

# Kingswood Primary School



## Behaviour Policy

Full Document History	See end of document
Review Frequency	Annually
Next Review due	Term 2 2018-19

## Introduction

Section 89 of the Education and Inspections Act requires that the head teacher should determine the school behaviour policy with a view to;

- Promote, among pupils, self-discipline and proper regard for authority
- Encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying amongst pupils
- Ensure that the standard of behaviour of pupils is acceptable
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education, and
- Otherwise regulate the conduct of pupils

The policy should be determined in accordance with the guidelines determined by the governing body in the 'Written Statement of Behaviour Principles' policy.

## Principles

Within the KULB Federation discipline is about learning acceptable codes of behaviour within the school community. We seek to emphasise positive social behaviour, fostering the development of self-discipline, so that children:

- are aware that there are reasons for behaving in one way rather than another
- understand that the well-being of the community as a whole is directly affected by the actions of the individual
- recognise that there are consequences for all actions, both positive and negative

Children need boundaries or expectations so that by knowing what is acceptable they are secure within the school community. These boundaries are defined by having five golden rules, which every child is familiar with and apply to all areas of school life.

Our responsibility will be to ensure that children from the school adhere to the principles detailed in this policy which will apply when they are within the school boundaries, under school control on outside trips and when they are not on the premises of the school and under the lawful control of a member of staff but are identifiable as pupils of Kingswood Primary School.

We aim to make use of both rewards and sanctions and establish a climate where praise and encouragement outweigh the frequency of punishment and admonition.

## Expected Behaviour

The following are the key values of our school and are used when discussing acceptable behaviour with children:

Honesty  
Fairness  
Enjoyment  
Respect  
Success  
Collaboration

Our Five Golden Rules are:

In school we will

- Do be gentle – Do not hurt anyone
- Do be kind and helpful – Do not hurt people's feelings
- Do work hard – Do not waste your or other people's time
- Do listen to people – Do not interrupt
- Do be honest – Do not cover up the truth

These expectations and rules will be interpreted in language appropriate to the age and the development of the children.

All members of the school community, adults and pupils, have a responsibility to act according to these rules.

As role-models all adults in the school are expected to;

- show respect to every child as an individual
- be aware of vulnerable children
- focus on the behaviour rather than the child
- avoid having favourites and taking sides
- be seen to be fair
- avoid labelling pupils
- have high expectations of pupils
- avoid references to other family members (such as 'just like your brother')

## **Responsibilities**

### **Class Teacher**

It is the responsibility of the class teacher to ensure that school and class rules are adopted in their classroom and that the class behave in a responsible manner during curriculum time. It is essential that there is mutual respect between adults and children, and a high standard of behaviour in the classroom, to ensure that effective teaching and learning can take place in a positive learning environment. Any unacceptable behaviour should be dealt with in line with the guidelines in this policy and consequences should be followed through consistently.

The class teacher will contact a parent if there are on-going concerns about the behaviour of a child in their class. It is also the responsibility of the teacher to inform relevant staff if they need to follow through sanctions with children out of class (e.g. in assembly, at lunchtime).

### **Teaching Assistants**

TA's should support the teachers with following through the Behaviour Policy with the children they work with. They should keep the class teacher informed of any incidents that occur during whole class, small group or break times and whilst on school visits.

### **Volunteers**

Volunteers should supervise a group, and remind children of the golden rules where necessary. However it is not their role to issue sanctions, and any incidents of poor behaviour should be referred to a teacher or other member of staff.

**Head teacher/ Head of School**

It is the responsibility of the Head teacher to ensure that the Behaviour Policy is implemented consistently throughout the school and to report to Governors on the effectiveness of the Policy. In addition, the Head teacher should support all staff in the school with managing the behaviour of all children. This may involve talking to the children, setting up Individual Behaviour Plans (IBPs) with children and their parents, supporting the implementation of behaviour plans by giving praise or stickers for appropriate behaviour and generally supporting staff with the implementation of all aspects of this policy.

**Parents**

We aim to work collaboratively with parents and to give consistent messages about behaviour at school.

We hope that parents will support us in the management of their child's behaviour and any consequences that have been put into place. Parents and pupils will be asked to support our Behaviour Policy by signing the Home - School Agreement.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and will be involved in reviewing the outcomes of this action plan.

More generally we expect all parents, carers and visitors to the school to adhere to our code of conduct which can be found in Appendix 1.

**Governors**

The Governing Body has a general responsibility of setting guidelines on standards of behaviour and reviewing the effectiveness of the policy. They may need to become involved with particular individual incidents and offer support to the Head teacher.

**Rewards**

Rewards are used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others.

Rewards typically used in school include a quiet word of encouragement, a positive written comment on a piece of work, stickers, a visit to another member of staff or Head teacher, praise in front of the group, class or whole school, display of work and parents / carers in to share good work. There are also some class specific rewards, such as pupils being given raffle tickets, table points or marbles to collect which are then added up and rewarded with a small item.

In addition we use:

**Star of the week**

The star of the week award encourages hard work and positive behaviour. Adults nominate a pupil from their class and all nominations are read in the weekly celebration assembly.

House points – working towards having the totals announced in class  
 Writer of the week – a weekly class based reward certificate for a pupil who has made particular effort in writing that week

Mathematician of the week – a weekly class based reward certificate for a pupil who has made particular effort in maths that week.

Strength Bench – a pupil from each class and a Headteacher recipient who has excelled against a weekly theme.

### Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

In most cases, sanctions are applied to individuals, not groups.

When there are breaches of the behaviour code, we will:

- be clear why the sanction is being applied and condemn the specific action, not the individual
- establish the facts if they are not immediately clear, i.e. were others involved and who needs to take responsibility for their actions
- focus on the consequences of the action, for self and others
- be mindful of the golden rules and key values in our management of breaches of those rules
- seek to understand the cause but not condone the action
- provide an environment that encourages self-acknowledgement of personal breaches of the code
- respect pupils' dignity and self-esteem
- work together as a staff so that the most appropriate adult will intervene
- be prepared to compromise, and to apologise
- be aware of individual differences

Each class uses a 'traffic light' system to record behaviour with names starting on green and then moving to amber and red according to the behaviour shown.

Sanctions will take the form of:

	Typical Behaviours	Sanction
Low	Behaviour shown to break one of the 5 golden rules Calling out in class Making noises, shouting Not listening to instructions Distracting others	1. Move to second level of green 2. First warning given and name recorded on amber 3. Second warning given and five minutes time out given
	Disrespect to an adult Answering back Name calling Throwing things Deliberately damaging someone's property	4. Amber warning given with appropriate consequence ( time off play time etc )
High level	Behaviour stops others learning Hurting others Leaving classroom / school premises without permission	5. 30 minute timeout in alternative location 6. Red warning given – chance to <i>deescalate</i> or move to level 7 7. Go to Head – behaviour plan – meeting with parents

	Extreme aggression Swearing at an adult Verbal bullying (including use of racist language)	8. Internal inclusion
	Violence towards an adult or child (which results in injury to child) Swearing at an adult - on-going Racist verbal abuse Sustained bullying Frequent high levels of disruption to lessons Frequent high levels of non-compliance Frequent high levels of disrespect to all adults who work in school	9. Exclusion - parents meeting with Head at time of decision and when pupil returns to school
	Repeated serious breaches of school behaviour policy If the pupil were to remain in school it would seriously harm the education or welfare of the pupil or others in the school	10. Permanent exclusion Only the head teacher can permanently exclude a pupil

Incidents of poor behaviour are also recorded in a class log, along with the action taken.

**Bullying**

In line with our golden rule of ‘treating others kindly and with respect’ bullying of any form will not be tolerated. We believe in tackling incidents of bullying by encouraging an environment where every pupil has a voice and the right to be heard.

We define bullying as the use of aggression with the intention of hurting another person. It is usually conscious and wilful and consists of repeated acts of aggression and / or manipulation.

Bullying is any behaviour which makes a pupil feel threatened, hurt or frightened. The three main types are;

- Physical            hitting, punching, kicking, taking belongings
- Verbal             name calling, threats, insults, racist remarks, disability harassment, sexual orientation harassment
- Cyber bullying    above behaviours via use of telephone, email, text messaging, social networking sites

People can be bullied on the grounds of race, gender, disability, sexual orientation, socioeconomic status, language, religion plus any other real or perceived differences.

In addition to the sanctions identified above, specific anti-bullying strategies include;

**Mediation**

We encourage the children to resolve their own issues. Selected pupils are trained mediators and are available in the playground to try and sort out issues as they arise. We also have a team of children specifically trained as Anti-bullying Ambassadors.

All reported incidents of bullying are taken seriously and investigated, initially by the class teacher with escalation to the head teacher if necessary. Each stage of the investigation will be recorded and where appropriate dealt with via the school behaviour policy.

Initial investigations focus on a no blame approach with a discussion in a group setting. The next stage would involve discussion with the individual child(ren) and then finally the parents would be asked into the school to discuss the issues.

The school expects to support all involved by talking through the incident with the person accused of bullying and the victim. Both parties will be encouraged to express their feelings about the matter and, where feasible, mediation will be suggested. Suggestions of possible strategies for making amends may be discussed and agreed.

### **Searching & Confiscation of Items**

School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them 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. Prohibited items are:

- knives or 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
  - to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any other item banned by the school rules in the list below;

- mobile phones
- hand held computer games
- toy guns or other toy weapons
- chewing gum, sweets, fizzy drinks

Searching is likely to take the form of asking a pupil to empty their pockets or school bag and refusal to allow this will be dealt with using the sanctions outlined above. Wherever possible another member of staff will be present if a child is searched, preferably one of the same sex as the child.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Confiscated items, except those specifically prohibited above, will be returned to the pupil's parents at the end of the day.

Cases where a pupil has made malicious accusations against a member of staff will be addressed through meeting with the pupil and parent and if necessary sanctions will be agreed.

### **Use of 'Reasonable Force'**

'Reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. School staff will always try to avoid acting in a way that might cause injury but, in extreme cases, it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force to control or restrain pupils. It can also apply to people whom the Head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Examples of where reasonable force may be used include;

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight within school
- To restrain a pupil at risk of harming themselves through physical outbursts

In deciding whether to use this intervention staff will use their professional judgement and consider the;

- Pupils behaviour and level of risk presented at the time of the incident
- Degree of force used
- Effect on the pupil or member of staff
- The child's age

The staff acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs.

It is unlawful to use reasonable force as a form of punishment.

Any incidents involving reasonable force will be recorded on the Incident Record in Appendix 3 and reported to parents at the earliest possible opportunity. Incident reports are kept in the pupils file and reported, via the Head teachers report, to the Governing Body.

All complaints about the use of force will be appropriately investigated using the school Complaints Procedure. However, it should be noted that the onus is on the person making the complaint to prove that their allegations are true, not for the member of staff to show that they have acted reasonably. Also, suspension is not an automatic response when a member of staff has been accused of excessive force and the governing body will always consider whether the member of staff has acted within the law before deciding to take disciplinary action.

**Behaviour Outside School Grounds or Outside of School Hours**

Students' behaviour outside School on school "business" for example school trips and journeys or away school sports fixtures is subject to the School's Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in School.

Behaviour by the pupils out of school on school business which is either witnessed by a member of staff or reported to the school will be dealt with within the same guidelines. If a member of staff is present he/she will investigate and issue sanctions or if reported to the school the head teacher or senior teacher will talk to the children / adults present and then decide on sanctions to be issued including loss of privileges in terms of representing the school.

Behaviour of the children before 8.45am and after 3.15pm is the responsibility of the parent/s even if they are still on school grounds. The care of the children is handed from parent to school at 8.45am and back again at 3.15pm. The only exception to this is if the child is attending a before school or after school extra-curricular activity. The school will upon request support parents in discussing incidents of poor behaviour that occurred out of school hours but within school grounds.

## Appendix 1 – Code of Conduct for parents, carers and visitors

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors:

- Respect the ethos of our school
- Understand that both teachers and parents need to work together for the benefit of their children
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue
- Correct their own child's behaviour, especially in public, where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour
- Approach the school to help you resolve any issues of concern
- Avoid using staff as threats to admonish children's behaviour
- Avoid discussing school issues with members of staff outside of school premises

In order to support a peaceful and safe school environment the school cannot and will not tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches
- Using loud or offensive language, swearing or displaying temper
- Threatening to do actual bodily harm to a member of school staff, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence
- Damaging or destroying school property
- Abusive or threatening e-mails, text / voicemail / phone messages or other written communication
- Defamation of the school's or staff character on Facebook or other social networking sites
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of their actions towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking and consumption of alcohol or other drugs
- Cycling on school premises
- Dogs being brought on to school premises

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and, if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

## Appendix 2 – Exclusions

Kingswood Primary School seeks to avoid exclusions. These take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Exclusions are used when other strategies and sanctions have not been effective over time, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Serious actual or threatened violence against another pupil or a member of staff
- Verbal abuse / swearing at an adult
- Racist verbal abuse
- Sustained bullying
- Frequent high level disruption to lessons
- Frequent high levels of disrespect to all adults who work in school
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

### Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher and other staff where appropriate. During this meeting a Behaviour Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

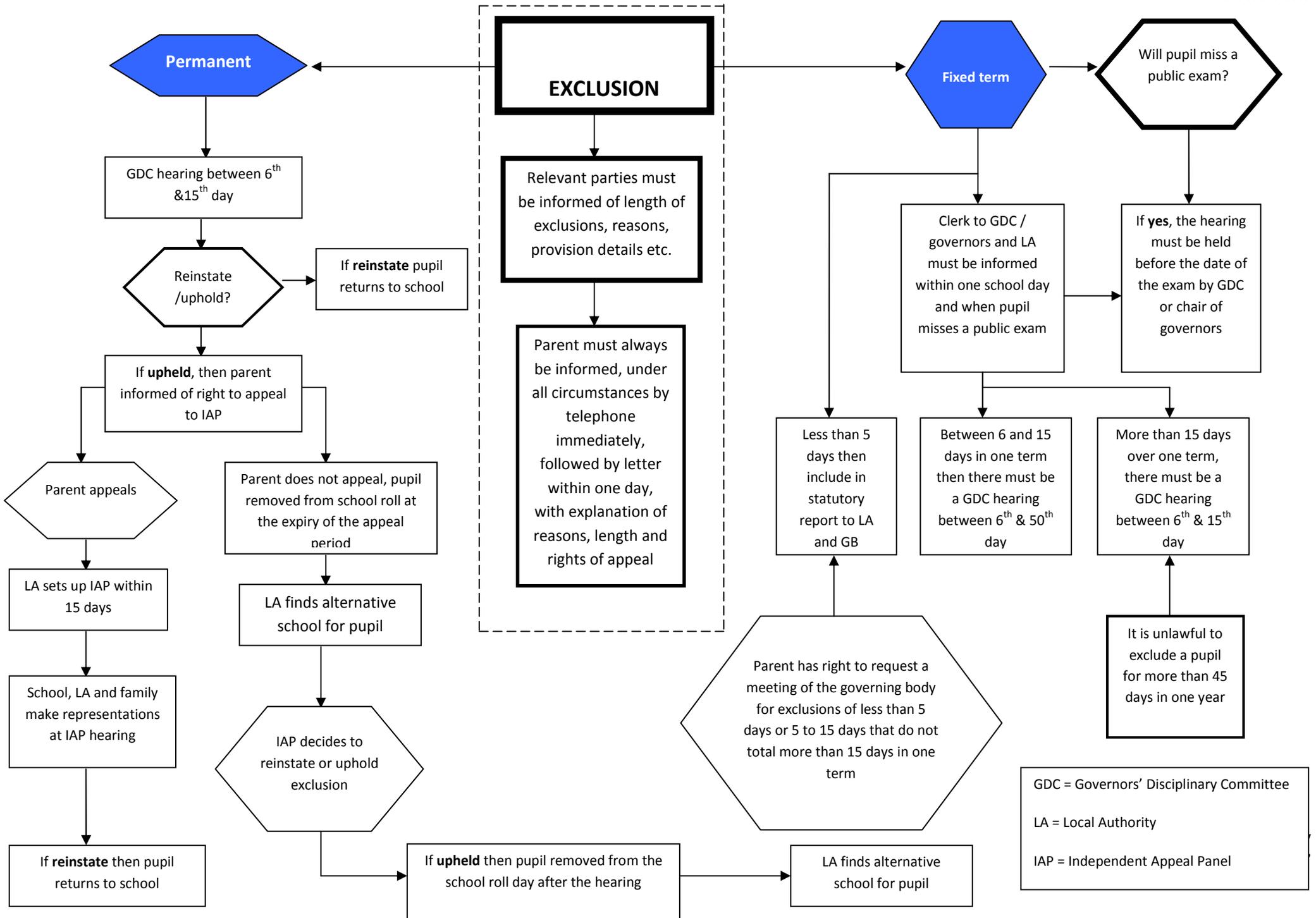
General factors the school considers before making a decision to exclude

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned

Before making an exclusion decision the Head teacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy and Equality Policies
- Allow the pupil to give her/his version of events
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment)

If the Head teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

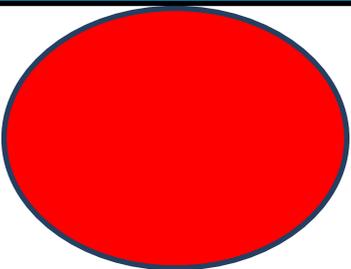
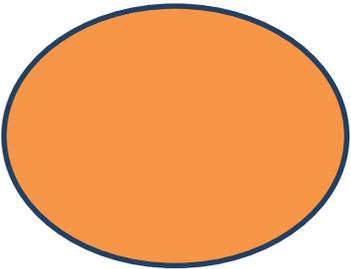
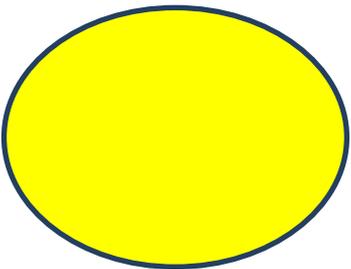
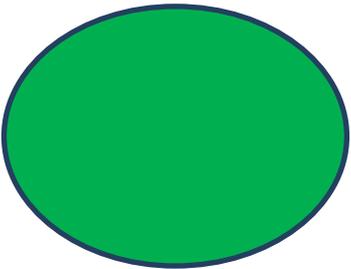
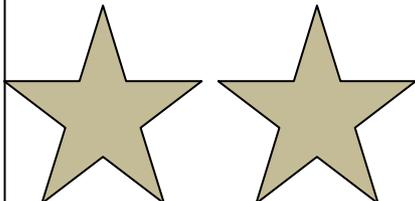


**Appendix 3 – Use of force to control or restrain pupils: Incident Record**

Details of pupil(s) on whom force was used by a member of staff (name, class)	
Date, time & location of incident	
Names of staff involved (directly or as a witness)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force may be used	
Reason for using force and description of force used	
Any injury suffered by staff or pupils and any first aid and / or medical attention required	
Reasons for making a record of the incident	
Follow up, including post-incident support, and any disciplinary against pupils	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by:	Countersigned by:
Name & Role:	Name & Role:
Signature:	Signature:
Date:	Date:

Appendix 4 – Kingswood Behaviour System

<p>Head of school, parental meeting, inclusion, exclusion</p>	<p>Extreme aggression, verbal bullying (including racist language) violence (fighting), frequent high levels of disruption to lessons, frequent high levels of non-compliance, frequent high levels of disrespect to all adults, serious breaches of school behaviour policy</p>
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<p><b><u>Classroom</u></b></p>		<p><b><u>Hall/Playground</u></b></p>
<p>Defiance, behaviour stops others learning, hurting others, leaving classroom without permission, swearing</p>		<p>Defiance, behaviour stops others enjoying, hurting others, leaving location without permission, swearing</p>
<p>Disrespect to an adult, answering back, name calling, distracting others, damaging equipment, refusing to learn</p>		<p>Disrespect to an adult, answering back, name calling, annoying others, damaging equipment, refusing to listen</p>
<p>Calling out, making noises, shouting, not listening to instructions, being silly, out of class seat without permission</p>		<p>Silly behaviour in hall or on playground</p>
<p>Positive behaviour, respectful, polite, listens to instructions, tries their best to learn</p>		<p>Positive behaviour, respectful, polite, listens to instructions, tries their best to help promote a happy environment</p>
<p>Daily award for sustained and consistent positive behaviour</p>		<p>Daily award for sustained and consistent positive behaviour</p>
<p>Weekly award for sustained and consistent positive behaviour</p>		<p>Weekly award for sustained and consistent positive behaviour</p>



**Cross references**

Written Statement of Behaviour Principles

Home – School Agreement

Allegations against staff

Complaints Procedure

Use of reasonable force - advice for head teachers, staff & governing bodies, *DfE Non-statutory guidance, Sept 2012*

Exclusion from maintained schools, academies and pupil referral units in England, *DfE Statutory guidance, Feb 2013*

Screening, searching and confiscation, *DfE Statutory Guidance , Nov 2012*

Behaviour and discipline in schools – guidance for head teachers and staff, *DfE Departmental Advice, Apr 2012*

Ensuring good behaviour in schools, *DfE Departmental Advice, Sept 2012*

Behaviour and discipline in schools – guidance for governing bodies, *DfE Statutory Guidance, Sept 2012*

**Previous Document History**

Discipline Policy Document Agreed Governing Body January 1988  
Development of expected code of behaviour with KS2 pupils Autumn Term 1996  
Staff Meeting to discuss updated current practice autumn 1996  
Draft document to group of governors November 1997  
Draft document to teaching staff November 1997  
Draft document to full governing body November 1997  
Approved and adopted 27 November 1997  
Reviewed by governors 2000-2001  
Policy reviewed and redrafted September 2006  
Policy approved by Community Committee 19.09.06  
Reviewed by E Hickling Sept 2006  
Agreed by Governors Oct 2006  
Adoption of golden rules – January 2009  
Policy reviewed and revised May 2009 by E Hickling and G Taylor  
Re-approved by Full Governing Body 15 July 2009  
Policy reviewed and revised July 2010 by E Hickling and G Taylor  
Re-approved by Full Governing Body 29 September 2010  
Policy reviewed and revised January 2011, following work with Jane Ayard (specialist teaching service) by E Hickling  
Re-approved by Full Governing Body 12 January 2011  
Policy reviewed September 2011 by G Taylor  
Re-approved by Full Governing Body 28 September 2011  
Policy reviewed September 2012 by G Taylor  
Re-approved by Full Governing Body 26 September 2012

Policy revised incorporating Anti-Bullying, Exclusions and Reasonable Force Policies Feb 2013  
Reviewed by Full Governing Body 10 July 2013 and Approved by Headteacher  
Reviewed by Full Governing Body 9 July 2014 and Approved by Headteacher

Written Behaviour Principals reviewed and agreed by FGB 6 May 2015  
Document Approved by Headteacher September 2015  
Document to be reviewed under new KULB-wide policy procedures (Term 2)  
2015/16 agreed to revert document back to individual school approval (EHT to review and approve Term 2)  
Written Behaviour Principals reviewed by FGB September 2016  
Document reviewed and re-approved by EHT/HoS October 2016, noted by CSC 22 November 2016  
Written Behaviours Principals reviewed by Federation GB September 2017  
Document reviewed and re-approved by EHT/HoS Oct 2017, noted by Federation GB 21 Nov 2017  
Review Annually