



Bellingham Partnership of Schools Positive Behaviour Policy

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Statement of intent

Bellingham Partnership of Schools believes that, in order to facilitate high quality teaching and learning, positive behaviour must be demonstrated in all aspects of school life.

The school commits to:

- provide a clear, fair and consistent approach to behaviour.
- provide a safe, happy, friendly and respectful environment.
- enable staff to support children to manage their feelings and behaviour through providing them with strategies to manage their own behaviour .
- ensure that all children and adults have a sense of belonging, feel safe, secure and valued.
- develop strong and healthy relationships.
- develop increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- make boundaries of acceptable behaviour clear and ensure that all children can thrive and learn in an atmosphere of cooperation, care for one another and mutual respect.
- exemplify appropriate behaviour through role modelling and setting high expectations.
- involve parents in the process through effective home school communication and contact.
- take all reasonable steps to ensure that the individual need of any child is considered in the application of this policy.
- promote a culture of praise and encouragement in which all pupils can achieve

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard expected, alongside support to prevent recurring poor behaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

I This policy operates in conjunction with the following **school policies**:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Smoke free Policy
- Physical Intervention Policy
- Pupil drug and alcohol Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan
- Searching, screening and confiscation Policy

Roles and responsibilities

The governing body will have overall responsibility for:

- making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- ensuring this policy is published on the school website.

The headteacher will be responsible for:

- monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- determining the school rules and any disciplinary sanctions for breaking the rules.
- day-to-day implementation of this policy.
- publicising this policy in writing to staff, parents and pupils at least once a year.
- reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- collaborating with the governing body and headteacher, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- aiming to teach all pupils the full curriculum, whatever their prior attainment.
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- being responsible and accountable for the progress and development of the pupils in their class.
- not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

- developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- adhering to this policy and applying it consistently and fairly.
- supporting pupils in adhering to this policy.
- promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- being aware of the signs of behavioural difficulties.
- setting high expectations for every pupil.
- being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- as authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- their own behaviour both inside school and out in the wider community.
- reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- supporting their child in adhering to the school rules and reinforcing this at home.
- informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- possession of legal or illegal drugs, alcohol or tobacco.
- possession of banned items.
- truancy and running away from school
- refusing to comply with disciplinary sanctions.
- theft.
- verbal abuse, including swearing, racist remarks and threatening language.
- fighting and aggression.
- persistent disobedience or disruptive behaviour.
- extreme behaviour, such as violence and serious vandalism.
- any behaviour that threatens safety or presents a serious danger.
- any behaviour that seriously inhibits the learning of pupils.
- any behaviour that requires the immediate attention of a staff member.

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- lateness.
- low-level disruption in class.
- rudeness.
- persistent lack of correct equipment.
- refusing to complete homework/incomplete homework.
- disruption on public transport.
- use of mobile phones without permission.
- graffiti.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with training,

where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Appendix 1

Managing Behaviour in Bellingham Partnership of Schools

We have 3 very clear and powerful school rules. This language is used by everyone and helps everyone to understand how we behave at Bellingham Primary School.



Our rules are applied to different contexts and here are some examples:

READY – are you ready?

- Are you ready to listen?
- Are you ready to learn?
- Are you ready for assembly to start?

RESPECTFUL – are you being respectful?

- Are we treating everyone with respect?
- Are we using kind words?
- Are we being polite and showing good manners?
- Are we including everyone?
- Are we thinking about others?

SAFE – are we all safe?

- Are we thinking about how to be safe in the playground?
- Do we tell an adult if we are unhappy?
- Do we help our friends to stay safe too?
- Are we thinking about how we move around school?

Recognition systems

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- verbal praise and smiling at children.
- verbal or written praise to parents about their children.
- stickers and stamps.
- use of privileges .
- class wide rewards.
- Class Dojo points /House Points.
- Personality of the Week.
- visits to the Headteacher’s office and other classes to show good work

Recognition boards

All classes will have a **Recognition board** that can be used as a collaborative strategy to encourage positive behaviours. Recognition is for effort and not achievement. Teachers are to decide upon one or more age-appropriate learning behaviour to focus on. The aim is for all children to have their name on the board by the end of an agreed time frame e.g a week. Children can support one another towards their goal sharing behaviours they have observed in others. Children will be praised in public and coached in private.

Positive framing

Use positive framing to establish and maintain high expectations through the use of positive reinforcement. In cases where children are not meeting expectations, nearly all corrective statements can be framed positively. E.g instead of stop talking, turn around say... "I'd like you looking this way and listening, thanks".

Celebration assembly

Every Friday we hold a whole school celebration assembly. Each teacher chooses one child from their class for personality of the week and work of the week. This is then awarded to the children in assembly. The celebration children have their photograph taken and this is displayed on Class Dojo for all classes to see.

Star of the day

Star of the day is used across the Early Years, children are selected for Star of the day by the class teacher for demonstrating ready, respectful and safe behaviours.

Class Dojo Points.

All children are on our online Class Dojo communication platform. Class teachers can award Class Dojo points to children for behaviour, effort, resilience etc. Points are awarded in line with the teacher's professional judgement with a level of consistency.

House Points

All children are able to collect House Points. Class teachers can award points to children for behaviour, effort, resilience etc. Points are awarded in line with the teacher's professional judgement with a level of consistency.

Class Dojo messages/phone call home

Class Dojo messages or telephone calls home can be made by class teachers or the head teacher. They communicate positive messages to the child's home. These messages and telephone calls are made when children have been consistently going above and beyond expectations.

Behaviour steps

Staff will consistently use the following steps approach to make explicit the expectations of behaviour.

| <u>Step</u> | <u>Actions</u> |
|---|--|
| Step 1- First verbal reminder | A reminder of the rule not being followed (ready, respectful, safe). Repeat reminders if reasonable adjustments are necessary. <i>E.g. I am expecting you to have kind hands.</i> |
| Step 2: Second verbal reminder | A second reminder of the rule not being followed giving them a final opportunity to engage. This step makes explicit the expectation followed by the consequence. <i>E.g I am expecting you to have kind hands. When children don't use kind hands they need to sit/ play separately from others so everyone can be safe.</i> |
| Step 3: Time to regulate. (Reflection Time) Implement consequences highlighted in step 2. A sad face, name on the whiteboard or name off the recognition board. | Provide a short time-bound opportunity for the child, this might be to calm down, breathe or look at the situation from a different perspective and compose themselves. <i>E.g. I can see you are still finding it hard... how can I help?</i> |
| Step 4: Repair Inform senior leaders May need time in Reflection Space, out of class. | Provide an opportunity to discuss the behaviour using restorative questioning to support the child in self-reflection. Separate out the behaviour that the child uses from the child themselves. |

In using this step approach it will encourage the child to consider: the impact of their actions on others; what can be done to put things right and how they might do things differently in the future. These conversations are essential as punishment doesn't teach better behaviour whereas restorative conversations do.

Sanctions with restorative practice

Despite positive responses as a means to encourage good behaviour, it may be necessary to use sanctions with restorative practice to reinforce the School Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

When dealing with all forms of inappropriate behaviour, teachers should follow these three overriding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start as is every lesson. It is imperative that any consequence is applied fairly and the consequences fully explained.

Sanctions should:

- make it clear that unacceptable behaviour affects others.
- constructively support the alteration of the behaviour and be regarded as a punitive measure.
- support children in taking responsibility for their action by linking behaviour choices with the impact on themselves and others.
- facilitate restorative practice encouraging reflection- remembering it is the behaviour that is unacceptable, never the child themselves.
- review and re-visits behaviour expectations, providing clarity about specific rules that have been broken; the impact of this on others and how the incident might be handled the next time.
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
- not apply to a whole group for the activities of individuals.

The consistent use of sanctions with restorative practice ensures relationships are maintained during this process and no trust is lost.

Whilst application of this policy must be consistent and fair it is essential that each incident is considered in response to the individual needs of children; their history within the school and the specific context in which the behaviour occurred.

The following are examples of possible sanctions:

- *At a low level behaviour stage such as a child making silly noises, wandering around the room, interrupting other pupils or an inappropriate lack of focus a reminder should be offered in line with our behaviour steps approach. If this were to continue then perhaps a change of seating, information discussion at the end of the lesson or short time out would allow the child to compose themselves.*
- *If a child hurts another child a restorative conversation would take place allowing them to reflect on their behaviour and triggers. The child would be encouraged to consider next steps or providing a verbal apology.*

- *If a child (or group of children) cannot behave during break times or lunchtimes in a way deemed safe by staff, they will have 'time out' from these times and will attach themselves to an adult on duty or remain under supervision inside the school building considering they could remain safe in future when they return to outdoor play. Consistent poor behaviour at lunchtime could result in a short term removal from the situation.*
- *If a child is repeatedly wasting learning time, they may be asked to make up that time at break time or lunchtime, under supervision of the teacher in question.*

If a child has two incidents in a week requiring reflection the class teacher must inform parents. This should be recorded on CPOMS.

If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.

Children who regularly receive more than 3 reflections in a week repeatedly, will go on a monitoring plan and have weekly monitoring meetings (during lunchtime) to discuss their behaviour.

Extremely poor behaviour or unsafe behaviour must be reported to the Head teacher immediately.

Consequences of being sent to the Headteacher may include:

- a phone call to parents
- an official letter home
- fixed term suspension - a student may be excluded for one or more fixed periods (up to a total of 45 days in an academic year. Only the Headteacher can suspend a student
- permanent exclusion - only the Headteacher can permanently exclude a student

Further guidance can be found here -

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

A restorative approach

We encourage everyone to take responsibility for their behaviours. Restorative approaches are built on values which separate the person from the behaviour, it promotes accountability and resolution. Restorative conversations will always be in a quiet and appropriate area of the learning space.

Key questions which might be asked include:

| EYFS and KS1 | KS2 | KS3 |
|---|--|--|
| <p>What's happened? Who has been harmed and in what way? What needs to happen next?</p> | <p>What do you think has happened? How did you feel? What were you thinking? How do you feel now? What are you thinking now? Who has been affected? What needs to happen next?</p> | <p>Can you describe what happened? What did you think about when the situation happened? How did it make you feel? Has this experience affected you in any way? How could the situation have been dealt with differently? How can things be put right now? How do you feel now?</p> |

Feedback to parents will be given when a child has been harmed. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all involved left feeling the situation had been resolved.

Further pupil support

Some children may require extra support or resources to manage their behaviour successfully. Children who need additional support will have a pupil profile or SEND support plan which will provide strategies to support the child to overcome any barriers they face during the course of the day. This could include: meeting staff at the door, use of the nurture room, adult support and visual timetable. Where necessary, support and advice will also be sought from a range of specialists.

Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).

In both schools we have nurture rooms which provide a calm, low stimulating area, which children can use to settle in or have quiet time away from a busy classroom. The nurture rooms are used by children who have been identified as needing additional support in remaining regulated throughout the day. It provides a range of sensory resources and sensory circuits to provide additional support with regulation. This also provides a calm space for children to settle and have quiet time away from the classroom.

Parent and carer involvement

It is always good practice for teachers to feedback any changes to children's day to day behaviour in particular outstanding achievements or presentation of poor behaviour. When repeated patterns of behaviour give cause for concern, conversations with parents and carers may, in certain circumstances explain behaviour when factors, external to school, may be affecting the child. It also helps to build the partnership between home and school in providing consistent and joint action which can strengthen the impact of any intervention in place.

If it is necessary, an individual child behaviour plan will be devised and discussed with parents/ carers and child to support and improve the child's behaviour.

Recording behaviour on CPOMS

Should behaviours consistently fall short of those expected, over a period of time, or be deemed sufficiently serious in a single instance, staff will discuss issues with a member of the Senior Leadership Team in addition to recording incidents on the online monitoring system, CPOMS. Documenting in this way ensures a clear and accurate picture is gathered regarding behaviour across the school and consistency in the ways in which issues with behaviour are being addressed. Incidents on CPOMS need to be concise, objective and factual.

Appendix 2 Definitions

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials, vapes or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.

- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence; or
 - to cause personal injury to any person, including the pupil themselves; or
 - to damage the property of any person, including the pupil themselves.

Mobile Phones

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Other banned items (the list is not exhaustive):

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones
-

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Appendix 3 Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- wearing school uniform.
- travelling to or from school.
- taking part in any school-related activity.
- in any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- could negatively affect the reputation of the school.
- could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.