

In partnership to  
**Educate, Nurture & Empower**



St Chad's C of E Primary School

# **POLICIES & PROCEDURES**

## **Restorative Practice: Relationships and Behaviour Policy**

Date Policy Approved: 3 October 2023  
Approving Body: Local Governing Body  
Next Review Date: 31 October 2024  
Previous Review Date: 16 January 2023

In the light of God, we care, we share, we laugh, we learn.

## Restorative Practice: Relationships and Behaviour Policy

*'This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment'.*

### 1. Introduction

At St. Chad's CofE Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum, following just three rules of Polite, Purposeful and Proud (our 3Ps). Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at St. Chad's Primary.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. Restorative practice at St. Chad's CofE Primary means we support pupils in developing the skills to build and maintain positive relationships and to resolve disagreements respectfully. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

### 2. Aims

- To live out the school's Christian vision through the Behaviour Policy: in the light of God we care, we share, we laugh, we learn; supporting each individual to flourish academically, socially & spiritually. Christian values guide our commitment to ensure everyone is valued and respected as God's unique and special creation.
- To develop positive relationships through a whole-school restorative approach, which promotes self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- By creating a safe, positive and supportive ethos that promotes excellent behaviour, we want all children to be happy and confident with each other and learn in a calm, safe and supportive environment.
- To establish a partnership approach which draws on all those involved with the school.

- To provide systems which promote and recognise positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To clearly define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

### 3. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

It is also based on:

- the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 4. Roles and Responsibilities

#### The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure recognition, rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand our 3Ps rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the school's recording system (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

## Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold expectations and school rules of Polite, Purposeful and Proud
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's vision, upon which our 3P rules and routines are based
- The recognition they can earn for meeting the behaviour standard and rewards for going over and above, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **5. School Behaviour Curriculum - Restorative Practices**

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour, or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **6. Recognition for Positive Behaviour and Effort**

We continually strive for our pupils and staff to be considerate of each other and our surroundings and to behave in a positive way. We also aim to reinforce positive behaviour with descriptive praise and recognition and rewards where positive behaviour is over and above the expected standard.

We recognise learners who meet our high standards and reward learners who go "over and above" our standards. Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

## Classroom Management: Individual Rewards Charts

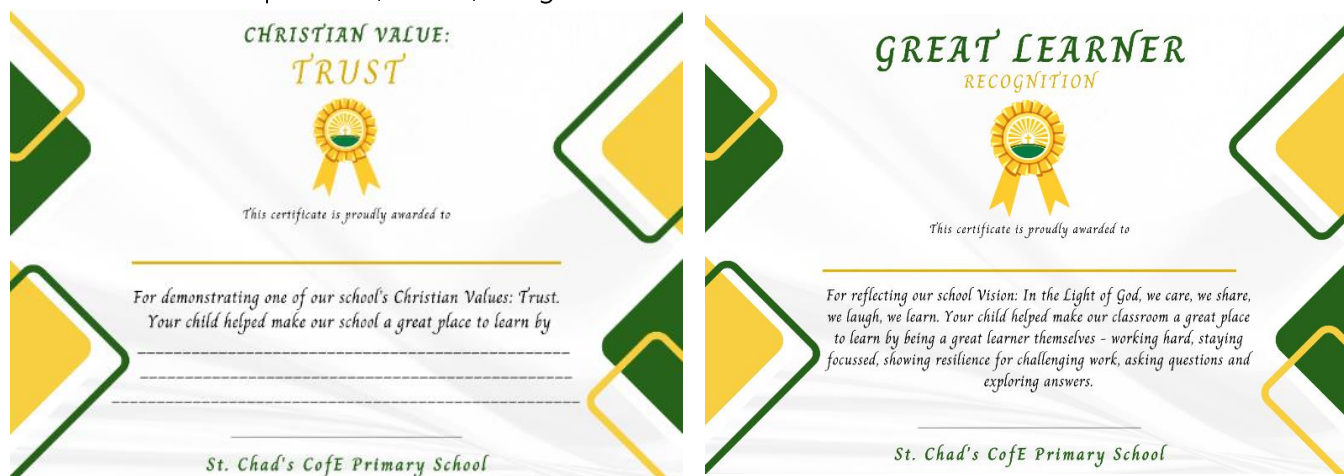
St Chad's rewards pupils for meeting our expectations and values. All staff are encouraged to reward pupils for good manners, being kind, caring and helpful, for good and excellent work and positive effort. We reward pupils who support the school community by participating in school activities, including fundraising, productions, parents' evenings and sporting events. We also recognise where a pupil has made a significant improvement and shown great progress. These are recorded for individual pupils on their individual Reward Card. We use the 3 P's (be Polite, Purposeful and Proud) when recognising and rewarding to reinforce the values of our school. Pupils who have completed a milestone on their Reward Card will take their card to the Headteacher or a member of Senior Leadership Team so they may be recognised and praised for their achievements.

Level	Milestone	Points	Reward
1	Bronze	One Side of card completed	Certificate. Text message home
2	Silver	Two side of card completed	Certificate. Text message home. Treasure Chest Prize.
3	Gold	Three sides of card completed	Certificate. Text message home. Treasure Chest Prize. Postcard from class teacher. Choose a book.
4	Platinum	Four sides of card completed	Certificate. Text message home. Treasure Chest Prize. Letter from Senior Leader. Afternoon Tea with headteacher.

## House Rewards

At St Chad's each pupil is allocated to a school House, Shamrock, Rose, Thistle and Daffodil; to represent each country of the United Kingdom. The House system encourages a sense of belonging; being part of a team that can take part in events, both competitive and non-competitive, and allows the children to celebrate the efforts and successes of a larger group. All the reward points that a pupil earns as an individual on their Reward Card are shared with their House and go towards a termly House reward. All pupils who belong to the winning House will, at the end of each term, be invited to take part in an activity or event. The cumulative House points are shared with pupils each week in assembly. The grand total is updated on the whole school House points chart in the main hall.

- Recognition Certificate - for children who consistently demonstrate desirable behaviours in line with our School Vision: In the Light of God, we care, we share, we laugh, we learn; one of our 3Ps rules: Polite, Purposeful and Proud; or one of our school's Christian Values: Compassion, Trust, Forgiveness or Wisdom.



### Whole school level recognition and rewards

- Achievement or Ethos Award - chosen children receive a certificate in Friday Worship, which parents are invited to attend.
- Positions of responsibility
- Peace Award - each teacher nominates 1 child per term

### Positions of responsibility

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on positions of responsibility within their class and across their school. These include, but are not limited to:

- Pupil Council
- Junior Leaders
- Play Leaders
- The Crew
- Digital Leaders
- Eco Committee
- Classroom and school wide monitor jobs

### Home-school partnership

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents who choose to send their child to St. Chad's to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents by telephone or email.
- All children have Tapestry or Seesaw accounts where work or class messages can be shared.
- Children may come home with a Recognition Certificate.

- The Parents' Consultation Evenings also provide a forum for discussion.
- Class assemblies, celebrating behaviour and achievements.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.

## 7. Consequences

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Incidences of negative behaviour are always challenged in a fair, respectful, consistent and proportionate way, so that pupils know with certainty that misbehaviour will always be addressed with the focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Whilst we recognise the great importance that rewarding the children for following our school values, for effort and for achievement has; we are fully aware that on occasions behaviour sanctions will have to be put in place. The system aims to encourage children to make the right choices about their behaviour within a restorative ethos and provides them with opportunities to do so, providing clear direction of what will happen if positive choices are not made. We believe it to be important that the consequence is in proportion and relation to the behaviour and must be applied fairly across the school. Staff will always discuss behaviour incidents, of any level, using the restorative question frames to try to understand the incident fully, before making judgements about any rewards or sanctions. The table below illustrates our stepped approach in responding to certain behaviours. It is deliberately brief for clarity and does not contain an extended list of behaviours.

Behaviour and Consequences Chart:

Level 1 Behaviour- Low Level Disruption	Action/ Consequence
Talking over teacher or other pupils	1. Remind pupil of the expectation using verbal or non-verbal cues 2. Use de-escalation strategies <u>If behaviour continues:</u> 3. Give pupil a 'flagged' warning and remind pupil of expectation and consequence If pupil does not correct behaviour: 4. Pupil is given a same day playtime 'Time Owed'.
Calling out	
Interfering with other people, property and/ or invading personal space	
Losing focus and not learning	
Not following a clear instruction	
Level 2 Behaviour	Action/ Consequences
Defiant, refusing to follow instructions	Log on CPOMS 1.Remove from classroom with appropriate
Persistent disruption; not correcting Level 1 behaviour	



Deliberate physical and/or verbal antagonistic behaviour	staff for pastoral guidance (Timed)  2.Pupil is given a same day playtime Time Owed  3.Parents are informed of behaviour by Class Teacher 4.Restorative Practice completed
Using inappropriate language within earshot of staff	
Substantiated bullying	
Stage 3 Behaviour	Action/ Consequence
Not correcting level 2 behaviours following intervention	Log on CPOMS  1.Pupil is given a same day playtime and lunchtime Time Owed  2.Where appropriate pupil is isolated from area/class for agreed period of time  3.Parents are informed of behaviour and are invited to attend a support meeting where a PSP will be completed.  4.Restorative Practice completed
Continued bullying including cyber bullying despite RP and/or intervention	
Significant and deliberate verbal/physical confrontation and aggression	
Wilful damage to school or others' property	
Leaving the room without permission.	
Stage 4 Behaviour	Action/ Consequence
Not correcting level 3 behaviours following intervention	Log on CPOMS and follow any additional reporting procedures  1.Pupil has no social time for at least 1 day  2.Pupil is placed in internal exclusion for an agreed period  3.Possible period of Fixed Term Exclusion  4.Parents are informed of behaviour and invited to attend support meeting to complete a PSP or review a current one  5.Restorative Practice completed  6.Report any incidents of child-on-child abuse to DSL.
Further, persistent bullying including cyber bullying despite intervention at level 3	
Intentional racist, homophobic or other discriminatory comment(s)	
Deliberate, premeditated physical assault	
Malicious allegation against a member of staff	
High risk, unsafe behaviour that places themselves or others at risk of harm.	
Level 5 Behaviour	Action/ Consequence
A serious breach or persistent breaches of the school's behaviour policy. Continuing to repeat level 4 behaviours following comprehensive interventions.  (One off) Serious breaches may include: Intentionally bringing a weapon on to the school site with the intent to harm someone. Knowingly bringing any class of drugs	Log on CPOMS  1.The Headteacher will discuss the incident(s) with the Chair of Governors  2.The Headteacher may make the decision to extend a Fixed Term Exclusion

including psychoactive substances on to the school site	3.The Headteacher may decide to start a permanent exclusion process
Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school	

### Restrictive Physical Intervention and Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. To fulfil our duty of care to prevent harm, all members of staff have a duty to use reasonable force under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances to prevent a pupil from doing, or continuing to:

- Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In response to serious or persistent breaches of this policy, the school may ask a pupil to leave the classroom or remove a pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious or persistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Appendix 4 details the circumstances and parameters for a child spending time out of the classroom and Appendix 5 details the legalities around Restrictive Physical Intervention and the use of Reasonable Force.

### Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### Searching, Screening and Confiscation

St. Chad's CofE Primary School, as part of Abbey Multi-Academy Trust, will have regard to the latest DfE guidance on Searching, Screening and Confiscation when considering where they may need to search for and/or seize items, including without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury or damage:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

Please see Appendix 4 for further details on Searching, Screening and Confiscation.

## 8. Recording

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding and behaviour incidents.

### CPOMS: When should behaviour incidents be logged?

SLT review CPOMS regularly and create actions based on issues and trends, in order to ensure support at the right times and in the right places. Staff should log the following types of incidents/issues on CPOMS:

1. Persistent defiance or low-level disruption
2. Verbal incidents
  - a. Discriminatory incidents must be reported immediately to the HoS.
  - b. Swearing/verbal abuse.
3. Physical incidents
  - a. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
  - b. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.
4. Purposeful damage to property

5. Incidents relating to ongoing issues with a child that need recording e.g.:
  - a. a child may have confided that they are being bullied, and any incidents between them and the alleged perpetrator should be logged.
  - b. incidents that give extra evidence and a broader picture for multi-agency meetings.

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of points 1-5 occur during lunchtime, the lunchtime supervisor should record the incident on CPOMS and inform the class teacher where further action may be required.

All points must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

## **9. Suspension and Permanent Exclusions**

On rare occasions, there are serious incidents or persistent poor behaviour, which has not improved following in-school consequences and interventions. In these cases, the Head of School may implement an internal/external suspension or exclusion, as a last resort. External agencies may need to become involved for behaviour monitoring and support.

In all situations, pupils will be treated within the Restorative Framework so that when they are calm, their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Please refer to our exclusions policy, available on the school website, for more information.

## **10. Behaviour and Safeguarding**

At St. Chad's we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy, available on the school website for more information on any of the below categories.

### **Child-on-child abuse**

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of child-on-child abuse, the procedures and guidance in the Child Protection and Safeguarding Policy will be followed.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the Keeping Children Safe in Education child protection guidance and procedures and make referrals in respect of both the alleged victim

and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature, the DSL will complete an AIMS checklist and make a referral where appropriate.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

### **Mobile phones and technology**

Children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must take them to the office first thing in the morning and collect them at 3.10pm. Mobile phones which are found in school will be taken to the office for collection at 3.10pm.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 updated guidance: UK Council for Child Internet Safety Guidance 'Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People':

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf) The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate (see Safeguarding Policy).

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police and when establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School or Deputy Head of School (and designated safeguarding lead - DSL) will make the report. The DSL will make a tandem report to children's social care, if appropriate.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and consequences, as long as it does not conflict with police action.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **11. Bullying**

St. Chad's CofE Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

### **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, based on the needs of pupils at St Chad's. Behaviour management will form part of regular CPD for all staff.