responsibility for their own actions. It provides a record of where Golden Rules have been broken, and is a tool, when used effectively, to provide opportunities for children to make the right choices and to identify where further support may be needed. Every day will be a fresh start for each child.

The sanctions have taken into consideration the age of the children and are as follows:

Steps for KS2

Level 1: Name in the red book (after verbal warning).

Level 2: Five minutes lost from Golden Time.

Level 3: A further five minutes lost from Golden Time / a short time away from their own place for 'reflection'.

Level 4: Report to SLT to discuss behaviour – appropriate period in Time Out / as an Internal Exclusion

Level 5: Head teacher intervention.

Steps for KS1

Level 1: Name in the red book (after verbal warnings).

Level 2: Two minutes lost from Golden Time.

Level 3: A further two minutes lost from Golden Time / a short time away from their own place for 'reflection'.

Level 4: Report to SLT to discuss behaviour –appropriate period in Time Out / as an Internal Exclusion

Level 5: Head teacher intervention.

Steps for Early Years

For children in Reception, there is a greater emphasis on repeated prompts given to help them to understand the boundaries and expectations in school, and allowances are made as they adjust to their new routines. However, it is also crucial that children are positively encouraged to make good choices and are supported effectively when mistakes are made. Therefore having consistent routines in place for managing inappropriate behaviour can help the children to settle into school successfully.

Prior to recording incidents, every child is given several verbal and visual reminders of expectations where positive scripts are used calmly and choices explained. Lots of strategies are used which can steer the children towards positive behaviour and these need to be used to support and nurture them. Regular communication with parents is essential. A repeated pattern of observed inappropriate behaviour needs to be recorded to identify where additional support is needed:

Level 1: Name in the red book (after repeated verbal reminders).

Level 2: Name in the red book again, with distraction/ encouragement strategies implemented.

Level 3: One minute lost from 'choosing' / Golden Time (shortly after) / a very short time in a quiet area in the classroom for 'reflection'.

Level 4: Another minute lost from 'choosing' / Golden Time and talk to the Deputy Head teacher in Time Out.

Level 5: Head teacher intervention.

Overall, parents will be informed where patterns of behaviour have been noted or where the frequency of incidents has increased. However, children should be given the opportunity to amend their behaviour and try and earn back their Golden Time, as an incentive for positive behaviour. Excessive breaking of rules results in contact with parents, and removal of privileges.

Steps for high -level incidents (e.g. physical harm, threats, bullying)

- Recorded on each teacher's 'Behaviour Record' (purple A4 sheet kept in every classroom, see appendix 6)
- Teachers must contact parents if an incident is recorded on the purple 'behaviour record'. (In the case of physical attacks, an IBP/ Behaviour Contract /Risk Management Plan may be implemented immediately).
- If a child has 3 recorded incidents (at any time during the year) parents must be invited in to school to discuss the way forward.
- Purple sheets will be collected and collated every term by the SLT and the behaviour logged.
- Criminal behaviour may be reported to the Police

These steps work in conjunction with the class behaviour system but recording them on the purple sheets is an additional measure which enables staff to prioritise more serious issues.

All high-level incidents will be investigated thoroughly by school staff and the children will be given the 'right of reply' before a professional judgement is made on what may have occurred. Although there are consequences for more serious behavioural incidents, it is always the aim of the school to ensure children are engaged in reparation work using Restorative Practice strategies to make amends for their behaviour. This has been shown to help children to understand others' viewpoints, understand what has happened / the impact of their behaviour so that they want to repair any harm caused. It helps children to take responsibility for their own behaviour and work towards conflict resolution amicably, reducing the likelihood of any inappropriate actions reoccurring.

Staff meetings are held for all staff to discuss problems, progress, successes and failures. Exchange of views and ideas is essential. A pro-active and preventative approach is vital, as are early intervention strategies in managing pupils' behaviour. The Head teacher / Leadership Team must be informed of more regular or serious incidents of behaviour to discuss plans of support.

Where behaviour continues to cause concern and parents have been notified, behaviour contracts, Individual Behaviour Plans are drawn up and discussed with parents. If further support is needed, advice will be sought from external agencies the Educational Psychology Service sought and implemented if necessary. An Early Help Meeting Plan may be arranged if a multi-agency approach is necessary to address and support the needs of the child/family, and thereby improve his/ her behaviour. If a child's behaviour is part of their disability, diagnosis or need then a careful support plan should be implemented which specifies how inappropriate behaviours are to be handled, with more frequent reinforcement of positive behaviour rewards. IBPs should specify which support

measures are in place. If a child's behaviour presents a risk to his/her safety or the safety of others then a risk assessment should be carried out and a risk management plan put in place. This should be reviewed on a regular basis. Children's additional needs are always acknowledged and understood when dealing with behavioural incidents and appropriate adjustments to the management of their behaviour are made. (Please refer to the Inclusion Policy)

All staff are kept informed of strategies and progress, on a regular basis by the Head teacher; MDAs are informed by the Senior MDA. The Head teacher, Leadership Team, SENDCO and behaviour leader review progress on a regular basis. The DfE Behaviour and Discipline in Schools document (January 2016) and the Local Authority's Graduated Response document will be used for advice in the management of pupil behaviour.

Appendix 4 – The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

It is essential that parents support their child's learning and behaviour, and to co-operate with the school, as set out in the home-school agreement in the School Prospectus. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Parents have the responsibility to ensure that their children are adequately supervised on school premises at the start and end of the day, and behave according to policy guidelines.

If the school has to use reasonable sanctions with a child, as a consequence for inappropriate behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher then school governors. Please see the Ravenbank's Complaints Procedure.

Appendix 5 – Fixed Term and Permanent Exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, not exceeding 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Please refer to Local Authority guidelines.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period decided by the Head teacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

The Head teacher will seek and follow advice from the Local Authority at each stage of the exclusion procedure.

Appendix 6 – Behaviour Record

Behaviour Record

Please use this sheet to record any incidents of behaviour such as swearing, persistent name-calling, fighting, bullying etc.

Date & Time	Child	Incident	Where	Name of Victim

Staff

1. Please keep this record sheet in your classroom so that you can add any incidents that MDAs or other staff report to you.
2. If physical assault, senior leader informed and IBP / Behaviour Contract / Risk Management Plan implemented (if deemed necessary) by class teacher and senior leader. Appropriate sanctions put in place. Parents contacted.
3. Please make this record sheet available to the SLT every term.