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***Guided by the Holy Spirit, we listen, learn and care.***

**Positive Behavior Policy**

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**Signed by the Chair of Governors:**

**Date: 29th March 2023**

**Review Date: 28 March 2024**

*Inspired by the Holy Spirit, we listen, learn and care*

**OUR SCHOOL MISSION STATEMENT**

At Dean Gibson Primary School we believe that every child is an unique creation of God. We promise to provide education opportunities and experiences to enrich learning and wellbeing of the children together with the whole school community, by following the teachings of Jesus Christ. It is the school’s aim that the children become well rounded, confident individuals, with an understanding of gospel values as preparation of the world of work and life.

We have a behaviour policy and measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

1. **Statement of principles**

Dean Gibson Catholic Primary School Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body consults the Headteacher (Mrs Tansey), the school staff, parents and pupils when developing these principles. The Headteacher then decides the standard of behaviour expected of pupils at our school.

It is our aim, at Dean Gibson Catholic Primary School, that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

We expect our children to develop high personal standards and moral values, through a sense of responsibility and a respect for others.

1. **Context**

This policy should be read in conjunction with those policies listed below:

Health and Safety Policy

Online Safety Policy

Safeguarding Policy

Whole School Attendance Policy

Teaching and Learning Policy

Anti-Bullying Policy

Special Educational Needs Policy

1. **Classroom Management**

Our behaviour policy aims to promote good behaviour, self-discipline and respect; it ensures that our pupils complete assigned work; it regulates the conduct of our pupils. We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Well prepared and stimulating lessons generate good behaviour and earn respect.

The importance of an appropriate curriculum is crucial. We differentiate according to children’s abilities, realising the frustration that can be caused when work is too hard or too easy for a child. Learning needs to be fun and we believe in a creative curriculum that caters for all children’s needs and differing skills. The importance of developing children’s social and emotional skills is seen as crucial to promoting good self-discipline.

*Consistency*

Members of staff understand the need for consistency in creating a successful learning environment. Rules are followed throughout the school and the children know the rewards and sanctions that are in place. All children are treated equally and fairly. Children with additional needs are disciplined according to their requirements.

*Choice*

Children are taught to take ownership of their behaviour and to understand the importance of choice. We aim to make them realise that they own their own behaviour and they choose how to behave.

 *Curriculum*

School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1. **Rules**

The Headteacher determines the school rules. The standard of behaviour expected of all our pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to our school.

At Dean Gibson Catholic Primary School, we set high standards and apply rules firmly. Relationships are vital between everyone at every level: - greet and be greeted - speak and be spoken to - smile and relate – communicate

We have one school rule – ‘Love One Another’.

As well, all children are taught their own class rules, or charter, which each classroom has established with the involvement of pupils. These are limited in number and observable; children need to understand the importance of following them to create a safe and happy environment. The rules and charter apply at all times throughout the day and apply to behaviour. These are referred to regularly and may include the following:

• We are kind and respect one another.

 • We listen carefully and don’t shout out.

• We let teachers teach and other children learn.

 • We move sensibly through the school.

 • We keep hands, feet and objects to ourselves.

1. **Rewards**

**GOOD BEHAVIOUR IS ENCOURAGED:**

 • By the use of a quiet voice and a calm manner

• To aim to have a “No shouting school”

• Positive praise

• Leading by example – being a positive role model

 • Offering meaningful rewards

• Recognising small achievements

• Make children feel special

• Recognising everyone’s need to be heard

 • Effective teaching and learning

• Access to a differentiated curriculum

• Consistent approaches for all children

• Clear boundaries

• Children need to understand what and why good behaviour is needed

 • Zero tolerance

• Eye contact and smiling!

• Good communication between home and school

* By having monitors in the corridors/hall to help keep noise down
* With child designed posters to remind about being kind, keeping quiet, maintaining social distance etc

**GOOD BEHAVIOUR IS REWARDED:**

 • Writing/maths/good behaviour coloured badges

 • Stickers

• Positive praise

• Good values certificates

• Headteacher’s Award

• Celebration assembly

 • Star pupils

 • Positive comments/texts to parents

 • Celebrating good behaviour/success

 • Golden time

• Sent to another member of staff to reinforce success and praise

* Star of the Week in class who can choose a PE session (eg, on a Friday)
* Pebbles in a jar and a pebble party when jar is full
1. **Sanctions**

• The decision to punish a pupil is made by a paid member of school staff or a member of staff authorised by the Headteacher;

 • It will not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it will be reasonable in the circumstances

 • A sanction will be proportionate, i.e. be reasonable in all the circumstances and account will be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

• The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip

 • Corporal punishment is illegal in all circumstances

The school employs a number of sanctions to enforce the school/class rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. If pupils do not follow the classroom rules, they are dealt with calmly and quietly. Consequences are presented to the pupils as a choice. This places the responsibility for inappropriate behaviour on the child. To be effective, consequences are consistent. Negative comments or sanctions place concentration on the behaviour of the child rather than the child as a person.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

• We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

 • If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.

 • A child will have an item confiscated if it is not conducive to learning. •Removal to another class with an activity to reflect on their behaviour.

• discussing behaviour with HT or a member of Leadership Team to decide how to improve/make amends.

• The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

 • If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child and to keep under review.

*RESTORATIVE APPROACHES*

When an incident has occurred where a child has behaved inappropriately, the school has adopted a Restorative Approach to help solve the problem. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people. The school adopts a Restorative Approach to questioning.

 • What happened/ what's happening?

• What were you thinking/ feeling at the time?

 • What do you feel / think now?

 • How have you and others been affected?

 • What do you need?

 • What do you need to do to put it right?

We believe that children should take responsibility for their own behaviour. If children have behaved inappropriately they will have to take a logical consequence to reflect on what they have done, how it has affected other people and how they can put it right. The consequence will be directly linked to the poor behaviour in order to teach them not to do it again.

Some examples of possible logical consequences for inappropriate behaviour:

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| **INAPPROPRIATE BEHAVIOUR** | **LOGICAL CONSEQUENCES** |
|  |  |
| Shouting out/swinging on chairs/ | Individual warning, time off playtime to reflect |
| Running in school | Made to go back and review of school rule |
| Playtime behaviour | Stands against the wall/ walks with teacher/ sent into school. If repeated, loss of own time and work/ jobs to be completed/ writing about good behaviour |
| Disturbing assembly | During assembly, sit with another class, e.g. KS2 sit with KS1 |
| Answering back and arguing with adult/ Speaking rudely | Warning – then kept in during own time to write apology and reflect about actions/ do jobs for the adult/ lunchtime, write apology and do playtime jobs |
| Deliberate disruption of lessons/distracting others | Moved to sit on own/ loss of own time and completion of work in own time or sent home/ jobs for teacher who has had teaching disrupted/ if repeated sent to other class |
| Making fun/teasing  | Reflection in own time/ written apology/ time to apologise and make amends |

*Detention*

Whilst this school does not use a formal system of detention, in following through with logical consequences pupils may well miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act reasonably given consideration for time to eat, drink and use the toilet. Detentions out of school hours will not be used.

*Exclusion*

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school’s behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so). It may be necessary to exclude a child from Dean Gibson Catholic Primary School, although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will have their own Individual Behaviour Plan (IBP). The decision to exclude is taken by the headteacher and this may be for a fixed term or permanent exclusion. The headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

The following are examples of behaviour which will not be tolerated and warrant possible exclusion:

 • Extreme or violent physical abuse to a member of staff or another child

 • Persistent disruptive behaviour that does not allow children to learn or teachers to teach

1. **Preventing Bullying**

 We have measures to prevent all forms of bullying amongst pupils. These measures are part of the school’s behaviour policy.

 **What is Bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, online-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. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our school’s first priority but emotional bullying can be more damaging than physical; as a school, we will have to make our own judgements about each specific case.

 **Prevention**

 Our response to bullying does not start at the point at which a child has been bullied. We have developed an approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This involves talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Members of staff determine what will work best for their pupils, depending on the particular issues they need to address. We have created an ethos of good behaviour, where pupils treat one another, and the school staff, with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate our whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The Equality Act 2010 requires public bodies to have due regard to the need to:

• Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

 • Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

• Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. Safeguarding children and young people Under the Children Act 1989 a bullying incident will be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff will report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying. Criminal Law: It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police will only be undertaken with the agreement of the Headteacher.

*Relationships*

We firmly believe in developing excellent relationships at our school. This is the basis for where all can work together profitably. Relationships between staff and pupils are built on trust and respect. Children are taught the difference between right and wrong, and through positive relationships this is incorporated into all that we do.

*Respect*

We aim to develop a culture of respect where all stakeholders are in full agreement of the code of respect required within school.

• We treat each other with respect in the way we communicate

 • The school building and everything in it is treated with respect

• Everyone sees the importance of respecting other people's feelings Procedures followed for incidences of bullying are held in our Anti-Bullying Policy.

1. **Confiscation of Inappropriate Items**

We follow the DfE Departmental advice explaining the powers schools have to screen and search pupils and to confiscate items they find – ‘Searching, screening and confiscation Advice for headteachers, school staff and governing bodies’ (February 2014). There are two sets of legal provisions which enable school staff to confiscate items from pupils:

 1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a sanction. Members of staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Confiscated items to be returned to the pupil at the end of the school day will be kept in the teacher’s desk drawer. Confiscated items to be returned to a parent will be kept in the office until the parent collects it.

2. Power to search without consent for 'prohibited items' including:

 a. Knives and weapons

 b. Alcohol

 c. Illegal drugs

 d. Stolen items

 e. Tobacco and cigarette papers

 f. Pornographic images

g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

 h. Any item banned by the school rules which has been identified in the rules as an item

which may be searched for Weapons and knives and extreme or child pornography will be handed to the Police. Otherwise, confiscated items will be kept in the school office until the parent collects it.

1. **Power to use Reasonable Force**

The circumstances in which force might be used are set out in the behaviour policy and follow the CCC Protocol On The Use Of Restrictive Physical Interventions In Schools, Residential Homes And Other Care Settings For Children

• Any policy on the use of reasonable force acknowledges the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).

• School does not require parental consent to use reasonable force on a pupil.

• School does not have a ‘no contact’ policy which might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

• By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, school reduces the likelihood of complaints being made when force has been used properly.

• School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension will not be an automatic response when a member of staff has been accused of using excessive force.

• Force is usually used either to control or restrain. It will never be used as a punishment; this is always unlawful. 1 What is reasonable force?

1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

3) ‘Reasonable in the circumstances’ means using no more force than is needed.

4) Schools generally use force to control pupils and to restrain them. - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force.

2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

 3 When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

 4) School can use reasonable force to:

 • remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

• restrain a pupil at risk of harming themselves through physical outbursts

In our school we do not have a ‘no contact’ policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. Members of school staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All members of staff will be provided with training to support their understanding of reasonable force.

**10.Roles and Responsibilities**

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body consults the Headteacher, school staff, parents and pupils when developing these principles. The governing body is aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination. The headteacher is responsible for developing the behaviour policy in the context of this framework. She decides the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy includes measures to prevent all forms of bullying among pupils. The behaviour policy is publicised, in writing, to staff, parents and pupils at least once a year. Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. School has, and parents sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction. The local authority may also prosecute a parent who fails to ensure their child’s regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order. The governing body sets out the rationale for this policy which the Head teacher operates on a day to day basis. We expect all staff and pupils to adhere to this policy. We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the head teacher.

 **11.School Support Systems**

School considers whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted. School also considers whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment will be considered. As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

**12.Consultation, Monitoring and Evaluation**

Our school is a community of Governors, teachers, teaching assistants, welfare assistants, parents, pupils and other adults. It is the function of this school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self-discipline within our children. Our policy has been developed in consultation with the school community. It will be monitored in accordance with the school's cycle of monitoring and evaluations shared with the governing body through the headteacher's report and school record of self evaluation. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. The policy will be reviewed annually with all staff at the start of each academic year with mid-year reviews where monitoring indicates that this is required. Following a review of the policy, parents will be advised on any adaptations or changes through the school app or newsletter. The school app, newsletter and website will also be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

**13.Complaints Procedure**

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office. In respect of this particular policy, it should be noted that: 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.