



Policy Document

Ditton Church of England Junior School

Behaviour Policy

2025 - 2026

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Diocese of
Rochester



PROUD TO BE
Aletheia
Academies Trust



School Vision

Aspire, Believe, Care

We aspire for ourselves and others; We believe in ourselves, others and God; We care for ourselves, our community, and the wider world.

Our theologically rooted Christian vision relates to the bible story of Zacchaeus Luke 19 1:10.

Our associated values are:

Compassion • Love • Perseverance • Respect • Responsibility

Our aspiration is for all members of our community to become independent lifelong learners. Through an engaging curriculum which promotes curiosity, children use powerful knowledge to question and challenge. Following Jesus' compassion and love for all, we are a welcoming, inclusive, and caring school that encourages pupils to become respectful and responsible members of our local and global communities.



Aims:

The aims of our Good Behaviour Policy are:

- To ensure that every member of our school community works in partnership to build self-esteem and create positive relationships, attitudes and behaviour.
- To provide an environment which is rooted in our school vision and 6 school values of love, compassion, respect, responsibility, empathy and perseverance.
- To establish clear, consistent and fair expectations of behaviour throughout the school.
- To make the rules clear, explicit and easily understood.
- To communicate everyone's role in support of the management of behaviour, so that the approach is consistent, and staff are supported in carrying out their role.
- To use positive praise (both verbal and non-verbal) to reward, promote and celebrate good behaviour.

Expected Outcomes:

- Pupils will show, through their actions, that they know what is expected of them by way of appropriate and acceptable behaviour.
- Pupils will learn to become more independent and take responsibility for their actions.
- Pupils will develop self-regulation of their emotions and behaviour.
- Pupils will show the development of self-esteem and self-discipline.
- Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults.



Statement of Values

We achieve the above by underpinning all our work with our core values of empathy, responsibility, perseverance, respect, love and compassion.

At Ditton C of E Junior School, we firstly recognise that all adults must act as positive role models in their behaviour and actions. Recognising and rewarding pupil's achievements and successes, both in and out of school, allows children to feel that they are valued members of our school. All staff must have high expectations of good behaviour and be actively involved in rewarding positive behaviour. Through fairness and consistency, we will develop and maintain pupils with high expectations of their behaviour and that of others.

Behaviour

Creating a positive ethos

To proactively ensure good standards of behaviour, we set high expectations to ensure pupils from all social, cultural and religious backgrounds feel valued. That in turn impacts pupils' behaviour. Therefore, at Ditton Junior School, we strive to ensure that:

- Classrooms are tidy, well organised and clearly labelled.
- Teaching resources are of good quality, adequate in quantity, visually stimulating and large enough for pupils to see/access/manipulate easily.
- Lessons are well-planned for all abilities and delivered in a confident, enthusiastic and fun way.
- All adults constantly and consistently praise the class, as well as the individual child and feedback is sent home regularly through certificates.
- Adults avoid shouting and never publicly embarrass a pupil, choosing instead to use positive language which is consistent and only refer to the negative behaviour, not the child personally.
- Pupils are constantly informed about how they are achieving academically and socially.
- All staff promote restorative behaviour practises and use agreed scripts to maintain a calm and consistent response in class and at play, to children's miscues or misbehaviour.



Teaching positive behaviour

The best way to teach positive behaviour is through our behaviour as role models and by praising pupils who display the expected behaviour.

Pupils learn good behaviour through the teaching of our **Behaviour Principles**, which are displayed on a poster in every classroom.

**OUR
BEHAVIOUR
PRINCIPLES**

1. We are all mindful and self-aware of each others' personal space
2. We are all courteous and use appropriate language, manners and tone in all that we do
3. We are all able to listen to each other, showing key listening skills and ensuring all opinions are considered
4. We all aim to try our best in all that we do: working collaboratively with each other to be successful



Our Behaviour principles are taught in class and are reinforced in PSHE lessons and during collective worship. They are the day-to-day expression of our Christian school values - respect, responsibility, empathy, perseverance, love and compassion, whilst also teaching children skills needed to take on into the wider world.

During PSHE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their own emotions, problem solve, deal with conflict and manage anger. Teachers constantly strive to support all pupils to raise self-esteem, boost confidence, and deal with friendship issues and issues such as bullying and racism.

Collective worships are used to explicitly teach all our school values, and additional Christian values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions. This is done using Kagan, a structure which requires children to be collaborative and cooperative in all aspects of the lesson.

Rewards

Our school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the real rewards come from effort, supported by the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. We strive to ensure the giving of rewards is balanced, fair and equitable and that children are often guided by positive restating of the behaviour principles e.g., thank you for active listening.



Strategies used for the encouragement of positive behaviour: -

- Individual Dojo points
- Shiny ticket rewards
- Verbal praise and positive body language.
- Sending pupils to subject leaders/other classes with good work
- Headteachers award stickers for outstanding achievement
- Headteacher Newsletter Announcements
- Celebration Worship links to values and certificates of achievement which are given to chosen children for specific achievements over a weekly period
- Awarding children with medals/certificates from interests outside of school during celebration assemblies
- Reading Rewards Certificates
- Times Tables Certificates
- Attendance/Lateness Trophies
- Dojo Announcements
- Informally speaking to parents at the end of the day to praise their child
- Termly attendance certificates
- Class teacher reward notes
- Headteacher letter of praise
- Celebration events
- Above and Beyond certificates
- ABC awards
- Stickers
- Structured playtimes and lunchtime with an array of engaging activities
- Class worship

Our main day-to-day platforms for rewarding children is by using Dojo points, Shiny tickets, above and beyond certificates and ABC awards.

Dojo points are mainly earned for academic effort and achievement whereas shiny tickets are used to reward children who are adhering to behaviour principles and displaying our core values.

Children can move up the behaviour ladder in the classroom to get an above-and-beyond certificate from their teacher or TA. Further acknowledgement of praise can provide children the opportunity to visit SLT for a sticker and a certificate that is presented in worship on Friday.



Dojo Points

There are incentives for children to individually earn as many points as possible over a weekly period. The school operates a new Dojo Shop, where the children are allowed weekly to spend their hard-earned Dojo points. The children also have the option to save their points for bigger prizes. Prizes start from 25 dojos and the most expensive item is worth 300 dojos.

Shiny Tickets

Shiny tickets are used to reward children for demonstrating positive behaviour through adhering to the school behaviour principles for being good role models and displaying our core values. All members of staff keep a plentiful supply of shiny tickets in their lanyards and reward acts of positive behaviour by rewarding children with shiny tickets. Each child will write their name and class on the back of the ticket and will enter this into the shiny ticket collection box which is in the school hall. During Celebration Worship on a Friday afternoon, a shiny ticket draw will take place for two prizes. The winners are congratulated and then sent to pick their prize from the lucky dip. The tickets from each weekly draw are kept and at the end of each term, all the weekly winners will be put into a draw for a bigger end-of-term prize.

Behaviour Ladder – Acknowledge Good Behaviour Choices

It is the intention that if all children are behaving as expected and following the school golden rules then they will remain in the green “Ready to Learn” rung of the ladder. However, when children make exceptionally good behaviour choices, the teacher will acknowledge this behaviour in front of the class and their names will move up the ladder. This is a great way to provide positive reinforcement and encourage others to do the same. There are two rungs of the ladder to move up to. These are entitled “**Above and Beyond**”, and the top rung is entitled “**ABC Award**”. The first move upwards to “**Above and Beyond**” carries alongside it a reward of 3 Class Dojos and a personalised certificate home from the member of staff who gave it to them.

The ultimate achievement for children is to get to the second rung upwards on the ladder to the “**ABC Award**”. This is a huge achievement; children must demonstrate a consistent effort or act of kindness. When a child reaches this rung, they will receive an additional 5 class dojo points and visit to SLT to celebrate their hard work, are given a sticker and an award is written for them ready for celebration worship on that Friday.



Whole School Behaviour Management Approach and Consequences

How do we manage low-level disruption?

Naturally, from time to time, children may not keep to our behaviour principles; they make mistakes, can be impulsive and forget. This is to be expected and is part of children developing self-discipline and independence. For these incidents, all teachers and support staff are expected to use our Behaviour Ladder approach. Every classroom has a large copy of this displayed and it is used rigorously and consistently.

Behaviour Ladder – Inappropriate Behaviour and Consequences

At Ditton C of E Junior School, we have a tiered, three-stage system of managing behaviour. A staged approach ensures that behaviour management is not brought to the involvement of senior leaders too quickly; minor sanctions are investigated with proportionate seriousness so that sanctions do not become too weighty, too soon. Although the management of behaviour is grouped into three stages, it should be emphasised that repeated misbehaviour within any stage will be treated as significantly more serious than one-off instances.

Level 1

All children begin each new day on the green middle rung – **“Ready to Learn”** and if they are meeting expected standards of behaviour they will aim to remain on this middle rung of the ladder. They are also all refreshed back to ‘ready to learn’ again after lunch to show they can make better choices.

If a child displays any behaviour that does not follow one of the behaviour principles, then their name will be moved down to the first rung of the ladder entitled **“Warning”** and a verbal warning will be issued with an explanation.





Level 1 behaviours are as follows:

Not following behaviour principles and other minor behaviour concerns based within the classroom. For example:

- Out of chair/swinging
- Calling/shouting out
- Within personal space (purposefully)
- Taking others' things without asking
- Answering back
- Refusal to work
- Not following instructions
- Talking constantly during learning time
- Not following Kagan structures

The member of staff will directly speak to the child by addressing the negative behaviour that they do not want to see and tell the child they are on a warning. E.g. *'[insert name here], you are calling out when you should be putting your hand up. This is your warning.'*

If a child continues to not follow the behaviour principles, they will be moved down to the next rung of the ladder entitled **"Final Warning"**. Again, this is followed with a verbal explanation. Eg *'[insert name here], you are still calling out when I have already reminded you to put your hand up. This is now your final warning'*



If no improvement in behaviour is seen and the child continues to display the same behaviours, then their name will be moved down to the next rung of the ladder entitled **"Time out"**. During this stage, the child will be sent to a space either inside or outside of their classroom for a maximum of 5 minutes to reflect on their behaviour.





During this stage, the person who placed the child on time out will have a restorative conversation with the child to help them understand what is going wrong and how they are going to show they will attempt to make better choices. This allows the child to reflect on their behaviours and discuss with the adult how they will show they are following the expected behaviours upon returning to their seat. The child will apologise and return to work.

If again, no improvement in this behaviour is seen, a child will be moved down to the final rung of the ladder entitled “**Removal.**” The teacher informs the child that their continued behaviour is unacceptable and that they are being sent to another class. This is at the discretion of the member of staff and where would have the most suitable impact for that child. They will be removed, and this will be **recorded on Arbor.**

If a child is removed more than twice a week, the teacher will need to catch the child’s parent on the playground or phone them after school to have a conversation about their child’s behaviour. The parents are then informed that if they see the same pattern of behaviour, the parent will be called in for a meeting. The child will then move into level 2 behaviour.

Level 2

Level two behaviours follow on from level one behaviour if the actions persist beyond a parent meeting. Once a parent has been invited into a meeting regarding their child’s behaviour, the next stage if no changes are seen, is for a second meeting with the parent, teacher, child and phase leader of the key stage. The behaviours displayed for this are as follows:

- No change in behaviour from level one
- Intentional vandalism
- Consistent refusal to work
- Consistent refusal to follow instruction:
- Intimidating others
- Consistent inappropriate behaviour
- Unreasonably high level of disruption that significantly disrupts learning
- Hurting friends
- Throwing objects
- Threatening behaviour
- Swearing
- Shouting at adults



The teacher and phase leader will discuss with the parent and child the choices that are currently being made in class, and give the child an opportunity to discuss reasons behind their actions. During this meeting, the class teacher and child will work together to collate a list of no more than three rules for that child to work towards during the periods of the day when the behaviour is being displayed. This can be adapted for classroom and lunchtimes to cater for all behaviours. This is then **recorded on Arbor**.

Classroom example:

Name of child: Johnny Smith		Monitored by: Mr Brown				
Class: Purple Class		Date: 12/03/2024				
Child Target(s):						
1. To put your hand up in lessons when you want to answer a question.						
2. Stay at your desk when you should be working or listening.						
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	
Early morning work/ worship	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Maths/ English	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Maths/English	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Afternoon 1	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Afternoon 2	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Intervention	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Daily total	14/18	/18	/18	/18	/18	/18

Lunchtime example:

Name of child: Johnny Smith		Monitored by: Mr Brown				
Class: Purple Class		Date: 12/03/2024				
Child Target(s):						
1. Be mindful of others' space.						
2. Share equipment and play with it <u>respectfully</u>						
3. Tidy away when it is time to do so. (no food on the floor)						
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	
Break time	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Lunch time (hall)	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Lunch time (playground)	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③	① ② ③
Daily total	6/9	6/9	7/9	8/9	6/9	



The teacher and phase leader will decide on a realistic target for the child to be reaching each day and it is explained to the child that we are not expecting perfect but that some effort is being shown to try and improve the behaviours.

At the end of the week, the child will visit the phase leader and talk through their week: what went well, what wasn't great and what to improve next time. If the child has reached or exceeded the target agreed, the child can have their behaviour tracker signed off. If not, it is through the conversation of the child what needs to be kept on as targets for the following week. If again, no behaviour changes are evident, the child will be moved to level three.

Level 3

Children who have shown no progress in their attempt to change their behaviour through a behaviour tracker will be moved onto level 3. Alternatively, any of the following behaviours would constitute a straight jump into the level three consequences:

- No change in behaviour from level 2
- Fighting
- Physical or verbal aggression directed towards an adult or pupil
- Racism
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Significant acts of violent

Level 3 behaviours supersede all other behaviour incidents and actions. Restorative conversations are used to discuss actions.

Incidences of the above nature will be investigated and consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct. This will be recorded and may accompany a telephone conversation or face to face conversation with parents.

If a child displays any of the above behaviour, a phone call from SLT is made to the parent to discuss the child's behaviour. A meeting is then arranged with a member of SLT, parent and child to put a second stage behaviour tracker in place. This one will not be managed by the phase leader, but by the assistant or deputy head. This will be **recorded on Arbor**.



If persistent behaviour of this nature continues, then further sanctions or suspensions will be used to address this behaviour.

The decision to suspend or internally suspend is made by the headteacher or assistant head in conjunction with the head if the head is not available.

Behaviour during Unstructured Times

The same high standards of behaviour and conduct from our children are expected at all times of the day and in all settings. Therefore, all staff must be aware of this policy and ensure that it is consistently applied. In the event of inappropriate behaviour at lunchtime, supervising staff will apply the lunchtime behaviour policy as listed above.

Lunchtime Good Behaviour Plan

All members of lunchtime staff will carry a walkie-talkie with them to aid communication between all adults, which will encourage more efficient and effective management of behaviour miscues.

The main priority during lunchtimes and playtimes is to promote positive behaviour using shiny tickets, therefore all members of staff will carry a plentiful supply of these.

The more that shiny tickets are rewarded to praise the adherence to the behaviour principles and the displaying of core values, this itself should keep behaviour to a minimum – however, if poor behaviour does occur then it will be dealt with in the following way.

1. If a child is not following the school behaviour principles will receive a verbal warning and quick reminder of how the behaviour is to be modified by the member of staff that has witnessed the behaviour. This could also include a conversation using the restorative justice script card to address and resolve the situation if this is deemed necessary. If a verbal warning has been given, then this must be communicated to all other adults via the walkie talkie. All other adults on duty need to make a mental note of this. The child then returns to playtime with an apology and adults looks to praise good behaviour quickly.



2. If the same child continues to demonstrate unacceptable behaviour the next time they will be removed from the playground and given time to have a restorative conversation by the adult that has identified this.
3. If this same child continues to display poor behaviour after the 10-minute time-out reflection period, then a member of SLT will be requested for them to be removed from the playground for the remainder of the lunch time. **This will also need to be recorded on Arbor.**
4. If a child is removed from the playground twice or more in one week then the Headteacher will invite parents in for a discussion about this repetitive behaviour and strategies and interventions to use to address and improve this. **At this point, the teacher who is dealing with the incident will record the details on Arbor.**

NB - If a child has demonstrated any of the following behaviours, then this will be referred to the headteacher or a member of SLT to be dealt with immediately who will in the first instance remove the child from the playground for the remainder of the lunch period.

- Serious physical assault
- Deliberate damage to property/vandalism
- Stealing
- Leaving school premises without permission
- Use of mobile phone / social media to hurt/harm other

Incidences of the above nature will be investigated, and consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct. This will be recorded and may accompany a telephone conversation or face-to-face conversation with parents.



How do we help children to reflect on their behaviour choices?

At Ditton C of E Junior School, we wish to give children who have made poor behaviour choices the chance to understand the impact of their behaviour upon others and provide them with support to put things right. Therefore, staff need time to investigate, listen and support pupils in making appropriate choices. We do this through the promotion of restorative justice. No child should feel they have been denied a chance to put their 'truth'. This means that every child can reflect on the impact of their actions and plan what they might do differently next time. Adults in school facilitate this restorative approach. It is important to try to understand why the child has behaved in this way.

Questions to ask in such conversations may include:

- What happened?
- What were you thinking/feeling at the time?
- Where do you think things started to go wrong?
- What would be a good choice at this point?
- What might be a bad choice at this point?
- How did this make the other people feel?
- Who has it affected? How?
- What would we do differently next time? What could you say or do?
- What could we do to help put things right



Children with Specific Behaviour Needs

Whilst we understand the importance of consistency, we recognize that for some of our more vulnerable pupils or those with certain Special Educational Needs, a more personalized approach is needed. Where vulnerability or SEND is affecting a pupil's behaviour, we will make appropriate and reasonable adjustments to our provision and procedures at the school to help meet their needs. Individual Support Plans are drawn up by members of the SLT in consultation with parents and the Inclusion Manager. These enable the child to be successful in keeping to the behaviour principles and displaying the core values. This will be shared with all applicable staff. Whilst extra support is provided, this will not mean that children are excused from keeping to the rules. The Individual support plans implemented will have tight parameters and built-in rewards to best direct the children to the desired behaviour. If, despite their provision, behaviour continues to be unacceptable and does not show improvement, the policy will be applied in the same way.

Educational Visits

When learning outside the school environment, our consistent behaviour management is still expected.

1. Verbal warning with explanation – child told of the consequence of not modifying their behaviour.
2. Time out in a specific area for five minutes.
3. The child returns to the group with an apology and a verbal reminder of expected behaviour and adults look to praise good behaviour quickly.
4. If behaviour continues, a member of SLT will be contacted and arrangements will be made for SLT to attend wherever possible. A conversation will take place between the child and the member of SLT where the situation will be investigated. If it is deemed that unacceptable behaviour has occurred, the member of SLT will contact the parents of the child and advise them of the incident that has occurred, and they will be required to come and collect the child and remove them from the school trip. **At this point also the member of SLT dealing with the incident will record the details on Arbor.**
5. If behaviour is felt to be consistently unsafe the parent may be asked to accompany on the next trip or alternative arrangements will have to be made.
6. An informal meeting with parents and the teacher may be requested at any time during this process.



Pupils who Exit themselves from the School Grounds

If a child chooses to exit themselves from the school grounds without permission, parents and where necessary, the police, will be informed. At no point will a member of staff pursue the child in an attempt to bring them back to school, as this may cause them to run. However, at the discretion of senior leaders, a member of staff will be asked to follow the child from a distance to ensure their safety.

Exclusions

Exclusion will be considered appropriate where the health and safety of staff and/or pupils is seriously compromised. In cases of extremely serious behaviour breaches, parents will be notified that their child will be excluded and the reason for this. This could either be internally, or externally. Internal exclusions involve being taught separately from the rest of the children, with separate break times. Generally, fixed-term external exclusions start at one day or a half day and will increase to two or three days at a time if there is little improvement in what will be extremes of behaviour. Records of all external exclusions are sent to KCC, and paperwork is provided for parents. Before the child is readmitted to school, a meeting between parents and the school will be arranged. The purpose of the meeting is to discuss the way forward to minimize the risk of such behaviours being repeated. A written record of the discussion and commitment to the plan will be agreed between the child, the parents and the school. Following the Education and Inspection Act 2006, our school closely follows government guidance on exclusion from schools: <http://www.teachernet.gov.uk/whole-school/behaviour/exclusion/2008guidance/>

Online Incidents

If incidences of inappropriate online behaviour occur in school, it will be dealt with as part of our usual behaviour management. However, most of this type of misbehaviour originates outside of school. We will work with families to support learning and understanding of how to behave appropriately online and provide materials and guides for families to support discussions at home. Online behaviour incidents are recorded on our systems to allow the school to analyse trends.



Monitoring

All staff are responsible for recording behaviour incidents on Arbor. These will then be monitored and discussed at SLT Meetings and by the governing body to ensure consistency and recommendations for further improvements.

It is the role of the governors to monitor the rate of fixed-term and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

Governors at DJS will also receive regular reports on the incidence of usage of Behaviour Target Trackers to provide quantitative data for improvement.

All letter templates are saved on the school system and copies of letters sent to parents are kept in pupil files.

It is the role of the Behaviour Lead to ensure that:

- All members of staff have read and understood the school behaviour policy.
- The agreed whole school behaviour management approach system is being implemented by all members of staff consistently and effectively.
- All incidences that have been referred to SLT or Headteacher/Deputy Headteacher are recorded electronically on the behaviour log.
- Update the behaviour milestones section of the school plan on a termly basis ready for governor analysis.

Anti-Bullying

This section of the Behaviour and Anti-bullying policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2019 and ‘Sexual Violence and sexual harassment between Children in Schools and Colleges’ guidance. The setting has also read Child Net’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.



1) Policy objectives

- This policy outlines what Ditton CE Junior School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Ditton CE Junior School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Code of conduct
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies
- Relationships and PSHE Policy

3) Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2015 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986



4) Responsibilities

It is the responsibility of:

- The headteacher is to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Review

The governing body reviews this policy every two years. 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.