



# Behaviour Policy

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School or Trust Policy	School

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#AsOne  
Kernow Learning

# Behaviour Policy Trust Introduction

At Kernow Learning, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially. Our school behaviour policy is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well.

Our approach to behaviour is grounded in our Trust Core Shared values of *strength, wisdom and courage* and our philosophy of *working hard, helping others, and being honest*.

We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024. This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions.

This applies across all schools within our family of schools ensuring consistency, while recognising the individual needs of each school community. It is based on the belief that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all working in partnership together.

We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment.

Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society.

# Mission Statement

## Our Ways of Being (code of conduct)



At Sky Primary and Eden Project Nursery we aim to ensure 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. We aim to encourage good manners, honesty, respect, and tolerance for others.

Our School Behaviour Policy is therefore designed to support the way in which all members of the School can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure and therefore develop to become positive, responsible and increasingly independent members of our School and the wider community. We recognise that all behaviour is communication and therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

As a Relational Approach School, we pride ourselves on giving the right intervention and support at the right time. Every intervention is an opportunity to make a connection which supports positive outcomes. We believe that every child has the right to learn in an environment where everyone feels happy, safe and secure. Positive relationships are at the centre of all that we do, and our aim is for all our children to grow into confident, happy citizens of Cornwall and the wider world.

We recognise that “when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school’s senior leadership team and is evident in practice, this leads to better outcomes

for all." (Banerjee, Weare & Farr, 2014).

Our 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 antisocial behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We recognise the link between understanding of the needs of our children and how this contributes to their ability to self regulate. We use this knowledge to build resilience by managing behaviours in a positive manner so that children can be ready to engage in their learning. It is important that we offer our children the security and positive relationships needed to meet these individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient life-long learners.

The policy supports the School in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this Behaviour Policy consistently when working with all children.

We expect the highest standards from all of our children and from everyone who works within the School.

Families, staff, and children will all contribute. Success comes when there is a mutual respect, trust, openness, and honesty between all partners, who acknowledge the importance of each other's roles. Teachers will recognise each families' special interest in his/her child , and families will need to recognise and respect that individual children's interests have to be set in the context of the class, the year group and the whole School.

This Behaviour Policy links to other school policies and documents including:

Keeping children safe in education  
Safeguarding and child protection policy  
Peer on peer abuse policy  
Antibullying policy  
Safe touch policy  
Exclusions policy

### **Early Years Foundation Stage**

We establish and maintain positive relationships with parents and carers, these are key to recognising and understanding a child's ever changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child who may have experienced trauma. Our staff are trained in emotion coaching strategies and sensory integration, they understand the impact of early trauma and how this can affect attachment and development.

#### Consistency of Approach

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on

behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Thrive is not an intervention, but a way of being.

How all members of staff behave:

- o Positively o Calmly
- o Consistently

We follow our Ways of Being code of conduct (see above illustration)

Our children practice and show our silent signals stop and children show their attention by :

- 1 STOP what I am doing
- 2 EMPTY my hands
- 3 LOOK at the teacher
- 4 LISTEN to the instructions
- 5 THINK and respond

## How We Work Together

At Sky Primary and Eden Project Nursery, everyone has a role ensuring that children feel safe, valued, and able to fulfil their potential.

Children should:

- Demonstrate sensitivity to the needs of others, irrespective of their different abilities, their physical strength or characteristics, their gender, race, or age.
- Set a good example to others by demonstrating good behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language.
- Show good manners and respect for all people in the School and show consideration for others when moving around.
- Show respect for other people, their work and property
- Work productively, without wasting time, and acknowledge through their behaviour the right of everyone to the same.

Families should:

- Collaborate actively with our School , so that children receive consistent messages about how to behave at home and at our School.
- Support their child's learning and co-operate with our School. We try to build a supportive dialogue between the home and our School, using appropriate home/school communication, and we inform families immediately if we have concerns about their child's welfare or behaviour.
- Support actions of the School - if the School must use reasonable sanctions with their child. If families have concerns about the way their child has been treated, they should initially contact the class teacher. If concerns remain, they should contact a member of the SLT. If these decisions cannot resolve the problem a formal grievance or appeal process can be implemented.
- Understand that any allegations made against other members of the School will be treated seriously and investigated thoroughly with the involvement of the LADO.

Class Teachers (and Cover Supervisors) will:

- Treat each child fairly and consistently and implement the behaviour policy consistently. The teacher will treat all children in the class with respect and understanding.
- Set a good example to children and other adults by behaving and working in ways that are considered desirable in children and are agreed as standard among the adults.
- Will keep a record of any incidents of persistent and disruptive behaviour
- In the first instance class teachers deal with any incidents themselves in the normal manner. However, if misbehaviours continues, the class teacher will seek help and advice from the Senior Leadership Team.
- Liaise with external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist (via the SENDCO, Trust Specialist or SLT Staff).
- Have high expectations for the children in terms of behaviour and strive to support all children in working to the best of their ability.
- Will report to families about the progress of each child in their class, in line with whole School policy. The class teacher may also contact a family if there are concerns about the behaviour of a child.
- Have primary responsibility for pastoral care. This includes:
  1. Giving rewards and sanctions (see section entitled rewards and sanctions).
  2. Watching out for children who are behaving out of character or may be distressed or upset.
  3. Treat any issues when they occur in a caring and sympathetic manner in the hope of achieving a positive outcome.

All relevant concerns MUST be discussed with a member of the Senior Leadership Team.

#### Support Staff

- Have a responsibility to uphold the behaviour policy.
- Should ensure that children move sensibly and quietly through the School.
- Will help to ensure a calm atmosphere in the classrooms through supporting the class teacher to achieve the aims outlined in the teachers' section.

#### Lunchtime Play Workers will, in addition...

- Listen to children in a calm and supportive manner.
- Report any significant incident to the class teacher without delay.
- Support children in playing purposefully and co-operatively by setting up, joining in with games and supervising the use of playground equipment.

#### The Headteacher will:

- Implement the School Behaviour Policy consistently throughout the School, and report to governors when requested, on effectiveness of the policy.
- Support staff by implementing the policy by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- Give fixed term exclusions to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour the Head Teacher will inform the LGB.

#### The Local Governors Board:

- Have a responsibility for setting down the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

- May give advice to the Head Teacher about particular disciplinary issues. The Head Teacher will take this into account when making about matters of behaviour.
- A record of all reported serious incidents or misbehaviour will be kept by the SLT.

## Rewards for effort

The School acknowledges all the efforts and achievements of children, both in and out of School. The best form of behaviour intervention acknowledges and enhances the positive.

Praise is given in formal and informal ways – focusing on maintenance of good standards of work and behaviour as well as for individual or group achievements.

Opportunities will grow regarding for greater responsibility (learning ambassadors, Green Team, et al)

The School runs a system, which praises and recognises good choices. It also includes several strategies to deter children from making unhelpful choices. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who seem the hardest to reach. Children agree to abide the Class/School rules – our Ways of Being - in the first week of the academic year. These rules are displayed throughout the school and specific Class Dojo links are highlighted as a focus for each class.

We promote a growth mindset when using praise by rewarding the process of learning through awarding Dojos 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning. These are linked to our Ways of Being, School Values, Good Life Goals and Harmony Principles.

## Class Dojo

Class dojo is a web-based system, which creates an avatar character for each pupil and enables them to earn Green Dojo points for positive behaviour and hard work (and Red Dojo points as consequences). In Early Years red dojos will not be used, but modelling, discussions and liaison with families will be effected.

The whole School ethos is reflected in our reward recording system which uses positive Dojos, which all classes will use. There is the opportunity for class teachers to personalise extra dojos to suit the needs of their class e.g. good listening.

Whole School Dojos – Positives for example:

Being brave  
 Being kind and helpful  
 Working hard  
 Listening to each other  
 Respecting everyone and everything  
 Being honest

We support children to be responsible citizens of the future, incorporating character education as part of our curriculum.

## EYFS

The EYFS follow the same behaviour rewards as the whole School. This will be recorded on Class Dojo where we will keep a record of their points and celebrate when they hit the milestones detailed below.

Class Dojo Rewards – class teacher will approach SLT to agree a whole class reward in line with our school curriculum and ethos e.g. a class based celebration.

Children are awarded dojos for 'over and above' actions, linked to our school values and Ways of Being. To visually show what children have achieved, Class dojo will be shared appropriately in whole school Time Together and in Class based Time Together.

## Class Target (tbc as the school grows):

Each week the class teacher will agree a target number of dojos with their class. If they reach the target the whole class will receive 30 minutes of focused choice Golden Time to be awarded on a Friday or on another day if on a timetable e.g. swimming/at another education activity.

On average a child could earn around 1- 5 dojos a week. are awarded for 'over and above' efforts, attitudes and actions to help set high expectations and acknowledge children's progress/striving in the schools Ways of Being and living the values.

Wherever and whenever appropriate the class target will be displayed in classes as a reminder of what they are striving to achieve.

## Other Rewards

Class teacher will use verbal acknowledgement, RWI praises and other incentives to encourage/praise children. Postcards will also be sent home for over and above effort, attitudes and actions linked to the schools Ways of Being and living out the values. Sparkle Moment Cards are sent in the post by class teachers and signed by the Headteacher with a specific highlight on an area of progress, and/or linked to our values and Ways of Being.

## Golden Time (tbc as the school grows)

Golden time will be awarded to the whole class when they achieve their class target. Class teachers will agree on what activity will take place at golden time with their classes – this may be a class celebration (party) with healthy school approach e.g. music and water melon.



# Achievement/Celebration Assembly (tbc as the school grows)

The focus will be based upon the 6 key Ways of Being and our School Values linked to dojos. Class teachers will choose an appropriate number of children who have demonstrated excellence in these areas during the week.

Children will be awarded as recognition of their achievement. Certificates will be printed onto high quality card and in colour.

(tbc As the school grows) The attendance cup will be awarded to the class with the highest attendance each half term – when appropriate and when the school grows - tbc. Each child in that class will receive a dojo as a reward for winning the cup.

## Sanctions

When a child's behaviour falls below the expected standard the following steps must be followed by all staff including TA's and Lunchtime Play workers.

The following tbc as the school grows:

### Behaviour Steps

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms, for example 'Show me your listening ears'.

It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All children must be given time in between **steps** to make good choices - **actions**.



**STEP**

**ACTION**

<p><b>7. WELLBEING ACTION PLAN</b> (RECORDED ON Edgen)</p>	<p>A Wellbeing Action Plan (WAP) aims to help a child to improve their social, emotional and behavioural skills. The WAP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents and a member of the SLT in the drafting process. There is a set format for this <b>(see Appendix 7)</b>.</p>
<p><b>6. POSITIVE PASSPORT</b> (RECORDED ON Edgen)</p>	<p>Child supported with a Positive Passport with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and a member of the SLT. There is a set format for this <b>(see Appendix 6)</b>. This step is recorded on Edgen.</p>
<p><b>5. TIME IN (WELLBEING BASE)</b> (RECORDED ON Edgen)</p>	<p>At this step the child will be referred to the <b>wellbeing base</b>; this can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome.</p> <p><b>Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b></p>
<p><b>4.TIME-IN (WELLBEING SPACE)</b>(RECORDED ON Edgen)</p>	<p>At this step the child will be asked to go to the wellbeing space in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator.</p> <p><b>Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b></p>
<p><b>3. FINAL REMINDER</b></p>	<p>A clear conversation and <b>'final reminder'</b> delivered privately to the child using the <b>30 second script (tbc- individually scripted)</b> to make them aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.</p> <p>Praise in Public (PiP) and Remind in Private (RiP).</p>
<p><b>2. REMIND</b></p>	<p>Reminder of expectations – Ways of Being. Repeat reminder if necessary but usually no more than two.</p>
<p><b>1. RELATE</b></p>	<p>Consistent high-quality teaching. Smileys, read the room and redirect using PACE, VRFs and small acts of kindness. Praise.</p>

When SLT are involved with a child's behaviour a phone call home will be made. The person managing the incident/s will detail to the families what has happened, and any actions taken. If deemed necessary, an appointment will be made to meet with the families as soon as possible.

SLT will use analysis of Edgen and Class dojo to build up a half termly (or sooner if appropriate) trend, pattern and concern to action support for children demonstrating behaviours as communication. Support will then be actioned for the child and staff to ensure a relational approach is enacted and focused on the individual needs presenting.

There is no place in our school for the following unacceptable behaviour: • Bullying • Deliberately hurting others • Spitting • Kicking • Shouting Abuse • Stealing • Rudeness to others • Racial Abuse • Swearing • Dishonesty - lying • Vandalism • Violence

All occurrences of this kind of behaviour should be dealt with by the class teacher and referred to the Headteacher if necessary. Minor problems can be dealt with by any adults in the school, but the Senior leader will deal with continued inappropriate behaviour.

PACE (Dan Hughes, 2012) When dealing with difficult behaviours or to prevent escalation we adopt a 'PACEful' approach. This means: Playful – use a positive, playful tone of voice – this activates positive hormones in the child and can diffuse a situation. This is not appropriate for all situations and needs to be used sensitively. Acceptance – actively accept and validate the emotions underneath the behaviour. We are gentle on the child but firm on behaviour. Curiosity – trying to find out about the behaviour without judgement – correction with connection. 'Will you help me to understand what it was like for you when...?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour. Empathy – feel into their experience and empathise with the child to help them to make sense of their big feelings. 'No wonder you're feeling x. It is painful when y happens.' 'So, you're letting me know that you are feeling really miserable right now.... I can understand that...

## Special Educational Needs and Disabilities

Our Ways of Being system will meet the needs of the vast majority of our pupils. Where there is an SEMH, learning need for a differentiated approach to Behaviour Management this will be personalised on a 1:1 basis and will be put in place in partnership with parents, pupils and the SENDCo.

## Equal Opportunities

No child's behaviour will be discriminated against due to race, age, religion, gender or ability.

## Dangerous Conduct

If a child is provocatively dangerous to self or others, timeout must be used. If a child carries out dangerous behaviour this must be dealt with by SLT, where possible within a calm environment. At all times the child is informed what is happening and why. Parents/carers should be contacted at the early stage to inform and gain co-operation.

## Positive handling of children

All members of staff at Sky Primary and Eden Project Nursery are authorised to use positive handling where appropriate. This would only ever be used as a last resort. All staff are positively encouraged to use de-escalation techniques first. If a situation cannot be resolved or things

change and the situation allows, staff should ALWAYS call for a senior member of staff for assistance before resorting to positive handling and/or guiding.

Whatever course of action is taken we ensure that it does not put a child or children at risk or yourself or another member of staff in a vulnerable position. All such actions are then recorded on Edgen and families informed, using chronology approach, appropriately with an action plan of support, whenever appropriate. We believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and minimise the likelihood of, or avoid the need to use, restraint.

We use the following strategies to be proactive in our approach to behaviour:

- Holding relationships as one of our core values
- Using de escalation techniques such 'PACE' and emotional coaching
- Ensuring that staff receive appropriate CPD and training
- Use of bespoke behaviour and support plans where necessary
- Individualised timetables and provision to meet individual needs
- Involvement of parents and the young person ▪ Involvement of other professionals and agencies where appropriate

## Suspension/Exclusion of Children from School

Suspension/Exclusion of a child from school is a serious and critical step. The Head Teacher has the right to suspend/exclude a child from school, if the circumstances require such action. The suspension/exclusion can be temporary for a fixed period, indefinite or permanent. Before taking such a step the Headteacher will have taken advice from the Chief Executive Officer of the Trust and the Trust Strategic Safeguarding lead, the Education Welfare Officer, the Education Welfare Service, or the County Psychological Service. The parent/guardian will be fully informed about the circumstances leading to the taking of such action.

# Appendix 1 Whole School Rules – Organisation (tbc as the school grows)

## Appendix 1: Important Health, Safety and Welfare Considerations

**Policies, linked to Ways of Being, adhered to on the grounds of health, safety and welfare.**

Safe

### **Food and Drink**

Children may bring fruit or a healthy snack from home to eat at morning play. Other than fruit, or similar healthy snack and packed lunch, no food of any kind should be brought into school (unless on medical grounds) including sweets, cake for birthdays, biscuits and drinks unless permission from the headteacher is received. Children have regular access to water both indoor and outdoor. This is protective measure to protect children and staff with allergies.

### **Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard/drawer for the duration of the lesson.

This is a protective measure; rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

#### **PE Kit**

Appropriate clothing must be worn for all PE activity. Long hair must be tied back. Children should wear a blue polo shirt, black shorts or leggings, pumps (indoor) and trainers (outdoor) for every P.E. lesson.

This is a protective measure; it is dangerous to use apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers can result in trampled toes and damaged nails.

#### **School Clothing**

The school has a separate school uniform policy available on the school website. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day.

#### **Personal Property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

## Other information:

### Definitions of Intervention

- Physical intervention (Positive handling, safe touch) – the use of any physical handling technique that has the child's compliance e.g. 'guiding'.
- Restrictive physical intervention (Restraint) – the positive application of force with the intention of overpowering the child.

Incidents of restrictive physical intervention are recorded, monitored, and evaluated.

## When Force may be Used and by whom

Positive handling may be used by an adult working within the School, and our policy should be made known to staff, governors, families and children and that clear contingencies are known to all.

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

The Headteacher of Sky Primary and Eden Project Nursery has authorised all Teachers, Support Staff, Admin Staff and Lunchtime Play workers to use force in accordance with this policy.

THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Section 550A of the Education Act 1996 'The Use of Force to Control or Restrain Children' states:

A member of the staff of a School may use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following.

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property.
- Compromising the good order or discipline of the School following unsuccessful use of the School's Behaviour Policy.

This policy allows for the physical restraint of children in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force necessary for the minimum amount of time.

Examples of situations where the guidance could apply.

- When a pupil attacks a member of staff.
- When a pupil attacks another pupil.
- When a pupil is engaged in, or is on the verge of committing, deliberate damage, or vandalism.
- When a pupil is causing, or at risk of causing, injury, or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example on the sports field).
- When a pupil at risk absconds from class or tries to leave the Academy.
- When a pupil persistently refuses to obey an order to leave a classroom.
- When a pupil is seriously disrupting a lesson.

Types of Force when circumstances justify, staff AS A LAST RESORT, may include: - •  
Physically interpose between children.

- Block a pupil's path.
- Hold a pupil in a controlled manner.
- Use escorting techniques in a controlled manner.
- In extreme circumstances, use more restrictive holds.

If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of recommendations in 10/98, and not hold children in such a way that they may be injured or prevented from breathing. Children must not be slapped, kicked, or punched, held face down to the ground, have limbs twisted, be pulled by the ears or tripped.

Staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies, including Restorative Approaches, to defuse difficult situations.

Duty of care expects staff to take responsible action; failure to do so, in certain circumstances could be construed as neglect.

# Recording and Report of Incidents

If physical force is used on a pupil the Senior Leadership Team must be notified at once.

The name of the pupil will then be recorded along with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. Where very possible the families will be notified before the pupil gets home and be given the opportunity to discuss the incident.

## Monitoring Incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert management to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis by the Senior Leadership Team and the results used to inform planning to meet individual pupil and School's needs.

## Action after an incident

The Senior Leadership Team will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Programme.
- Child Protection Procedure (this may involve investigations by Police and Social Services).

Staff or Pupil Disciplinary Procedure

- Academy Behaviour Policy.
- Exclusions Procedure.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

## Complaints

In the event of a complaint, the normal procedures of the School will be used. It is possible that a dispute over the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services.

DFEE Circular 10/95: Protecting Children from Abuse gives specific guidelines about this and about procedures for dealing with allegations against teachers.



