CRINGLE BROOK PRIMARY SCHOOL

PROMOTING POSITIVE BEHAVIOUR & ANTI BULLYING POLICY

November 2024

Promoting Positive Behaviour & Anti-Bullying Policy
Date: November 2024
Review date: Autumn 2025

Intent

Behaviour is key to ensuring each child has the environment to support develop their academic and social skills that will allow them to succeed both in school and as an adult. All members of the school community are key to ensuring that the behavioural practices and restorative approaches within school allow all children to thrive. The intent of this policy is to set out the strategies, systems and expectations that support all staff to develop within children the understanding about their behaviour and the self discipline in order for them to reach their potential

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Aims

- To create a safe and caring environment
- To teach children to think about their behaviour and to learn self-discipline
- To give children the children the chance to make decisions about their work and play and so they can learn about responsibility and independence
- To promote social education
- To recognise, reward and emphasise positive behaviour
- To promote a consistent framework for children's behaviour through the involvement of all school staff
- To gain parental support and involve parents at all times and opportunities

Implementation

- All staff implement the behaviour policy
- The school values are displayed in each classroom and are fully explained to the children each term
- All parents' full support is sought
- The behaviour plan focuses on the positive reinforcements of the school values
- Bullying is actively discouraged and effectively dealt with

Our School Values

To help protect our rights and encourage us to be responsible, we have basic rules for our behaviour in school.

- We respect everyone and everything
- We listen and follow instructions first time
- We are polite and well-mannered to everyone
- We always tell the truth
- We accept responsibility for the things we do

The Restorative Approach

The restorative approach combines high expectations of behaviour with high support and is characterised by doing things with people rather than to them. It allows us to address problematic behaviour empathetically whilst maintaining strong relationships.

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard respected.

About Restorative Language

There are five key things within restorative practice.

Theme 1 – unique perspective – Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.

Theme 2 – Thoughts and feelings – What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.

Theme 3 – Harm and Effect – When there are conflicts then harm can result in terms of anger, other negative emotions and damaged relationships and connections between people.

Theme 4 – Needs – Whether a person has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met, the harm may not be repaired and relationships can stay damaged.

Theme 5 – Putting things right together – it is the people affected by a situation who are best placed to identify what should happen so that everyone can move on. The ownership of problem solving demonstrates respect and trust and strengthens connections.

When our pupils find themselves in conflict or upset, we will ask them:

UNIQUE STORIES
What happened?
What then? What was happening before?

THOUGHTS INFLUENCE FEELINGS
What were you thinking when it happened? What did you feel inside when it happened?
What were your thoughts and feelings before it happened? What was the hardest thing?

HARM AND AFFECT
How are you now? Who else has been affected?

NEEDS
What do you need to feel better? What do you need now? What do you need now to move on from this? What does anyone else need?

PUTTING THINGS RIGHT TOGETHER – OWNERSHIP OF PROBLEM SOLVING
What needs to happen to put things right? What does this look like? How does this leave you feeling? Are you ok with that? If you can't do this, what can you do?

If the incident involves more than one child then the questions are asked to each child individually and then the teacher facilitates a restorative conversation in a circle to help resolve the issue between the children involved.

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused. This may or may not involve a consequence. Where consequences are introduced we try to explicitly link to them to the incident.

Foundation Stage

A restorative approach is also used in Foundation Stage. There is a real focus on children developing the language so that they can manage their relationships and interactions in school.

The same school behaviour rules apply as for the rest of the school. Where children are not following school expectations, a member of staff would speak to them in a supportive manner to explain why the behaviour is not acceptable and redirect them to play with something else.

If the behaviour continued, were more serious or the child had got visibly upset or angry then a member of staff would take the child to a calm, quiet place to have some "time in." This might be time alone but also could include involve sharing a book together or playing together. Once the child was again calm, then an age appropriate language restorative dialogue would take place to explain how that behaviour has made other people feel and why we are not allowed to act in that way. Children are encouraged to both show and say sorry.
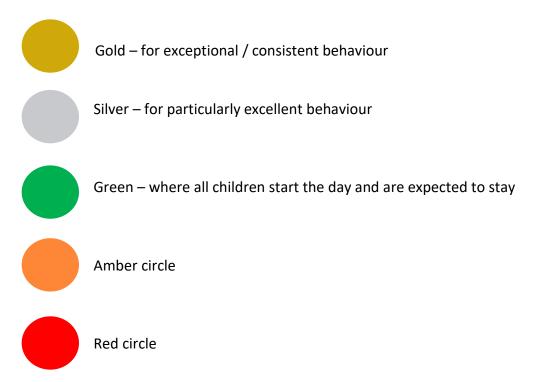
The Traffic Light System

This is a **positive behaviour management system** - to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects children's right to be safe and learn. It is also used to remind children about unacceptable behaviour that impinges or disrespects children's right to be safe and learn.

Throughout school, there is a clear behaviour management progression that moves from

Supporting and encouraging positive behaviour

The warning zone

Tackling negative behaviour

Progressive Circles

Gold – for exceptional / consistent behaviour

Silver – for particularly excellent behaviour

Green – where all children start the day and are expected to stay

Amber circle

Red circle

All the children's names start each day on the green circle.

Supporting and Encouraging Positive Behaviour

We aim to build a climate within school that encourages responsibility and cooperation.

Children who stand out in class in a given day may move their name, initially, to the silver circle. If a child whom has moved to silver continues to stand out in terms of good behaviour, continuing their good example set to other children, their name can then be moved up to gold board.

Positive behaviour is encouraged in a wide range of ways which are integral to the whole class working day. These include:

- Creating and further developing positive relationships with each child in the class by going the extra mile to find out about the child's wider interests both in and outside of school
- Balancing praise and encouragement with correction aiming for a ratio of 6:1
- Using positive and motivational language in class and when talking about behaviour, making the behaviour inappropriate, not the child
- Modelling the behaviour you want to see from the child
- Building a positive working environment in the classroom
- Preventative strategies that are personal to particular children
- Gearing the curriculum and the learning environment for maximum success in a wide range of academic and non academic activities.
- Acknowledging children when they are behaving responsibly, well, positively, thoughtfully, etc. through public acknowledgements, such as,
    - Verbal/ non verbal praise
    - Stickers and positive comments on work
    - Special responsibilities
    - Letters/postcards home to parents home to parents
    - Weekly award in Awards Assembly and tea party
    - Positive visits to other teachers/senior leaders
    - Positive meetings with parents
    - Positive slips home
    - Class rewards
    - Prize Boxes

The 'warning zone'

This 'zone' provides a bridge between positive comments and reward and actual consequences for misbehaviour. It's purpose is to alert the children to the fact that they need to change some aspects of their behaviour and gives them a chance to make different choices. Very often, use of praise for children who are doing the right thing will refocus the children who are not. This should always be used in the first instance.

There are two stages of the warning that teachers follow one after the other.

Firstly, is a **verbal warning.**
The teacher draws the attention to the inappropriate behaviour and states clearly what the expected behaviour is. The teacher may then use a phrase like 'I have reminded you of the behaviour I expect and believe you will use this verbal warning to make a better choice about your behaviour.'

Following this stage, is **sitting on their own** for age appropriate minutes (6 years = 6 minutes, 10 years = 10 minutes). The child is moved away from the other children and the lesson. There should be a designated area in the class for this purpose and is always used for this purpose. The child must be made aware that this is the last chance they have to make better choices about their behaviour. An egg timer / clock should be used. The child is then supported to re-engage in the lesson with a verbal reminder of how to do this in a positive way and the consequences of not doing so.

If the negative behaviour continues, staff should move to using strategies to tackle negative behavior and help support positive behaviour.

Tackling Negative Behaviour

Amber circle
- The child must move their own name over to the amber circle
- The child's name must stay on the Amber circle
- It is important the class staff spend some time reflecting with the child about their behaviour with the focus being on repairing the relationships and focusing on positive things they are doing and feeling in order for them to improve their different behaviours
- **If this pattern continues through the week**, the parents are to be informed on an informal basis. This is left to the discretion of the Teacher.
- If behaviour improves, then the child moves their name back to the green circle.

For instances when you are not in the classroom (PE, Games, etc.) the children will need to move their name over as soon as they return to the class. It is advisable to take some paper to jot down the names.

If the misbehaviour **continues, escalates on the same day or is considered more serious eg hurting another child.**

Red Circle
- The child must move their name to the red circle
- Serious incidents are recorded on CPOMS (or if logging behaviours for professionals) and the reason given.
- Parents are informed of serious incidents, especially if behavior is being monitored. This is on a case by case basis.
- The child is sent to their paired class for 15 minutes to complete a Think Sheet. They are to be accompanied by another child and on re-entry to the class a working relationship should be rebuilt rather than continuing the incident. Essentially the message is 'let's start again'. The child's name should now be moved back to green
- It is always the endeavour of teachers to get the child back into the positive zone of behaviour management.
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Patterns of persistent misbehaviour
These are when:
- A child has been on amber circle a number of times over a short period of time or
- Has been on red circle a number of times or
- A combination of the two

Under these circumstances, teachers will need to ask parents to come in to discuss the need for their child to now be on a Behaviour chart.

Behaviour Charts
A behaviour chart should be provided for children who are not able to manage their behaviour through the usual channels of rewards and consequences in the behaviour policy. These are devised with the AHT or HoS and are tailor made to meet the individual child's needs.

Monitoring
Behaviour is monitored by the Head of School and Asistant Headteachers and any children who have a significant number of incidents will be discussed by the senior leadership team. This will be the opportunity to look at any support needed either through support structures in class or through intervention.

Playtimes / Lunchtimes

At these times a range of strategies are used to encourage and promote good behaviour. These include verbal praise, stickers, special responsibilities and lunchtime awards

- Whole school rules are in operation at playtimes and lunchtimes
- Children are encouraged through verbal praise to play co-operatively.
- Those not following the rules are given a verbal warning. Those who still continue to choose not to follow the rules are asked to stand by the teacher for a period of time.
- Children who have been fighting, hurting one another, repeatedly not listening to an adult are referred to a member of the senior leadership team.

Severe Behaviour

Such incidences include:

- Fighting
- Walking out of class
- Walking away from a member of staff
- Malicious allegations against staff

Serious incidents that happen in school should be reported to the Senior Leaders who will deal will the incident. Those involved will be asked to write down the events that occurred. Written accounts may also be taken from other children who witnessed events. Those involved will be kept out of the class for the remainder of the day a and a letter will be sent home that evening signed by that Senior Member of staff.

Exceptional Cases

In the cases of a serious incident, the Head of School / EHT may reluctantly take one of the following steps, depending on the severity of the incident and the records of previous interventions / exclusions:

- Seclusion – child spends time in school but out of their class and / or in a separate room for a period of time (ranging from half a day to 3 days), supervised by a member of staff
- EOTAS exclusion – child is excluded from class, given 0.5 education from a teaching assistant in isolation from other children and 0.5 day's work undertaken at home with work provided. The EOTAS exclusion may be carried out at another Trust School site as a further escalated consequence.
- Fixed term exclusion (see LA guidelines)
- Permanent exclusion (see LA guidelines)

Children with particular needs

Some children with very specific difficulties find it hard to behave and they will be given further support by the school.

Additional support in place:

- A visual personal version of the traffic light system is provided for each child. This version has more stages, providing more opportunities for children to change their behaviour.
- Pastoral Support Worker – Time is allocated for the child to see the PSW who will provide a tailor made support programme both within and without of class aimed at addressing the particular behavioural / emotional needs of the child.
- Children who are on the SEN register for behaviour will have an Individual Behaviour Plan

Consequences

From time to time there may be a need for further consequences. This will be done on a case by case basis and should be in discussion with SLT. This may involve time off the playground, directed play or working with a member of staff on behavioural techniques. After any consequence, staff need to spend time supporting the child to develop the expected behaviours, by first identifying and then building on the positive behaviours the child is already using, before moving into the behaviours that need development.

After an incident

Any incident can have a negative impact on relationships, self-esteem and mental health. After any incident is important that the people involved ensure that children are clear on what has happened and what will happen going forward. It is also important that after an incident time is taken to repair any damage to relationships between all parties involved. Again children need to be taken back to their position of strength, around positive behaviours they already use in order to develop and use the expected behaviours identified as part of the incident.

Safe Handling Procedures

Positive Handling

From time to time there may be an individual child who will require the use of reasonable and appropriate force in order to protect the safety of the child and those around them. It will always be in the best interest of the child.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, school will generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Positive Handling Plans

Once positive handling has taken place or if a child has an Individual Behaviour Plan which highlights this need, then the child will have a Positive Behaviour Plan. This will allow risk to be assessed and develop strategies in dealing with individuals. Parents are to be informed and consulted when Positive Handling Plans are developed.

Behaviour out of School

Disciplinary sanctions may be imposed even in relation to conduct that takes place outside the school premises where the school feel it is appropriate. (Cyber bullying etc).

Paired Classes

Classes are paired up within their phase for when children need to go and reflect in another class on red – this is organised by the AHT.

Antibullying

We are committed to providing a supportive, caring and safe environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied. Bullying of any kind is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our school.

The Anti-Bullying Policy is in place so that everybody within our school community knows where we stand on bullying and understands what will happen should bullying occur. It is important that all pupils, staff and parents have a shared definition of bullying and know that incidents will be dealt with promptly and effectively.

1. **Staff with key responsibility for Anti-bullying and Safeguarding**

The Head of School and Deputy Head Teacher are the named persons in each school with responsibility for dealing with the implementation of the Anti-bullying policy. All staff receive appropriate training and guidance on bullying.

2. **School Ethos and Values**

At our Trust Schools, all forms and types of bullying are unacceptable and are not tolerated. We believe that:

- Bullying is unacceptable.
- All adults in our schools have a vital part to play as role models. They must demonstrate a commitment that bullying and the abuse of power are not acceptable.
- Good behaviour management and a positive learning environment will help reduce the incidence of bullying.
- There is a need to be aware that particular pupils may be more vulnerable to experiencing bullying i.e. Looked after Children, Traveller Children, Children with a Disability, Children with SEN, bullying motivated by racism, homophobia or transphobia
- We recognize the signs of poverty are a common trigger for bullying and we specifically address this

3. **Aims and Objectives**

We aim to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in. For example:

- Raising awareness of, and defining bullying, for example during Anti-bullying Week.
- Gaining an understanding as to why some children bully.
- Positive action to prevent bullying within the scheme of work for PSHE and Citizenship and opportunities within other curriculum areas.
- Development of a consistent response to any bullying incidents that may occur.
- Provision of support for all members of the school community who may be involved in a bullying situation.

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- Developing and supporting home, school and community partnerships.
- Developing skills to combat negative peer pressure.

4. Definition of bullying

Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves.

Bullying can take different forms:

- Verbal bullying (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.)
- Psychological / Emotional bullying (excluding, tormenting, hiding things, making gestures, etc.)
- Physical bullying (pushing, kicking, hitting, spitting, or any other use of physical violence)
- Cyberbullying (email, internet chat room and social media misuse, mobile threats by text, calls or via social media, misuse of associated technology, i.e. camera/video facilities, etc.)
- Sexual harassment

Sometimes bullying happens for no reason at all, but it can often fall into specific 'types' of bullying:

- Bullying on the grounds of body image/size/obesity
- Faith-based bullying
- Racist bullying
- Homophobic bullying
- Bullying related to gender identity or expression
- Bullying related to SEN or disability
- Sexist/Gender bullying
- Ageist bullying

5. Implementation

a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
b) A clear account of the incident will be recorded and given to the Executive Headteacher, Head of School and/or Lead for Anti Bullying.
c) The pupil is involved in the discussion of the incident.
d) Interviews will take place and records completed for significant incidents.
e) Regular communication with parents/carers takes place.
f) Punitive measures will be used as appropriate and in consultation with all parties concerned.
g) Interventions include the opportunity to follow-up, evaluate effectiveness and if necessary provide a further course of action.
h) Regular monitoring of incidents takes place.

All incidents are logged and kept on file in order to report to the school Governing Body and Local Authority when required.

6. Signs and Symptoms of Bullying

A list of signs or changes in behaviour that staff and parents can look out for are, a child:-

- Is frightened of walking to or from school

- Doesn't want to go on school / public bus
- Changes their usual routine or route to or from school
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Complains of illness particularly in the morning
- Comes home with torn clothes, or personal items missing / damaged
- Stops eating
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

7. Strategies for the Prevention and Reduction of Bullying

We will promote behaviour to prevent and reduce bullying through:

- The taught curriculum
- Social and emotional skill development
- Co-operative group-work
- Circle Time
- Befriending
- Encouraging children to talk to/inform staff
- Peer Support
- Mediation by adults
- Mediation by peers
- A well-designed outdoor environment
- Whole school activities e.g. assemblies
- Analysis of data from whole school surveys / focus groups
- Use of outside agencies e.g. School Attendance Improvement Service, Educational Psychology Service, school nurses, voluntary organisations, Ethnic Minority Achievement Service, Travellers Education Service, Behaviour Support Service, and the Police
- A range of activities to encourage play and positive social interaction at play and lunch-time, as well as good supervision

Legal/ National Requirements

a) **The Equality Act 2010**

- A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

b) School Standards and Framework Act 1998:

Head Teachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

c) The Education (Independent School Standards) Regulations 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

d) The Importance of Teaching; The Schools White Paper 2010

3.2 "Schools should take incidents of prejudice-based bullying especially seriously. It is important that they educate children about the differences between different groups of people and create a culture of respect and understanding"

3.3. Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying.

e) National Healthy School Status:

As members of the National Healthy Schools programme, our Anti-bullying Policy is owned, understood and implemented by our whole school community.

For more information on anti-bullying, including local and national support agencies see "Guidelines for Developing Anti-Bullying Policy and Practice" available on:

https://www.manchester.gov.uk/egov_downloads/report01_21_.pdf

or visit the Anti-Bullying page on the Manchester Healthy Schools website: www.mhsa.org.uk

Relationship with other Policies

a)   Safeguarding/Child Protection

If any disclosure occurs in relation to bullying and Child Protection during a lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.

Teachers have a duty of care and so any incident or potential incident (e.g. involving parent/carers abusive/ bullying behaviour) must be treated as a Child Protection issue.

Procedures and guidance are given in the school's Child Protection Policy.

b)   Confidentiality

Children have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

Further guidance is given in the school's Confidentiality Policy and Safeguarding policy.

c)   PSHE

Anti-bullying should be part of the PSHE curriculum and as such is planned, delivered, coordinated, assessed and monitored in line with the school's PSHE policy.

d)   E Safety

As part of the PSHE curriculum E Safety is planned, delivered, coordinated, assessed and monitored in line with the school's PSHE policy. Parents are also informed of any incident and offered support and guidance to support their children online.

Monitoring, Assessing and Reviewing

The Head of School monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehavior on CPOMS.

The Executive Head/Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equality Duty

This policy is underpinned by the key principals of the Equality Act 2010. For cases of online /cyber bullying please refer to the Safeguarding and E Safety policies.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The Trust Board will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

In addition to the monitoring and evaluation procedures as outlined in the main section of the PSHE (&C) policy we will look for the following success indicators:

- Willingness to report incidents of bullying
- Improved attendance
- Improved achievement
- Reduced duration of bullying
- Reduced frequency of bullying incidents
- Reduced fixed term and permanent exclusions
- Pupils perceptions that the school is prepared to take action
- Bystander action/increased sense of collective responsibility

Methods of data collection

- Surveying a sample of pupils, staff, parents/carers to monitor the work.
- Using curriculum time or tutor time to focus on anti-bullying work.
- Recording forms of bullying incidents collated by the Senior Management Team, named person or Working Group.

Breaches

All staff are under a contractual obligation to uphold the policy as with all other school policies. Failure to comply with this policy may result in disciplinary procedures being followed.

Review

The Trust Board reviews this policy annually. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Trust Board receives recommendations on how the policy might be improved.

Issue Status

Date	Issue Name	Date approved by Trustees	Review date
July 2016	Version 1 – July 2016		Summer 2021
September 2020	Version 2 – January 2021		Summer 2021
February 2022	Version 3 – February 2022	29.3.22	Spring 2024
Policy updated to include restorative practice guidance and information			
November 2023	Version 4	11.12.23	Autumn 2024
November 2024	Version 5	3.10.24	Autumn 2025