



Crisp Vocational Provision Ltd  
**Building futures for tomorrow**

# Behaviour Policy 2023/2024

Created September 2023  
Review Date September 2024

## **Behaviour Policy**

### **Table of Contents**

<b>1 - Introduction and Principles</b>	<b>Page 3</b>
<b>2 - Key Legal Points</b>	<b>Page 4</b>
<b>3 - Tackling Poor Behaviour</b>	<b>Page 5</b>
<b>4 - Reinforcing Positive Behaviour</b>	<b>Page 7</b>
<b>5 - Responding to Challenging Behaviour</b>	<b>Page 9</b>
<b>6 - Sanctions</b>	<b>Page 11</b>
<b>7 - Bullying</b>	<b>Page 12</b>
<b>8 – Sexual Abuse in School</b>	<b>Page 13</b>
<b>9 – Screening and Searching</b>	<b>Page 14</b>
<b>10 – Power to Use Reasonable Force</b>	<b>Page 15</b>
<b>11 – Malicious Allegations Against Staff</b>	<b>Page 15</b>
<b>12 - Monitoring, evaluation and review</b>	<b>Page 15</b>
<b>13 – Key Points for Staff</b>	<b>Page 15</b>
<b>14 – Police Conduct</b>	<b>Page 16</b>

## **1 - Introduction and Principles**

**1.1** Crisp Vocational Provision recognises that the best way of achieving positive behaviour from students is by keeping them busy, engaged and interested.

**1.2** Crisp Vocational Provision believes that a good behaviour policy, consistently and fairly applied, underpins effective education. School staff, students and parents/carers should all be clear of the standards of behaviour expected of all students at all times. The behaviour policy should be supported and backed-up by all staff within the provision.

**1.3** Our Behaviour Policy is a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

**1.4** Working in partnership with home and referrers is our most effective way of monitoring behaviour. We aim to keep all parents/carers and referrers fully involved in their student's education and engagement, particularly where additional support is necessary. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times.

**1.5** The Crisp Vocational Provision Behaviour Policy is central to our aim of creating a purposeful working atmosphere for staff and students. It rests on the following principles:

- Positive behaviour is fundamental to successful learning, but it extends further than the classroom. We see 'behavioural literacy' as a key skill that is as important as reading or writing.
- If we want students to behave well, we need to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is therefore the responsibility of all delivery and non-delivery staff.
- Positive reinforcement – recognising and rewarding students' good behaviours – is more effective than sanctions.
- All staff who work at the Provision will need to try and understand the causes of poor behaviour as well as respond to the behaviours themselves.
- All students learn that actions carry consequences, and they therefore have a choice how to behave.

**1.6** We will know this policy is successful if we can demonstrate:

- An ethos of respect and tolerance for all.
- Positive encouragement, praise and recognition for good behaviour and effort.
- Support for Provision staff through CPD (e.g. Class/workroom management).
- Appropriate support systems for students with emotional, social and behavioural needs.
- Rules which are clear and define the limits of acceptable and non-acceptable behaviours.
- A range of consequences and rewards which aim to respond to and diminish, behavioural problems.
- Students who understand appropriate behaviours for different situations.
- Referrers, parents/carers and families are confident that the Provision offers consistency, safety and structure.
- A positive image of our Provision in the local community.

**1.7** Regular, ongoing training is part of the Crisp Vocational Provision's responsibility to support staff. When planning staff training and CPD our students' needs are at the forefront of our thinking, ensuring the support we offer is appropriate to the needs of an ever-changing cohort.

**1.8** Crisp Vocational Provision recognises its legal duties under the Equality Act 2010, particularly in respect of safeguarding and in respect of students with special educational needs (SEN).

## **2 - Key Legal Points**

**2.1** Staff have statutory authority to discipline students whose behaviour is unacceptable, who break the provision rules or who fail to follow a reasonable instruction. They may:

- Discipline students at any time the student is in the provision or elsewhere under the charge of staff, including whilst on visits.
- Discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Impose detention outside school hours (although this measure is not taken by Crisp Vocational Provision)
- Confiscate Students' property.

**2.2** The power to discipline applies to all paid staff (unless the Proprietor says otherwise) with responsibility for students, such as teaching assistants.

**2.3** The Proprietor and governing body must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

**2.4** Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that

arrangements are made to safeguard and promote the welfare of students.

**2.5** While Provisions are not required by law to publish their behaviour policy on their website, it is good practice to do so.

**2.6** After the Deregulation Act 2015, schools no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

See 'Behaviour and Discipline in Schools: Advice for Principals and school staff' DfE guidance document (January 2016) for further information.

### **3 - Tackling Poor Behaviour**

**3.1** Crisp Vocational Provision recognises that just as there are some students who will find some subjects harder than others, so there are some students who will find learning and displaying positive behaviour more difficult.

Some students may exhibit persistent, challenging behaviours and do not respond to some mainstream education systems approach to managing behaviour (e.g. exclusion). Serious behavioural issues like these will take time to resolve. We will provide support and guidance for tutors through Continual Professional Development (CPD) and alternative provision/support as appropriate for our students.

**3.2** This policy makes a distinction between low level disruption and challenging, offensive behaviour that we label as 'anti-social'.

**3.3** The following types of behaviour are inappropriate and are challenged by staff. Refrains are used to give students the opportunity to rectify their behaviour however where behaviours persist staff will issue negatives (-1) via the Class Dojo app.

- Defiance
- Disrespect
- Disrupting learning
- Eating (outside the canteen)
- Graffiti
- Inappropriate Language
- Leaving Lesson
- Littering
- Not working
- Play Fighting

- Being rude to others
- Throwing
- Attending the wrong lesson
- Sexualised language

Other behavioural issues that require greater levels of intervention include and lead to students receiving a major negative on the Class Dojo app are:

- Dangerous behaviour
- Vandalism
- Fire Door Use
- Physical Aggression
- Vaping
- Unsafe Kitchen Use
- Smoking
- Leaving site
- Threatening behaviour
- Phones

If a student displays a major negative behaviour and is logged on class dojo they will in turn lose their money they have earned for that day.

We have a zero tolerance approach to bullying. Where any of the above behaviour consistently targets an individual student and is recognised as bullying our staff will act immediately to support the victim. The perpetrators behaviour will be challenged and appropriate interventions will be put in place to address such behaviour - See Section 7.

**3.4** Where a student's behaviour is having a negative impact on the learning environment Staff will use the Class Dojo system which will alert the behaviour team of negative behaviour occurring in the classroom, around the school building or at offsite activities. If this negative behaviour continues the engagement team will endeavour to support the staff in managing student behaviour and will remove students to the Learning Hub for an intervention.

**3.5** Only the Proprietor and Leadership team have the authority to send a child home or decide on a suspension. Suspension is always a very last resort and where appropriate we will always look at alternative interventions to support students in addressing their behaviour, such as the use of our Learning Hub for internal suspensions.

**3.6** The provision will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the provisions safeguarding policy. They should also consider whether

continuing disruptive behaviour might be the result of unmet educational or other needs. Where a student's behaviour is of particular concern and the Class Dojo system is not having any impact, the tutor should make the Behaviour Team aware so that the concern can be addressed. Behaviours will be addressed using the Learning Hub and interventions to prevent persistent behaviours.

**3.7** To be lawful, any sanction must satisfy the following three conditions:

- The decision to impose a sanction on a student must be made by a paid member of the provision or a member of staff authorised by the Proprietor and after consultation with referring commissioner.
- The decision to impose a sanction and the penalty itself must be made on the Provisions site or while the student is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

**3.8** A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

## **4 - Reinforcing Positive Behaviour**

**4.1** Crisp Vocational Provision aims to uphold a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

**4.2** Crisp Vocational Provision aims to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is the responsibility of all delivery and non-delivery staff.

**4.3** Every member of staff should aim to praise in every session using the Class Dojo system to reward positive behaviours.

**4.4** Other methods used on a daily basis to reinforce and reward positive behaviour may include the following:

- The ClassDojo reward system (see below)
- Reward charts to highlight students who have shown positive behaviour or achieved certificates ,supported by positive calls home.

- Weekly meetings and tutorials
- Behaviour Team use extensive data on a daily basis to show positive, helpful behaviour as well as negative behaviours. Enabling to highlight what areas need development or what areas are excelling.
- Photos and materials from reward trips and enrichment activities are placed all around the school to promote good times at the provision, which serve as a constant reminder to the students that they have a positive experience with us. The Learning Hub also displays these positive moments as motivation and a reminder.
- We have a daily reward for the student of the day, where the student receives a free tuck shop when they are in next.
- We have an end of term reward trip to recognise positive behaviours and attendance and also arrange additional trips and rewards as further incentives for students.

**4.5** All positive behaviour that is worth commenting on should be recorded in class dojo and on Arbor to recognise the positives of the students.

**4.6** The Class Dojo Reward System. Crisp Vocational provision uses ClassDojo as a system to record positive and negative behaviour for each individual student.

Students may be rewarded for behaviours such as:

- Excellent lesson
- Independent work
- Being polite
- Helpful
- Teamwork
- Being a Role Model
- On time
- Respect

Negative behaviours, which subtract from their daily total are listed in section 3.3.

Our students are able to earn money (wages) by attending school and behaving appropriately. Students can earn up to £1 per day, a total of £5 per week which they accumulate during their time with us. Students get the choice to spend the money they have accumulated if they wish to buy something ie a voucher at half term. They also have the opportunity to let the money accumulate and cash it out (Bank transfer to parent/carers) at the end of their time with Crisp Vocational provision.

Students earn money in the following way:



- If a student receives 50 or more positives and does not receive a major negative, they will earn £1 in their wages.
- If a student receives between 30-40 points and no major negatives, they will earn 0.75p in their wages.
- If a student receives between 20-30 points and no major negatives, they will earn 0.50p in their wages.
- If a student receives between 10-20 points and no major negatives, they will earn 0.25p in their wages.

They will lose £1 of their money for any vandalism/graffiti behaviours are shown in the provision.

## 5 - Responding to Challenging Behaviour

**5.1** All students are required to sign a behaviour contract in their induction, which takes place on their first day at the school. This outlines expected behaviours, as well as what is considered unacceptable. Students will be set targets during their initial 6-week probation period which are monitored by the behaviour team. Where students are struggling to meet these targets, interventions are put in to provide further support and everything is done to support students in completing this probation.

**5.2** When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with established systems. A range of disciplinary measures are available and clearly communicated to staff and students. These can include:

- A verbal reprimand
- ClassDojo negative point
- Five negatives for the same behavior equals a major negative and in result a loss of money.
- Loss of privileges such as:
  - Not being allowed to participate in offsite activities including afternoon activities, end of term trips and residential trips
  - Negative phone call home.

**5.3** Responding to challenging behaviour in class, the sanctions system is a series of steps. At each step, staff should remind the students that they have a choice. It is also the delivery staff's decision to know when to implement this formal system:

- **A Refrain** - Remind the student of the Code of Conduct or Behaviour Code, (depending on the programme) and that they have a choice.
- **Negative** - If the reminder doesn't work, give the student a negative point on the Class Dojo system. The Behaviour team will monitor the lesson and that particular student.

- **Second Negative** – Behaviour Team member will try and work one to one with them within the class to try and promote the positive behaviour that is being asked from them.
- **Third Negative** - If the refrain and negatives don't work, the student will be sent to the learning hub where they will be under supervision. The student will spend the rest of that session with the behaviour team who will refocus them into a more positive frame of mind. It is always useful to offer some discussion time outside of the session with a student who is displaying challenging behaviour. However, if staff are alone with a student and if a colleague is not available to attend the discussion, tutors must remain visible to other staff or CCTV cameras.

N.B. This policy should be read in line with Physical Intervention Policy and the positive handling policy.

**5.3** The decision to return the student to the same session should be carefully considered between the Behaviour team and the Lead Tutor. It is the student's responsibility to be in class, learning, and it is the delivery staff's responsibility to assist them to achieve this. If staff are aware that a student is causing serious disruption which is interfering with the work of other students, preventing the session from taking place or is behaving in a way which is likely to lead to a major confrontation, then the standard practice is to remove them from the teaching/activity area. Staff to radio for the wandering behaviour team member to intervene.

**5.4** Staff not to shout at students, but instead use refrains in their usual tone. We recognise that this is more successful than shouting as many students react badly to this and it can escalate small situations.

**5.5** If staff witness some negative or challenging behaviour that needs comment, it should be recorded on class dojo as a negative mark. For more serious incidents, an incident report on Arbor should be completed at the earliest possible time, using notes and discussion with staff involved. All information and recordings should be passed to the Behaviour lead. The outcome of the incident will be fed back to key staff.

**5.6** All incidents involving situations where a student, tutor or member of the public has been at risk of harm should be noted on Arbor and recorded on CPOMS. This matter should also be brought to the attention of the Proprietor/DSL who will decide if the matter requires reporting to the Governing Body.

**5.7** Where tutors are concerned about behaviour, the leadership team may schedule a meeting with the parent/carer.

Working in partnership with home is our most effective way of monitoring behaviour. Most parents/carers are supportive and understand we are acting in the student's best interest. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times. Therefore, we discourage individual members of staff from calling home directly and contact with home should not be made without first speaking with the Behaviour lead. No phone calls should be made using

personal phones.

**5.9** Teachers have the power to discipline students for misbehaving outside of the school premises to such an extent as is reasonable. This may include:

- Misbehaviour when the student is:
  - Taking part in any school-organised or school-related activity
  - Travelling to or from school
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another student or member of the public
  - Could adversely affect the reputation of the school.

In all cases of misbehaviour, staff can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## **6 - Sanctions**

**6.1** Responding to challenging behaviour using Class Dojo. All members of the staff team have access to the Class Dojo system on computers and iPads. They should use this to respond to low-level disruption (verbal abuse, deliberate or persistent disruption etc.).

- Staff will use a refrain such as 'if that happens again you will earn yourself a negative point'. If behaviour continues, a negative point is given.
- The Behaviour Team monitors sessions throughout, if another negative is given in that lesson the Behaviour Team responds and tries to work on a one-to-one basis for a short period of time. If the Behaviour team member deems a third negative is warranted, then the Behaviour Team member will radio to escort them to the Learning Hub.
- Once in the Learning Hub the aim is to refocus them to a more positive frame of mind for return to class, but if unsuccessful they are removed completely and continue the learning away from the classroom.

**6.2** Five negative points for the same behaviour on ClassDojo constitutes a major negative. Certain specified behaviours, such as smoking and vandalism, are immediately counted as a major negative.

Students who receive a major negative forfeit any ClassDojo rewards earned on that day.

**6.3** Where a student begins to gather large numbers major negatives in a half term, their behaviour is more closely monitored by the Behaviour team and a series of consequences are implemented to ensure the child's engagement and welfare:

- Eight Majors: the staff speak with the student and use individualised targets to monitor the student's behaviour more closely.
- Twelve Majors: a letter/email is sent home to the student's parents/carer notifying them

of their child's behaviour. A follow phone call is also made.

- Fifteen warnings: the parent is invited to attend a meeting to discuss their child's behaviour and any underlying issues, along with any additional measures that can be implemented to support the student.
- Twenty-five majors: the student's placement will be placed under consideration.

**6.4** Behaviours such as physical violence or intimidating threats of violence could lead to:

- Removal from the provision, including time spent in the Learning Hub for internal suspension.
- Attending a placement review meeting with the parent/carer, referrer and leadership team.
- Where meetings have taken place to review student behaviour, targets are set and these are then reviewed at an agreed date.

## **7 - Bullying**

**7.1** Crisp Vocational Provision follows DFE guidance on bullying, which defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

**7.2** Bullying of any form is not tolerated by Crisp Vocational Provision.

**7.3** We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

**7.4** Bullying can be motivated by actual differences or perceived differences.

**7.5** Bullying can be:

- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email

- Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

**7.6** We expect all members of staff and students at Crisp Vocational Provision to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education are the most positive and effective means of eliminating bullying.

**7.7** Reporting When an incident of bullying is reported we:

- Make it easy for students to report bullying including bullying which may have occurred outside of school, by being clear that students can report bullying to any member of staff without fear of further bullying or discrimination.

- Take any report of bullying seriously and investigate it thoroughly.

- Implement sanctions for any student found to have bullied another student.

This might include loss of privileges, time in internal suspension, depending on the nature, severity and context of the bullying.

- Work with perpetrators using a restorative justice approach to help them to take responsibility for their actions, understand the impact of their behaviour on others and to repair the harm done and to ensure there is no repetition.

- Work closely with the parents/carers of the perpetrator and inform them of the outcome of the investigation.

- Support the victims of bullying, by making sure there is an adult who is their first point of contact to express ongoing concerns and use external agencies such as a counsellor where appropriate.

- Record all instances of bullying in line with the Behaviour policy and identify and respond to patterns.

**7.8** Where bullying outside the school is reported to staff, it is investigated, so that appropriate action can be taken.

## **8 - Sexual Abuse in Schools**

Many young people have sadly become accustomed to sexual abuse being common in society, it is vital that at Crisp Vocational provision we do not allow such behaviours to become normalised.

Sexual abuse **cannot** be accepted in any form; (The DfE identifies Sexual abuse in these ways):

- *Bullying* (including cyberbullying),

- *Physical abuse* such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

- *Sexual violence*, such as rape, assault by penetration and sexual assault.

- *Sexual harassment*, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse, up

skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, sexting (also known as youth produced sex).

It is vital that **any cases** of sexually inappropriate behaviour, including sexual touch, sexualised language or referring to another gender as being inferior or insignificant are not ignored and that the incident and any teacher responses are recorded.

## **9 - Screening & Searching**

**9.1** All students are searched on arrival to Crisp Vocational Provision as a means of minimising risks to students, staff and visitors. We screen our students using a handheld wand and search students by asking them to turn out their pockets inside out.

**9.2** 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 & cigarette paper
- Fireworks
- Pornographic material
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property of, any person (including the pupil).

Authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**9.3** Confiscation – School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Parent/carers may be asked to collect the item dependent on the severity of the situation.

**9.4** Mobile Phones (other electronic devices) Mobile phones and other electronic devices are part of modern society and the majority of students will now own a mobile phone. We understand that for safety reasons students will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate web usage. Mobile phones must be handed in upon arrival to the provision when being searched.

**9.5 Smoking/Vaping** In line with City Council policy, Crisp Vocational Provision is a no smoking establishment. As UK law states smoking isn't allowed in any enclosed workplace, public building or on public transport in the UK. Any student caught smoking/Vaping will be sent home immediately (with consent from parents/carer)

## **10 - Power to Use Reasonable Force**

Please see the Physical Intervention and Positive Handling policy.

**10.1** Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

**10.2** Authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items as outlined in the previous section that have been or could be used to commit an offence or cause harm.

Please see the DfE Guidance Document Use of Reasonable Force for further information.

## **11 - Malicious Allegations Against Staff**

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Proprietor will consider what form of disciplinary action to take in accordance with this policy, which could include exclusion.

The Proprietor will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

## **12 - Monitoring, Evaluation and Review**

The governing body will review this policy at least every year and whenever there is a change in legislation or guidance and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the provision.

## **13 - Key Points for Staff**

- When faced with misbehaviour, try not to take it personally.
- Understanding that students need to learn appropriate behaviours means accepting they will not all behave well all of the time.
- A key skill is separating the behaviour from the person.
- Avoid confrontation. Young people will often try to draw you into confrontation, particularly if this is the kind of behaviour they are used to.

- Avoid sarcasm.
- Once a sanction has been imposed, it's important not to keep referring back to it. Our basic message is that if you don't get it right today, there is always another chance tomorrow.
- Students will expect you to use the system and respond well to consistency, so please make sure you do use it for both positive and challenging behaviours.
- Ask for help and support whenever you feel you need it.

#### **14 – Police Contact**

If police arrive to the provision to formally interview and possibly arrest a student, the following procedure should be followed:

- Police have a right to interview a student and provision staff cannot refuse to allow the interview to take place.
- A member of staff must be present at the interview.
- Notes of the interview should be made by the member of staff and kept in the student file.
- Parents/carers should be contacted after the interview and informed that it has taken place unless there are Child Protection issues in which case the police will advise regarding parental contact.

Staff should not accompany students to the police station if they are asked to do so. The police will contact Social Care who will provide a responsible adult to be present at interviews offsite.

In the event that Actual Bodily Harm occurs as the result of a deliberation act towards a member of staff or pupil. The Proprietor and leadership team should be informed, and a decision will be made as to who the incident should be referred to.

**Created by Kevin Crisp December,2022**