



Severne Junior, Infant and (NC) School

Behaviour and Anti-Bullying Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils, whilst being personalised to meet the specific behavioural, social and SEND needs of individuals
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Be rooted in our school ethos of respect, succeed, celebrate

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as a breach of our school rules:

- **We treat each other with kindness and respect**, to ensure that everyone is included and valued
- **We listen when somebody speaks**, to keep everybody safe, learning and feeling appreciated
- **We take care of each other**, to make everyone feel happy and safe
- **We work as a team**, to celebrate everyone's strengths and ensure we all succeed
- **We do the best we can**, to make the most of every opportunity we are given
- Or, any behaviour which does not align with our school vision:
 - At Severne we believe that every child has the right to succeed in life.
 - Diversity is respected, celebrated and used to provide a curriculum full of opportunities which broadens the children's understanding of the wider world and the life choices available to them.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including, but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Up skirting
 - Initiation/hazing type violence and rituals
 - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and any vaping paraphernalia
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How Severne aims to prevent bullying and child-on-child abuse

At Severne we focus on celebrating diversity and demonstrating a respect for others at all times. This is explicitly taught within the PSHE curriculum throughout the school, from EYFS to Year 6. This is demonstrated within the behaviour expectations of all members of our school community.

We invite parents to regular online safety workshops, to assist families in understanding online safety and how they can support their child at home, including understanding what cyber bullying is. This is also part of our PSHE curriculum.

How pupils, parents and staff can report incidents of bullying:

Within Severne, we have a culture of open dialogue in which any individual of our school community can raise concerns regarding bullying at any time.

Pupils are encouraged to speak to any adult regarding any issue they may have, this includes bullying. All staff at Severne understand the importance of relationships and realise that this adult may not be the class teacher. This is then recorded by the adult on MyConcern in order to keep record and be dealt with by the DSL team.

Parents are encouraged to speak to the class teacher initially, however it is recognised that they may wish to speak to the Pastoral Manager, or a member of the SMT in the first instance. This is then recorded on MyConcern in order to keep record and be dealt with by DSLs.

Staff are encouraged to log any concerns regarding bullying on MyConcern in order to keep record and be dealt with by DSLs.

How the school deals with allegations of bullying

Initially, investigations begin with clarifying the definition of bullying. All allegations are taken seriously and with the best interests of both the alleged victims and perpetrators. All parties involved will be spoken with, to explore the allegations and these conversations will be logged on MyConcern. If bullying is deemed to have taken place, school will inform parents of all those

involved and a pastoral intervention will be introduced to support the perpetrator in building and developing positive relationships. The victim will also be supported in an appropriate manner suited to the child, via the pastoral team.

How the school will react to bullying that occurs off school premises or online

If a child is being bullied off school premises and is being affected by this in school, either academically or socially, pastoral support will be put in place in order to support the child.

If the bullying is taking place online, online safety lessons will be delivered to the whole class concerned and parents will be invited in to school to an online safety workshop.

The class teacher will always be made aware of any bullying issues reported to the school which have taken place outside of school, in order to best manage their classroom and support children.

See section 7.8 for more details on how online misbehaviour is managed.

How the school records, analyses and monitors incidents of bullying

Concerns or incidents of bullying are recorded on MyConcern. All concerns are reviewed daily and discussed at least twice a week by DSLs. The DSL team identify any patterns of behaviour that are considered to be bullying and relevant support measures are put in place, and parents communicated with.

As bullying is defined as a serious misbehaviour, it is dealt with by the Senior Leadership Team, in line with our hierarchy of sanctions (see Sections 7 and 8)

How the school supports pupils who have been bullied, and those vulnerable to bullying

At Severne, we are committed to caring for all of our pupils in all scenarios. This means we utilise our Pastoral Team to provide a bespoke care package suited to the needs of the individuals who have been bullied or are vulnerable to bullying.

Whole-school proactive strategies to prevent bullying

Our school ethos is rooted in 'respect' and our vision is for a community in which diversity is respected and celebrated.

This is evident in the culture of our school and the prominence of we place on building relationships with all children.

This is also evident within our PSHE and RSE curriculum, in which we explicitly teach positive relationships, how to tackle imbalances of power and how to respond to any concerns they have, whether they be bullying or otherwise.

Teachers grasp any opportunities which arise to discuss bullying and building positive relationships, such as in books they are reading within lessons, or figures in history they explore within the wider curriculum.

We annually take part in activities during Anti-Bullying Week.

How the school trains staff and governors in preventing and handling bullying

All members of staff and governors receive training regarding preventing and handling bullying, in line with this policy.

5. Roles and responsibilities

At Severne, we aim to be a community in which every learner is an individual who is respected, valued and nurtured. We aim to do this by placing relationship-building at the forefront of our practise. This relates to all members of our school community.

5.1 The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Head Teacher
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

5.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 its 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 sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording serious behaviour and bullying incidents promptly on MyConcern
- Challenging pupils to meet the school's expectations

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

5.4 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.

5.5 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 responsibility to follow the behaviour policy
- The school's key rules and routines
- The ways in which behaviour which meets and exceeds our expected standard are celebrated and the sanctions they will face if they do not meet the standard
- The pastoral support and care 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, as well as 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.

6. School behaviour curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

At Severne, our behaviour curriculum is rooted in our ethos: respect, succeed, celebrate.

Successful behaviour demonstrates an appropriate level of respect for both oneself and others around us.

Successful behaviour allows the individual to succeed both academically and socially.

Successful behaviour is celebrated at every opportunity by the school community.

Routines are used to teach and reinforce the behaviours expected of all pupils, these include (but are not limited to):

- Showing respect to others when moving around school
- Behaving in a way in which allows others to succeed within lessons

At Severne, we seek to simultaneously create a consistent expectation of behaviour across the school, whilst also understanding that each child is an individual. As such, we ensure we provide a bespoke approach to behavioural needs, based on the specific behavioural, social and SEND needs of individuals; this is rooted in the fact that we value relationships and our staff know our children and their management of children is based upon on that.

Pupils are expected to follow our school rules:

- › **We treat each other with kindness and respect**, to ensure that everyone is included and valued
- › **We listen when somebody speaks**, to keep everybody safe, learning and feeling appreciated
- › **We take care of each other**, to make everyone feel happy and safe
- › **We work as a team**, to celebrate everyone's strengths and ensure we all succeed
- › **We do the best we can**, to make the most of every opportunity we are given
- › And behave in a way which aligns with our school vision:
 - › At Severne we believe that every child has the right to succeed in life.
 - › Diversity is respected, celebrated and used to provide a curriculum full of opportunities which broadens the children's understanding of the wider world and the life choices available to them.

6.1 Mobile phones

In line with our mobile phone policy, mobiles are not allowed to be used in classrooms. This is the same for pupils. However, we understand that there are circumstances where a pupil may be required to bring a mobile phone into school. If this is the case, this should be prearranged by the parent with school and understood that it will be handed to the school office upon the arrival to school to be secured for the day in a locked cupboard and collected after the end of the school day, or after-school club being attended.

7. Responding to behaviour (See Appendix 1: Behaviour in a Nutshell)

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain an ordered and clutter-free environment in which pupils are able to be engaged and focused.
- Display the school rules, sanctions and celebrations clearly in the classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Celebrating and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption, appropriate to the needs of the child and/or class
 - Using positive reinforcement to celebrate behaviours

7.2 Safeguarding

The school recognises that

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm. Staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

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

Please refer to our [child protection and safeguarding policy](#) for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will celebrate it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of our school's behaviour culture.

We are committed to celebrating positive social behaviour, as well as positive attitudes towards learning, which allow our children to succeed.

Positive behaviour will be rewarded with:

- A smile
- Verbal praise
- Stickers
- Stars (logged on BGFL Stars), leading to Stars Certificates
- Star of the Week Certificate, awarded in weekly assemblies
- Being sent to the Senior Leadership Team
- Being sent to the Head Teacher
- Head Teacher's Certificates
- Hot Chocolate with the Head
- Communicating praise to parents in a variety of forms

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them at that time, according to their individual circumstances, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Designated staff have received training in de-escalation techniques, and, where appropriate, will be supported by Senior Leaders to implement scripts, phrases and resources introduced in this training. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies [\[insert link\]](#).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

In the case of a child's **misbehaviour** breaching our agreed school rules within KS1 and KS2, the following graduated response will be followed:

1. Verbal warning given
2. Pink card given – child moved to another seat in the classroom
3. Pink card warning – child moved to another classroom for a set amount of time
4. Pink card warning 2 – child sent to the Phase Leader for a set amount of time
5. Member of SLT called
 - a. Behaviour is logged on My Concern
 - b. Parents are informed
 - c. Consequence given:
 - i. Time lost at play time
 - ii. Time lost at lunchtime
 - iii. Assigned tasks within the school to readdress their actions, for example, clearing up a mess created
 - iv. Other appropriate consequence
6. Head Teacher called

At Severne, we are committed to the fact that every day is a fresh start, therefore we begin each with a clean slate and the graduated response begins again.

We understand that children within the **EYFS** setting require an adapted approach, to help them learn the behaviour expectations here at Severne. A timeout will be used on incidents of misbehaviour, with the child having a timeout lasting for 1 minute for every year of age (so no longer than 5 minutes). Following this, a restorative conversation will take place to help the child understand their behaviours and how they might make an improved choice in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When 3 Behaviour Logs have been recorded on My Concern, an Inclusion Referral Form will be completed by the Class Teacher, to ensure we are supporting the child in the best way possible.

In the case of incidents of **serious misbehaviour** (see Section 3), the child and the incident will move straight to Step 5 (member of SLT) of the Graduated Response. If required, the police will be informed. See the Exclusions Policy for additional information.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable Force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

[Please see our restrictive intervention policy for more information.](#)

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

All reports should be recorded in a bound and numbered book (locked in the Pastoral Manager's office), on MyConcern and reported to parents.

Please refer to our restrictive intervention policy for more information on this legal duty.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searching a pupil

At Severne, we do not search pupils. Pupils may, however, be invited by Senior Leaders to share the contents of their drawers, bags, pockets or belongings, if the Head Teacher has evidence to believe that they are in possession of a prohibited item (listed in

Section 3). If the child refuses, parents will be contacted and asked to come in to school. Any incidents will be logged on MyConcern.

Confiscation

If a prohibited item (listed in Section 3) is found, this is classed as a serious misbehaviour and will be dealt with accordingly. The item will be removed from the child's possession and the DfE's latest guidance on searching, screening and confiscation will be followed. Any incidents of such confiscation will be logged on MyConcern.

We will also confiscate any item that is harmful or detrimental to school discipline, prevents others from learning, or impacts the wellbeing of another child. These items will be returned to pupils after discussion with Senior Leaders and parents, if appropriate. This will be logged on MyConcern.

7.7 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously. It is identified as 'serious misbehaviour' and dealt with accordingly.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.8 Off-site misbehaviour

Sanctions 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

Sanctions 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

Sanctions 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).

7.9 Online misbehaviour

The school can issue behaviour sanctions 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

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

At Severne, we use 'Securus' monitoring system to support the monitoring of behaviours online and when handling technology. The DSL team are the Lead and Deputy Monitors, who review the captures submitted through Securus. Each capture is graded and actioned as follows:

GRADE	GRADE DESCRIPTION	ACTION TO BE TAKEN
FP	False positive - no problem	Mark as false positive.
1	Off task/unproductive behaviour	Report to class and/or year group teacher.
2	Inappropriate content/language, potentially unsafe content or behaviour	Report to SMc & IM, log on MyConcern - review escalation of captured data.
3	Serious, non-urgent child safety threat	Report to SMc & IM, log on MyConcern - review escalation of captured data.
4/5	Serious and urgent child safety threat - present or imminent danger	Report to SMc & IM, log on MyConcern - review escalation of captured data.

Securus is used alongside the in-person monitoring of online systems by members of staff when children are working with technology. If serious misbehaviour is identified in-person, it is logged on MyConcern and dealt with by SLT, following steps outlined in [section 7.3](#).

7.10 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.

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, a member of the Senior Leadership Team will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment, sexual violence, including child-on-child abuse

Severne will ensure that all incidents of sexual harassment and/or violence, including child-on-child abuse, are met with a suitable response, and never ignored.

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

- › Sexual harassment is unwanted conduct of a sexual nature, such as:
 - › Sexual comments
 - › Sexual jokes or taunting
 - › Physical behaviour like interfering with clothes
 - › Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- › Sexual violence is an incident such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- › Child-on-child abuse may include, but is not limited to:
 - Bullying (including cyber bullying)
 - Gender based violence / sexual assaults

- Sexual harassment
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Initiating / hazing type violence and rituals
- sexting

Pupils are encouraged to report anything that makes them uncomfortable to an adult in school, no matter how 'small' they feel it might be. This reporting will be recorded on MyConcern and dealt with appropriately, by the DSLs, in accordance with safeguarding procedures.

The school's response will be informed by guidance sought from KCSIE and Birmingham Children's Trust and 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

Please refer to our [child protection and safeguarding policy](#) for more information.

7.12 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.

8. Serious sanctions

8.1 Reduced Playtime or Lunchtime

If deemed appropriate, the Senior Leadership Team can reduce or remove playtime or lunchtimes as a sanction for serious misbehaviour. Parents will be informed, as this is part of the response to serious misbehaviour.

8.2 Children in Crisis

If a child is in crisis, we will make a safe space available to them – this may be our Nurture Room. They will be supported through de-escalation strategies and, when calm, returned to their place of learning. The child will always be supported by an adult and care for the wellbeing of the pupil will be paramount.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and is different to the need for a calm space to regulate.

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

Removal is a serious sanction and will only be used in response to serious 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.

Removal can be used to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised a member of the Pastoral Team.

Pupils will only be removed from classrooms for prolonged periods of time, according to the decision of SLT and parents will be informed.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, explored through an Inclusion Referral Form.

Staff will record all incidents of removal from the classroom on My Concern, along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort.

Please refer to our [Exclusions Policy](#) for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be secured and the school will co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well, to:

- › Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- › Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, and may include, but not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions, such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

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10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Restorative conversations are key to our practise within school, ensuring the behaviour and any triggers are understood by both the child and the school, in order to help prevent any future incidents. As part of this restorative conversation, the child will be encouraged to explain any reasonings behind their behaviour, the staff will frame the sanctions in line with the school rules and it will be made very clear that each day brings a fresh start for all.

This support will range from explicitly explaining the expected behaviour, to developing a personalised support plan in order for the child to succeed in improving their behaviour choices over a longer period of time.

At Severne we are committed to ensuring a bespoke approach to behavioural support, based on the specific behavioural, social and SEND needs of individuals, as well as an understanding of their particular circumstances. If a child is demonstrating continual misbehaviour, the school will consider an adapted behaviour approach, to support the child, this could include, but is not limited to:

- Pastoral interventions through the Nurture Room
- Individual reward systems, based on behavioural targets negotiated with the child, parent and the behaviour coordinator
- Writing a risk assessment to limit risk to the child and others around them
- Exploring multi-agency support, such as through City of Birmingham School (COBS) or Beacon: Behaviour Support for Schools
- Regarding returning to school following a fixed-term exclusion, please see the [Exclusions policy](#).

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by warmly welcoming all children and as part of that, offering an informal induction process to familiarise them with our culture and expectations around behaviour and attitudes here at Severne.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings, to pass on information regarding how best to support children.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

At Severne, our staff are provided with regular training on managing behaviour, including training on:

- De-escalation techniques
- The proper use of restraint (designated staff)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The safe and lawful use of reasonable force and/or other restrictive interventions
- Trauma-informed practice and behaviour management
- Risks associated with use of generative AI
- Identifying and challenging extreme online misogynistic or misandrist content

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, which are serious misbehaviours, or misbehaviours which reach 3 strikes on a Green Card
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

Such data will be discussed by the Senior Leadership Team, during regular DSL meetings. Any serious behaviour concerns will be discussed with the Behaviour Coordinator.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Care and control policy
- › Mobile phone policy

Appendix 1: Written Statement of Behaviour Principles

Governors' statement of General Principles of Behaviour at Severne Primary School

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Vision

At Severne we believe that every child has the right to succeed in life.

Diversity is respected, celebrated and used to provide a curriculum full of opportunities which broadens the children's understanding of the wider world and the life choices available to them.

Aims

- The individual learner is at the centre of all that we do
- Every learner is an individual and is to be respected, valued and nurtured
- Every learner has a "voice" and that this voice should be listened to and encouraged
- We must strive always to make learning successful and we can do this best by the skilful teaching, of a relevant, creative, ambitious school curriculum, supportive school structures, and by a real partnership with families.

Right to feel safe at all times:

All young people staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

- The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.
- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

- We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour Policy and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

- School rules will be detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

- We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Celebrations:

- We believe positive behaviours should be celebrated to encourage good behaviour in the classroom and elsewhere in the school.
- The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision so that there is a consistent message to pupils that good behaviour reaps positive outcomes.
- The celebration system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.
- It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement:

- The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The use of Reasonable Force:

The Governors expect the Whole School Behaviour Policy/ Care and Control Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- in self-defence or when safety is an issue
- where there is a risk of significant damage to property
- to search pupils for weapons / stolen property.
- The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.
- There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Individual Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

The power to discipline for behaviour outside the school gates:

The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Head Teacher and only as a last resort.

Pastoral care for school staff:

The Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

Multi-agency involvement

When a pupil displays continuous disruptive behaviour, the governors expect that the use of other supportive agencies will be considered.

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

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2: Behaviour in a Nutshell



SEVERNE PRIMARY SCHOOL

Behaviour in a Nutshell



OUR APPROACH TO BEHAVIOUR

AT SEVERNE, OUR BEHAVIOUR CURRICULUM IS ROOTED IN OUR ETHOS:

RESPECT SUCCEED CELEBRATE

WE STRIVE TO NURTURE AN ENVIRONMENT IN WHICH ALL CHILDREN FEEL SAFE AND RESPECTED IN ORDER FOR THEM TO SUCCEED ACADEMICALLY, SOCIALLY AND EMOTIONALLY.

STAFF CREATE AN ORDERED, ROUTINED ENVIRONMENT IN WHICH PUPILS ARE ABLE TO BE ENGAGED AND FOCUSED. WE PLACE A HIGH VALUE ON POSITIVE RELATIONSHIPS WITH PUPILS IN ORDER TO SUPPORT THEM ACADEMICALLY, SOCIALLY AND EMOTIONALLY.

OUR CURRICULUM TEACHES PUPILS ABOUT OUR DIVERSE WORLD, THE IMPORTANCE OF CELEBRATING DIFFERENCE AND THE VALUE OF LISTENING TO AND VALUING OTHERS. WE EXPLORE THE VALUE OF RELATIONSHIPS AND TEACH WAYS IN WHICH PUPILS CAN TACKLE DIFFICULTIES WITHIN RELATIONSHIPS.

WE TEACH THE IMPORTANCE OF APPROPRIATE BEHAVIOUR IN BOTH THE REAL WORLD AND THE ONLINE WORLD, AND SUPPORT OUR CHILDREN IN LEARNING TO NAVIGATE THE ONLINE WORLD SAFELY AND RESPONSIBLY.

WE PRIDE OURSELVES IN OUR PUPILS KNOWING THAT THEY ARE SURROUNDED BY 'TRUSTED ADULTS' WHO ARE HERE TO SUPPORT THEM.

Our School Rules



We treat each other with kindness and respect,
to ensure that everyone is included and valued



We listen when somebody speaks,
to keep everybody safe, learning and feeling appreciated



We take care of each other,
to make everyone feel happy and safe



We work as a team,
to celebrate everyone's strengths and ensure we all succeed



We do the best we can,
to make the most of every opportunity we are given



SEVERNE PRIMARY SCHOOL

Behaviour in a Nutshell



BEHAVIOUR TO BE CELEBRATED

AT SEVERNE, WE WANT TO CELEBRATE OUR CHILDREN AT EVERY OPPORTUNITY. WE CELEBRATE POSITIVE BEHAVIOURS ACADEMICALLY, SOCIALLY AND EMOTIONALLY. WE CELEBRATE OUR PUPILS IN A WIDE RANGE OF WAYS...



SMILE



STICKER



WORDS OF
CELEBRATION



STARS



STAR OF THE WEEK



HOT CHOCOLATE
WITH THE HEAD

HEADTEACHER'S
AWARD



PARENT CONTACT

SHOW OFF TO
MRS MITCHELL





SEVERNE PRIMARY SCHOOL

Behaviour in a Nutshell



BEHAVIOUR INCIDENT FLOW CHART

MISBEHAVIOUR

A BREACH OF OUR SCHOOL RULES:

- WE TREAT EACH OTHER WITH KINDNESS AND RESPECT
- WE LISTEN WHEN SOMEBODY SPEAKS
- WE TAKE CARE OF EACH OTHER
- WE WORK AS A TEAM
- WE DO THE BEST WE CAN

VERBAL
WARNING



PINK CARD



PINK CARD
WARNING



PINK CARD
WARNING 2



SLT



HEAD TEACHER



SERIOUS MISBEHAVIOUR

- REPEATED MISBEHAVIOUR
- CHILD-ON-CHILD ABUSE
- MYSOGONY / MISANDRY
- VANDALISM
- THEFT
- FIGHTING
- SMOKING
- VICTIMISATION
- RACIST, SEXIST, HOMOPHOBIC OR DISCRIMINATORY BEHAVIOUR
- POSSESSION OF PROHIBITED ITEMS

WE FOLLOW OUR
BEHAVIOUR FLOW CHART
WHEN INCIDENTS HAPPEN
IN SCHOOL, ONLINE OR ARE
REPORTED BY PARENTS.

MY CONCERN
LOG

PARENTAL
COMMUNICATION

3 BEHAVIOUR LOGS =
INCLUSION REFERRAL

Appendix 3: Inclusion Referral Form



Inclusion Team Referral Form

SCHOOL INCLUSION TEAM REFERRAL

Pupil Name: _____ Year Group/Class: _____

DOB: _____ Date of Referral: _____

Referring Staff Member: _____ Role: _____

Reason for referral (highlight concerns)

<u>Teaching and Learning</u>	<u>Non-urgent home issues/concerns</u>	<u>Behaviour</u>
Attainment/Progress Refusal to work Any other (please state)	Family Breakdown Boundaries/guidance Illness- child Illness – family Identity Any other (please state)	In class Playground Physical Verbal Anger Clubs Any other (please state)
<u>SMSC</u> Confidence/Self esteem Anxiety Peer relationships Any other (please state)		

Summary of Concern

Provide a brief overview of the concern, including impact on the child:

Parent/Carer Awareness

☐ Discussed with Parent/Carer ☐ Not Yet Discussed

Comments:

Interventions/Strategies that have been or are already in place/trialled (highlight as appropriate):

- Transitional object (taking a book or toy to lunch time).
- Now and next board
- Visual timetable
- Reward chart
- Positive praise
- Planned ignorance
- Diverting attention
- Visual prompts
- Other (please detail):

Desired Outcome / Request for Support

- ☐ Advice & Guidance
- ☐ Attendance Support
- ☐ Pastoral/Wellbeing Support
- ☐ SEND Support
- ☐ Family Support
- ☐ Early Help Discussion
- ☐ External Agency Advice
- ☐ Other: _____
-

Inclusion Team Use Only

Date Reviewed: _____ Reviewed By: _____

Outcome/Actions Agreed:

Review Date: _____