

# HUTTON RUDBY PRIMARY SCHOOL



**Executive Headteacher:** Mr M White | **Headteacher:** Mr R Johnson  
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## Behaviour Policy (July 2024)

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## Rationale

The Governing body, staff and pupils are committed to creating a caring, friendly and safe environment which encourages and reinforces good behaviour and the fostering of positive attitudes and Christian values. This policy sets out the expectations for behaviour at our school and the procedures we have created to help us implement these expectations. It also sets out the consequences for misdemeanours should they arise.

## Aims

The aims of this policy are to:

- promote a positive ethos and climate in the school at all times.
- create a consistent and safe environment that encourages and reinforces positive behaviours.
- define and model good standards and the principles of positive behaviour.
- encourage consistency of response to both positive and negative behaviour.
- promote self-esteem through success, self-discipline and positive relationships.
- encourage the involvement of both home and school in the implementation of expectations.

## The Written Statement of Behaviour Principles

It is a statutory requirement for all schools to publish a written statement of behaviour principles. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed. For this school, the governing body has agreed to the following statement.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The DfE and LA exclusion guidance will be used to guide practice and outline the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## The Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour that supports and promotes our Christian teachings, both in their dealings with the children and with each other, as their example has an important influence on the children.



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As adults we aim to:

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote, through example, friendship, trust, compassion and forgiveness.
- provide a caring and effective learning environment.
- encourage relationships based on kindness.
- ensure fair treatment for all, linked to the Christian Value of justice, regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contribution of all.
- be responsible for dealing with incidents in and around school. If in doubt staff can refer to the Senior Leadership Team, SENDCo and ultimately to the Executive Headteacher and/or Headteacher

## The Role of the Executive Headteacher and Headteacher

It is the responsibility of the Executive Headteacher and Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher and Headteacher to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher and Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Executive Headteacher and Headteacher keep records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of poor behaviour, the Executive Headteacher may permanently exclude a child. The school follows the North Yorkshire Local Authority's guidance on exclusions. The school governors will be notified if exclusion occurs.

## The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules on the school website via this policy and we expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions as a consequence to poor behaviour, it is essential that parents and carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by reading the complaints policy. This always begins with a conversation with the Executive Headteacher.



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## The Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Executive Headteacher and Headteacher in carrying out these guidelines. The governors will follow the normal complaints procedure in cases of complaint.

## The Curriculum and Learning

We strongly believe that an appropriately structured curriculum and effective learning behaviours contribute to happy children and good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and regular, supportive feedback all help to engage children and ensure they feel comfortable to ask for help and guidance.

Lessons should have clear purpose, with children understanding the key knowledge and concepts that are being imparted. Those pupils in need of support are picked up in a timely matter to ensure they can be successful. Assessment and record keeping is used to feedback to the children on their achievements and as a signal that the children's efforts are valued and that their progress matters.

## Classroom management

Classroom organisation and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children are exceptionally important. Strategies for encouraging good learning behaviour, arrangements of furniture, access to resources and classroom displays all encourage children to be respectful and kind.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to support learning behaviours. Materials and resources should be arranged to aid accessibility and reduce uncertainty. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming and stimulating environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour. Situations should be handled sensitively and with care and in a way that is appropriate for the child/children involved.

## Rules and Procedures

Praise and reward for modelling our school vision is the key to creating a positive atmosphere where the children can succeed. Rules and procedures should be designed to make it clear how children can achieve acceptable standards of behaviour. Rules and procedures will:



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- be kept to a necessary minimum.
- be positively stated, telling the children what to do and why rather than what not to do.
- give clear choice and consequence options.
- actively encourage everyone involved to take part in their development.
- have a clear rationale, made explicit to all.
- be consistently applied, modelled and enforced.
- promote the idea that every member of the school has responsibilities towards the overall aims of the school.

If school rules are broken, we need to know:

- what happened
- when it happened
- how often
- in whose company
- and in what circumstances

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying, deliberate injury or attempted injury, stealing and truancy.

## How we manage bullying

What is bullying? Bullying involves dominance of one person by another, or a group of others, is pre-meditated 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.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic, Transphobic and Biphobic	bullying motivated by prejudice against lesbian, gay, bisexual, trans or non-binary (LGBT) people
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Indirect	Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.



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It is important that children, staff and parents all have a clear understanding of what bullying is. This will prevent bullying being mistaken for children falling out with each other or incidents where a child has been hurtful or unkind towards another child.

## Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Victims often become bullies, so it is important that pupils who are bullying need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying.

If bullying has taken place, it is not our intention to label someone as a 'bully'. Children will make mistakes in life, and it is our role to help them to learn from these and make good decisions moving forward. Telling children to keep away from or stay away from other children is not a long-term solution when teaching about effective relationships. The school encourages learning to live well together and disagreeing well together.

## Our procedure, if we suspect that bullying has occurred.

1. Report incident to the DSL via CPOMS.
2. Ensure that the class teacher is aware of the situation.
3. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
4. Inform parents of the children involved. Discuss the incident and reach some positive outcomes.
5. An attempt will be made to help the bully/bullies change their behaviour.
6. Work will be done with victims and bullies to address and resolve the situation.

## Cyber-bullying

Technology is becoming more widely used as a vehicle for bullying. The school recognises this and has written a separate policy. Please read the e-Safety Policy for further details.

## Anti-Bullying Curriculum

The message that bullying is not acceptable is re-iterated at certain times within our curriculum, where appropriate. For example:

- Within PSHCE lessons/ discussions
- Throughout "Anti-Bullying Week"

## Exclusions and Suspensions

Exclusions and suspensions may occur following extreme incidents at the discretion of the Executive Headteacher and/or Headteacher.

The school uses the following policies and guidance:



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[Suspension and permanent exclusion guidance – September 2023 \(Department of Education\)](#)

[Synergy Schools Exclusion Policy \(North Yorkshire LA Guidance\)](#)

## Physical Intervention and the use of Reasonable Force

### 1. Definitions

- Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm.
- out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control.

### 2. The Legal Position - Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Key members of school staff are trained in 'Restrictive Physical Intervention' (RPI). Staff will avoid causing injury, pain or humiliation. Schools do not require parental consent to use force on a pupil.

### 3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave.
- Prevent a pupil who disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others.
- Prevent a pupil from attacking another child or adult or to stop an incident.
- Restrain a pupil at risk of harming themselves through physical outbursts.

School staff cannot use force as a punishment – this is always unlawful.





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## Our Systems for Promoting Good Behaviour

### **Positive Recognition**

Positive recognition is the key to motivating pupils to succeed. It will:

1. Encourage a child to continue appropriate behaviour
2. Increase a child's self-esteem
3. Reduce behaviour problems
4. Create a positive classroom environment
5. Help to teach appropriate behaviour and establish positive relationships with pupils

Praise is the most meaningful and effective recognition you can give. The most successful teachers praise frequently.

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### Rainbow Road



There is a "Rainbow Road" display in each classroom which is used as a visual way to celebrate the children's achievements throughout the day.

All children will begin each day on the "Rainbow Road". At the end of the "Rainbow Road" there is a star for children who display excellent learning behaviours.

Surrounding the star are five smaller stars, adorned with each of the school values. If a child demonstrates any excellent behaviours closely relating to any of these values, then they will move their name / picture there.

Whenever a child is put on a star, they receive a house point.

### School House System and House Points

All children are placed in one of the four school houses: Rievaulx (Blue), Helmsley (Red), Fountains (Yellow), Bylands (Green). Siblings are placed in the same house. Each house has a House Captain and Vice-Captain from Year 6.

**In EYFS (Reception) and Key Stage One**, children will be awarded house points in the form of a sticker. 1 sticker equals 1 House Point. Children will be awarded house points for a variety of reasons as stated below.

Any staff member can be awarded house point stickers and all staff will have stickers they can use around school to reward positive behaviour. It is at the discretion of the staff in each classroom how they want to give out these stickers during a lesson e.g. during time on the carpet or at the end of the session.





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In order to collect these stickers and count their totals, each child will have their own individual sticker chart to stick their stickers onto that will be displayed in their classroom. Charts will count in multiples of 25 and once full, the child will then be awarded their certificate and will also be able to take their sticker chart home to celebrate their success at home.

Once a sticker chart is full it will be replaced by a new one with a number to indicate how many they have filled this year. Each house will have a different design for their chart so that children become familiar with their House and develop an understanding of community, teamwork and pride in their House.

**In Key Stage 2**, each classroom will have a chart showing the names of the children in each house. When a child gains a house point, they will add a house point next to their name on the chart with a marker pen.

At the end of each week the house points will be counted by Year 6. The captain of the winning house will receive the house cup in Friday's Celebration Assembly and the weekly scores will be recorded on the house point board in the Hall.

At the end of the academic year all House Points are counted and the house with the most points will be the House cup winners of the year. The children in the winning house will all receive an appropriate reward at the end of the year (the reward will be decided upon by House Captains and teachers from the winning House).

House Points can be awarded for a multitude of positive behaviours and achievements. This non- exhaustive list includes:

- Particularly good work/effort.
- Children who reach their own personal milestones.
- Contributions to school the wider school life.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Reading regularly at home
- Displaying one of our school values
- Sporting/musical/drama excellence
- Moving their name / picture to a 'Star' (see Rainbow Road)

Once awarded, a house point can never be deducted.

House points are intended to help all staff focus on positive rather than negative behaviours. For example, if a child is continuing to stay on task when a peer is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A House Point can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

## Weekly Class Certificates

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude.

One child from each class will receive a vision certificate for each of the 5 strands of the school vision. Therefore, 5 children will receive certificates from each class each week. The vision certificate have the letters C H I L D written



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on it, representing our school vision and the specific strand of the vision the child has been awarded a certificate for.

## Caretaker's Certificate

A caretaker's certificate is awarded by our caretaker to the class who has managed to keep the tidiest classroom during the week. This award encourages good habits, high expectations and ensures that all stakeholders are involved in rewarding positive behaviour.

## Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Where children are persistently displaying inappropriate behaviour an individual behaviour plan may be implemented to support the individual.

Regular, whole class rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid negative impact on them and others.
- There should be a clear distinction between minor and major offences.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor interventions and support. It is important that the sanction is not out of proportion to the situation.

## Red / Yellow Cards

If a child is displaying negative behaviour the following steps will be taken:

1. A member of staff will 'check in' with the child.
  - This could be a simple, "Is everything okay?" or "Do you need help?" Using positive, inclusive language is important during this step as staff remind children of expectations.
2. If negative behaviours persist, a verbal warning is given.
3. If the negative behaviours continue to persist, a Yellow Card will be given.
  - This means that the child will be expected to have a 'check in' conversation with their class teacher as soon as is possible, no later than the end of the lesson.
  - This conversation will involve discussing the events that led up to Yellow Card being issued and the consequences of their actions. The child will be given a chance to reflect and apologise to anyone affected.
  - After the check in conversation, if the adult feels appropriate, the yellow card will be rescinded, and the child given a fresh start (returning to step 1).
  - If, after the check in conversation, the adult does not feel progress was made the yellow card will remain in place.
4. If negative behaviours continue once a child is in possession of a Yellow Card, they will be given a Red Card.
  - This means that the child will be spoken to by a member of SLT and their parent informed at the end of the day by the class teacher.



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Conversations with children surrounding behaviour should always be restorative. This means that staff will encourage the children to reflect on their behaviour, asking:

- What happened?
- Why have they behaved in a certain way?
- What were they feeling when they were behaving in this way?
- Who has their behaviour impacted?
- How they feel about their behaviour?
- How might others feel about their behaviour?
- What can they do to 'make things right'?
- How can they prevent this behaviour happening in the future?
- What can staff do to help the child?

There might be times when this sanction is not effective in changing the child's behaviour. If this is the case, then the class teacher should discuss the child's needs with a senior member of staff and consider using strategies rather than the card system, as this could only serve to cause frustration.

## Children with Special Educational Needs and Disabilities (SEND)

Some children exhibit particular behaviours based on special needs, early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their needs. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke support. It might be necessary to seek help from an Educational Psychologist and/or Behaviour Support Service. If so, the SENDCo (Special Educational Needs and Disabilities Co-ordinator) will become involved.

All staff should be aware that for children with special educational needs and/or disabilities it might be necessary to adapt this policy to ensure that all children can benefit effectively from rewards, sanctions and strategies that are in place. This doesn't mean that we are being unfair – simply that we recognise that what works for one child, may not work for another. In these cases, class teachers would, where appropriate, explain the change of policy and rationale to the rest of the class.

## Banned Items and Searching

Searches without your child's consent

The school doesn't need your child's consent to search for the following items if they think your child has possession of them, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence



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- anything banned in the school rules, this includes mobile phones or any electronic device that can communicate with the Internet or take images.

These things can be confiscated.

## Legal requirements of a search

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

## Complaining about a search

If you're unhappy with a search on your child at school, talk to the Executive Headteacher or Headteacher. If you're not satisfied, ask for a copy of the complaint's procedure.

## Monitoring

It is the responsibility of the Executive Headteacher, Headteacher and the governing body to ensure that the school policy is administered fairly and consistently. They also report to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of poor behaviour. All staff record incidents of poor behaviour and when physical intervention has been used on CPOMS. The Executive Headteacher and Headteacher keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. A member of the school's governing body also monitors the accident book in order to keep a check on aggressive incidents in school.

