St Mary and St Peter Catholic Primary School

POSITIVE BEHAVIOUR AND ANTIBULLYING POLICY 2025-2026

"Set sail for success"

Mission Statement

Our learning adventure will see each and every one of us thrive in God's love as we set sail for success.

Reviewed by: Local Governing Body
This Policy will be reviewed in November 2026 or earlier if necessary.
Amendment to include reference to Restrictive Interventions Policy from the Trust made on 1st April 2026.

1 Rationale

1.1 Our Mission Statement

At St Mary and St Peter Catholic Primary School the staff, governors and parents/carers consider the encouragement of good behaviour an important part of the philosophy of the school. Set within the ethos of the Catholic Church and the principles it upholds, it is reflected in the mission statement of our school:

Through nurturing, trust and strong relationships, our learning adventure will see each and everyone of us thrive in God's love.

1.2 Aims and Objectives

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. Our School values, believe, respect, trust and love are the foundations of which everything we do are built upon.

Our Aims are:

- ❖ To promote an environment in which everyone feels happy, safe and secure.
- ❖ To promote self-esteem, self-discipline and positive relationships
- ❖ To allow everyone to work together in an effective and considerate way.
- ❖ To define acceptable standards of behaviour
- ❖ To ensure consistency of response to both positive and negative behaviour
- ❖ To ensure that the school's expectations and strategies are widely known and understood by all stakeholders.
- ❖ To encourage the involvement of both home and school in the implementation of this policy.

1.3 Partnership with Parent(s)/Carer(s)

We believe that partnership with parents is essential. Based on good relationships and effective communication, it will contribute to the success of children in the school. Our relationship with parents/carers is based on the below key principles, which form a contract between parent and school upon acceptance of a place for their child at this school.

At St Mary and St Peter our parents:

- are involved at an early stage when a child's behaviour causes concern
- attend parents' evenings
- attend meetings to discuss their child as requested
- check and update their child's diary
- support the school in achieving a minimum of 95% attendance rate for their child
- support and abide by all policies and procedures in place upon enrolment of their child and as amended from time to time

At St Mary and St Peter our staff support parents in the following ways:

- parental letters, emails or telephone calls are dealt with promptly
- Meetings are arranged quickly and appropriate information is made available
- parental requests for reports on work and/or behaviour are dealt with efficiently
- records are kept of all home-school communication

1.4 Equal Opportunities

Our school believes that every child has the right to an education free from discrimination, prejudice and bullying of all types; that all members of the school community, parents, staff, governors, children and visitors, should be treated with respect and not subject to discrimination, prejudice or stereotyping, and that schools are a safe place for all children and adults in the school community. We achieve equality of opportunity by ensuring that the behaviour policy is implemented fairly and consistently for all children in line with the Equality Act 2010 and Norfolk LA guidance on Prejudice Related Incidents. We monitor outcomes of sanctions to ensure that it does not disadvantage any individuals or groups within our school. This behaviour policy is in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs and disabilities (SEND) and in accordance with section 91 of the Education and Inspections Act 2006, which states that the penalty must be reasonable in all the circumstances and that account must be taken of the child's age, any special educational needs or disability they may have, and any religious requirements affecting them.

1.5 Safeguarding

St Mary and St Peter Catholic Primary School is committed to promoting and safeguarding the welfare of children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another child's misbehaviour. Please refer to the Safeguarding and Child Protection Policy for more information.

2. Creating an Environment for Positive Behaviour

2.1 Physical Environment

The school's environment plays a vital part in setting high expectations and ensuring children from all social, cultural and religious backgrounds feel valued. This includes:

- School/classrooms being kept tidy and free from clutter
- Displaying resources that set out the school's expectations for behaviour, the values we seek to reward and the attitudes to learning we wish to develop.
- Ensuring high quality displays of children' work across all ability ranges to promote high expectations
- Careful consideration of where individuals sit and who they sit next to
- High quality teaching resources, visually stimulating and adequate in quantity
- The use of mobile phones being prohibited on school premises and stored in the school office.

2.1 Promoting Good Behaviour

Before:

1. Set out our expectations
2. Model the behaviour and language you expect

During:

3. Give children choices: either/or
4. Avoid the public arena by being prepared to defer issues
5. Think – de-escalation

After:

6. Create a restorative opportunity to enable the child and staff to have a fresh start.
7. Support offered by pastoral staff to give the child the opportunity to regulate their behaviour.
8. Record cause for concern and/or persistent events using CPOMS and inform the Headteacher and parent.

2.2 Rewarding and Celebrating Positive Behaviour:

We praise and reward children for good behaviour in a variety of ways. We aim to create a climate where praise and encouragement far outweigh the need for sanctions.

Some of the systems are listed below:

Teachers congratulate children for specific reasons:

1. Teachers give children house points or Dojos (Year 5 and 6) and these are celebrated at the end of the week.
   Every child in the school from nursery to year six is a member of a House. A child can obtain House Points/Dojos for working hard or for exemplary behaviour.

   Our House names are:
   Seacole (Yellow House)
   Earhart (Blue House)
   Armstrong (Green House)
   Nelson (Red House)

   Children can gain House Points/Dojos at any time during the school day and at any extracurricular activity led by a member of staff. All members of staff, teaching and non-teaching, can award points to children or Houses. Supply teachers can also award House Points/Dojos.
   The school hall displays the number of House Points achieved during the school year. These are counted by the House Captains each week and the total is announced by each Captain in the Celebration Assembly. The children in the house that have achieved the most points are rewarded with an additional playtime after the assembly.

2. Each week a child from each class is nominated by their teacher to be 'Star of the Week' and they are celebrated in assembly. Stars are chosen for actions demonstrated relating to the Gospel value of the week.

3. Certificate rewards are also given by teachers for Mathematician and Writer of the week. These are based upon achievement, effort and/or progress.

4. Each half term 'Star Assembly' takes place where children can be awarded star badges for consistent hard work, resilience and embodiment of the Gospel values.

5. Positive behaviour will be highlighted through class teachers' green/silver/gold learning/behaviour system, as a visual prompt and to give children ownership of their behaviour. All children start each day on green and can then proceed onto silver and gold by the end of the day. Children will be rewarded through house-points/dojos for silver and gold behaviour. Children achieving silver or gold during the week are also celebrated as part of the Celebration Assembly.

6. To encourage a love of reading, children are rewarded with reading themed rewards when they have consistently read at home for 5 consecutive weeks. A reading trophy is also presented to the class that has achieved the highest percentage of home reading during the week during the Celebration Assembly.

7. To encourage attainment and progress in arithmetic, children are rewarded badges for progressing through the stages in the '99 club' which is a system developed to encourage children to know their multiplication and division facts.

The school employs a number of incentives and consequences to ensure a safe and positive learning environment appropriate to each individual situation.

3. Behaviour Management

3.1 School Rules

At St Mary and St Peter Catholic Primary, our school rules are:

- Be Kind;
- Be Respectful;
- Be Safe.

There are clear behaviour expectations and routines considering movement around the school from staff, which are understood and demonstrated by pupils.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

3.2 Class behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption

Using positive reinforcement:

In each class a green/silver/gold learning/behaviour system, is used as a visual prompt and to give children ownership of their behaviour. All children start each day on green and can then proceed onto silver and gold by the end of the day.

3.3 Lunchtimes

Lunch time Rules are the same as the School Rules.

3.4 Physically Restraining Pupils

In exceptional situations, physically restraining a pupil is required as a last resort. This means that pupils should only be restrained when it is REAONABLE, NECESSARY and PROPOTIONATE to do so to ensure the safety of everyone within the school setting (supported by Norfolk Steps advice). Please refer to the Restrictive interventions (including the use of reasonable force) Policy https://www.stjohnthebaptist-cmat.org.uk/attachments/download.asp?file=760&type=pdf

4. Anti- bullying

Our definition of bullying:

Bullying involves dominance of one child by another, or a group of others, is often premeditated and usually forms a pattern of behaviour. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against it

Bullying can take many forms but the main types are:

- Physical - hitting, kicking, taking another's belongings
- Verbal - name calling, insulting, making offensive remarks
- Cyber-bullying -the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying & sexting
- The use of homophobic language
- Bullying of children who have special educational needs or disabilities

4.1 Creating an anti-bullying climate in the school

Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos, and
- To teach children how constructively to manage relationships with others
- Circle time, assemblies, role play and stories will be used to show what children can do to prevent bullying, and to create an anti-bullying climate in school.
- We will use assemblies to reinforce our message that bullying will not be tolerated.
- Principles underpinning the PSHE Curriculum and Catholic Social Teaching of respect for

others.

When bullying occurs, we will contact the parents of the children involved at an early stage. We will keep records of incidents that we become aware of and how we responded to them. We will follow up after incidents with restoratives to check that the bullying has not started again. We will do this within two weeks, and again within the following term.

4.2 Responding to Incidents when they occur

Children who have been bullied should report this to the member of staff on duty if on the playground, or their class teacher or teaching assistant.

- Children who see others being bullied should report this to their class teacher.
- Members of staff who receive reports that a child has been bullied should report this to the Headteacher.
- Reports of bullying will be logged by the Class Teacher and Headteacher.

All reports will be taken seriously and will be followed up by the Headteacher or member of the SLT.

We will provide support to children who are bullied.

- We will assure them that it was right to report the incident
- We will encourage them to talk about how they feel
- We will try to ascertain the extent of the problem
- We will engage them in making choices about how the matter may be resolved
- We will try to ensure they feel safe
- We will discuss strategies for being safe and staying safe
- We will ask them to report any further incidents to us immediately
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does
- We will interview the child (or children) involved in the bullying separately
- We will listen to their version of events

We will provide guidance to all our children to explain what they should do if they are being bullied, or if they see another child being bullied.

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying – and we ask that this be brought to the notice of the Headteacher.

4.3 Our Responsibilities

Everyone within the school is expected to act in a respectful and supportive way towards one another, adhere to, and promote the objectives of this policy.

Children are expected to:

- Report all incidents of bullying
- Report suspected incidents of bullying, that victims may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school

Parents can help by:

- Supporting our anti-bullying policy and procedures
- Discussing with their child's teacher any concerns that their child may be experiencing bullying, or involved in some way
- Helping to establish an anti-bullying culture outside of school
- Monitoring use of devices with online/social media access
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4.4 Bullying Outside the School Premises

We know that bullying can occur outside the school gates and on journeys to and from school. The bullying can be by children from our own school, by children from other schools or by people who are not at school at all. Where a child or parent tells us of bullying off the school premises we will:

- Talk to children about how to avoid or handle bullying outside school
- Prompt awareness by ensuring that the parent(s) of children involved are aware that this event(s) have taken place
- Talk to the Headteacher of another school whose children are bullying
- Talk to the Transport Company about bullying on public transport
- Talk to the Police

4.5 Online Incidents outside of the School Day

Parents have the responsibility for this behaviour however the school will investigate reported incidents if it impacts the behavior culture of the school and or the well-being and safety of individuals. Parents of all involved parties will be informed and relevant external agencies if appropriate.

4.6 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:
Proportionate
Considered
Supportive
Decided on a case-by-case basis
The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
Responding to a report
Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more iformation.

5. Responding to an Incident

5.1 Behaviour Incidents (not safeguarding)

Behaviour incidents are recorded via CPOMS.

If the incident is against a protected group in school such as Homophobic, Sexist, Gender reassignment, Disablist, Racist, Religion & Belief or Pregnancy and Maternity these are recorded and reported appropriately.

At the end of the Summer term we complete an annual return for the school year. This provides County with an overview of incidents within Norfolk. This information is invaluable as it contributes to their planning and ensures that they are focusing on the right areas, it also means they can direct resources to the areas that are a priority.

We report on all incidents relating to protected characteristics as detailed in the Equality Act 2010.

The protected characteristics are:

- Race (ethnicity)
- Sex (gender)
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage*
- Age*

5.2 Children with Additional Behavioural Needs

It needs to be acknowledged that for a few children the sanctions and rewards of the school will be insufficient to ensure the well-being of the child and other children in the class. Children who are on the Special Educational Needs (SEND) register for social, emotional and mental health (SEMH) needs (and sometimes with associated behavioural needs) will have their own individual programmes in place. These children will have personal Behaviour Support Plans and, where necessary, pupil risk assessments, developed in consultation with the SENCo, teacher, Headteacher, the child and the parents. Reasonable adjustments will be made to meet their needs.

5.3 Screening, Searching and Confiscation

The school complies with the Screening, Searching and Confiscation Advice for Headteachers, Staff and Governing Bodies, DfE Document (updated in July 2022). Key points of the document:

- School staff can search a pupil for any item banned under the school rules

- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.

- The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to

property.

- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.
- The member of staff conducting the search must be the same gender as the pupil being searched. Another member of staff must be present and when possible, they should be the same gender as the pupil being searched.

St Mary and St Peter's rules on screening, searching and confiscation

- The school defines banned items as anything that is illegal and/or could harm someone or damage property.

- When possible, the pupil should be searched without other pupils being present.

- When possible, the search should be undertaken by a Senior Leader or a member of the Safeguarding Team.

- Items confiscated within the school must be taken straight away to the School Office by a member of staff to be stored securely.

- Pupils taken to be searched must take with them all their belongings including bags and clothing. Pupils' lockers should be included in the search.

- If an illegal item is confiscated, the pupil's mobile phone also needs to be confiscated. The pupil should have no contact with peers or people outside school as these could be involved in a subsequent criminal investigation.

- If the decision is made to involve the police, they will then lead the investigation. This includes a decision about contacting parents, which should not happen before the police arrive.

- If on a school trip, the search should be undertaken by the trip leader when possible, or be delegated to an appropriate member of school staff. Any confiscated items must be given to the trip leader to store securely.

- The pupil's parent/carer should be contacted to inform them why their child has been searched

- For further information on incidents involving illegal drugs, refer to the school's Drugs Education and Substance Misuse Policy.

5.4 Extra-Curricular Clubs

At St Mary and St Peter's we offer a range of extra-curricular clubs to all children. Clubs are run by school staff and/or coaches. Children attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any child who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning or forfeit their place in the club.

6. Behaviour for Learning Stages

These are brought into use when a pattern of behaviour develops that causes concern for the learning of the child or their peers. The aims of the stages are to inform the child and parents about the continued consequence of their behaviour, to set targets to enable them to improve and how their progress will be monitored. A child can start at any stage and skip stages if required.

Where a child's behaviour shows **potential signs of leading to permanent exclusion**, a Senior Leader initiates a Behaviour Support Plan, which involves parent/carer and other agencies as a way of trying to secure the child's place in school. If there is a particular concern that staff need to be aware of, such as one requiring a Risk Assessment or particular strategies, a Staff Guidance and information sheet will be completed.

Behaviour for Learning Stages

Restorative conversations will be part of all stages. If it is believed that the child's behaviour poses a risk to others, early stages may be superseded in order to safeguard children and adults within the school.

Stage 1	1st missed break time. Allow time for child to reflect. Conversation had with the class teacher.
Stage 2	The children will be sent to the 'lighthouse' to reflect and speak to a member of SLT about their behaviour. Parents informed by class teacher. Parents of other party also informed. Restorative approach applied and consideration given to impact on education.
Stage 3	Part of lunch time spent in the 'lighthouse' to reflect and speak to a member of SLT about their behaviour. Attendance in the lighthouse is monitored daily and weekly by SLT to decide appropriate next steps and meet the needs of the child. Consideration is given to safeguarding, pastoral/SEMH needs or SEND. Parents are contacted by class teacher/SLT or appropriate professional e.g SENDCO or pastoral lead.
Stage 4	Part or full day internal isolation. Lunch isolation not deterring inappropriate behaviour. Meeting with class teacher and Senior Leader.
Stage 5	1 or 2 full day internal isolation. Reintegration meeting with senior staff, teacher and parents. Behaviour Support Plan if Fixed Term Suspension may occur.
Stage 6	1 day or more Fixed Term Suspension. Part or full day internal isolation not deterring inappropriate behaviour. Reintegration meeting with a member of SLT and parent required. Regular meeting schedule set up to review targets. Support requested from outside agencies if required.

Stage 7	Short Fixed Term Suspension up to 5 days. 1 day or more Fixed Term Suspension not deterring inappropriate behaviour. Staff guidance sheet/risk assessment/ outside agencies support if required. Reintegration with a member of SLT and parents. Contact made with Inclusion Team to look at additional support/strategies.
Stage 8	Longer Fixed Term Suspension. Fixed Term Suspension - up to 5 days not deterring inappropriate behaviour. Consider managed move.
Stage 9	Managed move to another school or Permanent Exclusion.

7 Higher level Sanctions

7.1 Internal Isolation

Two types of internal isolation are used:

- Withdrawal of a child from normal timetable in an emergency, following a serious incident or while a situation is being investigated.
- Remove - an organised sanction used after serious problems. Children are timetabled to work away from their class for a full or part day.

7.2 Fixed-term suspensions

Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for Headteacher to convert a fixed-term suspension into a permanent exclusion, on advice, if the circumstances warrant this.

If the Headteacher suspends a child, they inform the parents immediately, giving reasons for the suspension. At the same time, Headteacher 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 Headteacher informs the LA and the governing body about all suspensions.

The governing body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

The governing body will create a committee, made up of between three and five members to consider any suspension appeals on behalf of the governors.

When an appeals panel meets to consider a suspension, they consider the circumstances in which the child was suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

7.3 Reintegration meeting

At the reintegration meeting the child demonstrates that they understand what they did wrong, restorative conversations take place and causal factors are discussed. Relevant targets to enable the child to get back on track are identified and ways to review them are agreed with Behaviour Support Plans being put in place.

7.4 Permanent Exclusion

In line with the DfE guidance on exclusion from maintained schools, academies and child referral units (2012), permanent exclusions will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. However, there may be exceptional circumstances in which a child is permanently excluded for a one-off offence (such as serious actual or threatened violence; supplying an illegal drug; carrying an offensive weapon).

The decision to exclude a child permanently always balances the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. A complete record of all exclusions is maintained by the Headteacher and is regularly reviewed with relevant staff and by the governors.

Once a permanent exclusion has been decided by the Headteacher or their designated representative, the family, Children's Services Attendance and Inclusion Team must be informed, governors informed and panel arranged to take place within 15 school days. The Local Authority arrange suitable full-time education for the child to begin no later than the sixth day of the exclusion. For a LAC child arrange alternative provision from the first day following the exclusion.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a child with a statement of SEN or a looked after child it should, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a child's SEN. Where a child has an Educational Health Care Plan (EHCP), schools should consider requesting an early annual review, or interim / emergency review.

Excluded children are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

8.1 The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher and members of the Senior Leadership Team have a responsibility to 'lead from the front'.

The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management.

Governors regularly monitor the effectiveness of this policy.

8.2 The Role of the Staff

It is the responsibility of the staff to ensure that the school rules are applied consistently.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The staff treat each child fairly, with respect and understanding.

The staff liaise with external agencies, as necessary, to support and guide the progress of each child.

The staff report to parents about the behaviour and welfare of each child, in line with the whole–school policy.

8.3 The Roles of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where children require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If they remain concerned, they should then contact the Headteacher.

8.4 The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give support to the headteacher about particular behavioural issues. The headteacher must take this into account when making decisions about matters of behaviour.

9. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents.
The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

10 Review

The whole school reviews the Behaviour and Anti-Bullying Policy each year with collaboration from the children and school staff.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body

receives recommendations on how the policy might be improved.