



BEHAVIOUR POLICY

**Incorporating School Vision, Aims & Values
Policies on Exclusions, Anti - Bullying & Harassment, & Physical
Interventions**

Reviewed by the Full Governing Body - **Autumn**

Date of last Review	Signature

INTRODUCTION

Good behaviour is conduct, which assists the school to develop the potential of all pupils.

LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 88-94 of the [Education and Inspections Act 2006](#), which require 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 should publish their behaviour policy online

AIM

Our **BEHAVIOUR POLICY** aims to:

- Develop pupils' responsibility for their own actions and their ability to self-regulate.
- Create the conditions for a considerate community in which effective learning can take place and in which there is mutual respect between all its members.
- Sets out measures to promote good behaviour, self-discipline and respect

PUPIL CODE OF CONDUCT

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Golden Rules:

We have three golden rules, called the '3 Rs':

- Show RESPECT
- Take RESPONSIBILITY
- Always make the RIGHT choice

These rules work in partnership with our vision, curriculum aims and values-led curriculum:

Our Vision, Aims and Values
'Learn well, have fun, be safe'

Vision:

That children learn actively in a caring, inclusive and stimulating environment so that they are motivated to do their best and reach their potential.

Aims:

To ensure that every child is safe and happy in our school and develops as an independent learner, encouraging them to voice opinions and give feedback on teaching and learning.

To provide equal opportunities for all, regardless of culture, race, faith, gender or ability.

To provide the highest quality teaching in order to secure outstanding learning.

To nurture curiosity and a love of learning through a varied and stimulating curriculum which enables children to enjoy school and develop socially, morally and intellectually.







To foster a caring community by promoting the importance of working together and showing respect and support for each other.

To provide a wide range of extra-curricular activities and experiences to develop children's understanding of healthy lifestyles and the wider world.

To encourage children to make a positive contribution to local, national and global communities.

To work together with parents in order to support children's development and education.

Values:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing Myself		Being Forward Thinking		Learning into leadership	
Values	Independence	Respect	Aspiration	Creativity	Confidence	Community
Attribute	Olly Organisation	Colin Communication	Resilient Rosie	Izzy Initiative	Arnie Adventure	Teamwork Twins
						
Key Focus	GETTING GOING Working to develop organisational skills on a personal and wider context	EMPATHY AND THE ABILITY TO TALK TO DIFFERENT PEOPLE Working to inform, engage, motivate and inspire	GOAL SETTING AND AIMING HIGH Work to Develop perseverance and strength of character	PROBLEM SOLVING Working to develop the skills of independent learning and an increasing readiness to seek new challenges	NEW EXPERIENCES AND TAKING RISKS Working to develop the attributes in unknown territory	GIVING BACK AND WORKING WITH OTHERS Working with pupils and adults with a developing awareness of the other attributes

Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (Appendix1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording all behaviour incidents in line with school expectations (at present on CPOMS)

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

REWARDS AND SANCTIONS

Good behaviour is maintained by giving praise and reward when appropriate and showing disapproval and disappointment in relation to our values, when expected standards are not attained. The school strives to ensure that these measures are applied consistently through regular training, review of this policy and ensuring that a copy of the policy is available on the school website. Behaviour management will also form part of continuing professional development for all staff.

Rewards may take the form of:

- 1) Private or public verbal praise from class teacher
- 2) Letters or phone calls home
- 3) Special privileges/responsibilities
- 4) Reward symbols (smiley face, sticker, star)
- 5) Use of school reward system (merit tokens)
- 6) Work displayed for other to see.

Sanctions may take the form of:

- 1) Immediate checking of behaviour, followed by a private reprimand/explanation of why behaviour is unacceptable if behaviour continues.
- 2) Child being moved away from the group in class.
- 3) Loss of playtime or removal of a privilege combined with a discussion with an adult
- 4) Expecting work to be completed at home, or at break or lunchtime
- 5) Child sent to Head or SLT/SMT to report on their actions.
- 6) Contacting parents.
- 7) 'Community service' within the school environment.
- 8) Agreeing a behaviour contract/consequences chart
- 8) Internal exclusion.
- 9) Fixed term/permanent exclusion.

MISBEHAVIOUR

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude
- Deliberate incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- **Disrespect/false allegations towards adults**
- Any form of bullying
- Assault/Fighting/Violent or Aggressive behaviour
- Vandalism/Damage to property
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

The consequences flow chart (Appendix 2) shows examples of how sanctions are applied.

All class behaviour incidents are recorded electronically using the CPOMS software using the correct protocols (Appendix 3).

Bullying and discriminatory behaviour (racial, disability, gender, homophobic etc.) is recorded under the relevant categories on CPOMS and are followed up by a member of the Senior Leadership Team. All behaviour incidents are monitored each half term, for patterns of behaviour by the Senior Leadership Team. Feedback is given to children, teachers, parents and governors as appropriate.

If children are entered on CPOMS repeatedly, or the misconduct is serious in nature, the SLT or Team leaders, in consultation with class teacher, will take further appropriate action which may include the following:

- 1) Further sanction by Class Teacher or Headteacher which may include an individual behavioural plan (PSP) drawn up in consultation with the child.
- 2) Contact with parents.

- 3) Work with or receive support from the school's Learning Mentor
- 4) A behaviour record to be kept and sent home to parents.
- 5) Assessment/Entry onto SEND Register.
- 6) Outside support from the Behaviour Outreach Support Service.
- 7) Where bullying is suspected parents of victims and alleged bullies should be informed.

CONFISCATION

Any prohibited items (listed above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as, in the community, on a school trip, or on the bus on the way to or from school.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

PHYSICAL RESTRAINT/USE OF REASONABLE FORCE

The law says that school staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupil receiving education at the school, whether during a teaching session or otherwise.

Use of physical restraint will depend on the circumstances of each individual case but the force used must always be deemed necessary and proportionate to the consequences it is intended to prevent

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Where a child is at greater risk of needing restrictive physical interventions, a risk assessment will be undertaken with the parents, detailing triggers, techniques to be used and methods for the pupil to communicate in times of crisis.

Records will be kept of incidents in which force has been used as evidence of defensible decision-making in case of a subsequent complaint or investigation. The incident will be registered on CPOMs and in the Numbered and Bound book held in the Headteacher's office. After any recordable incident, parents will be informed of what has happened.

There are members of staff trained in Team Teach/safer handling and de-escalation techniques.

EXCLUSIONS

Fixed/Permanent

Where all options in school have been considered, it may be necessary to exclude a pupil for a fixed term or in extreme cases make a permanent exclusion. This decision can only be made by the Head teacher and it will be in accordance with the procedures laid down by LA and DfE guidelines including [the Lincolnshire Ladder for Behavioural Intervention](#)

PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

Pupil 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 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.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

BULLYING & HARASSMENT

What is Bullying?

Bullying is defined as the **repetitive**, intentional harming of one 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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

All allegations of bullying or harassment should be taken seriously, investigated and proven should be treated as serious misconduct.

Victims of bullying/harassment may need the support of a member of staff.

Any child can become a victim of bullying/harassment at any stage in their school career, just as no adult is immune to it. However, we recognise that certain children are more vulnerable to this kind of abuse than others.

It is **vital** that children experiencing bullying should be made aware that:

- It is not their fault.
- They are not expected to just 'put up with it'.
- Staff are concerned about their welfare, and will listen to them and treat seriously any incidents they report.
- There are some actions which they themselves can take to help relieve or stop it.

Reasons for Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- Related to disability, SEND or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- Related to home circumstances (e.g. young carers or children in care)
- Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

There are different types of bullies and victims:

- Aggressive bullies – physically aggressive individuals or bully groups
- Anxious bullies – children recruited into bully gangs by intimidation
- Victim bullies - children often victims at home and bullies at school
- Passive victims - children with poor social skills/are unassertive
- Provocative victims – children who bring out the worst in other children; often have poor relationships with primary carers; can be attention seeking.
- Attention seeking victims – children with good social skills who deliberately seek the kudos of being a victim.

All children need to be overtly taught strategies which can help dissipate potential 'bullying' situations. The most simple steps to encourage them to adopt are:

- Say 'no', or 'I don't like you doing that'
- Turning/walking away
- Staying with 'safe' friends (avoiding being on their own)

- Staying away from places where the known bullies tend to linger (cloakrooms, corners of playground)
- Speaking privately with a trusted adult

Children who are persistently suffering through bullying need individual support. They may feel isolated, and wonder what is wrong with them. It can make them withdrawn, reluctant to face up to challenges in their work and in their socialisation. They can develop feelings of inadequacy which remain with them into adult life.

Equally it is important that bullies' behaviour is challenged and they are offered help to alter behaviour and identify with victim.

Responding to Bullying

When bullying has been reported or observed then the following 7 steps will be taken:

STAGE 1:

1. INTERVIEW WITH THE VICTIM

When a teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings and gathering information.

2. CONVENE A MEETING

The teacher arranges to meet with the pupils who have been involved, this may include by-standers. The victim must give permission for this to take place and feel easy about it. The meeting will include bystanders or colluders who joined in but did not initiate bullying.

3. EXPLAIN THE PROBLEM

The teacher tells them about the way the victim is feeling. Details of the incident are discussed.

4. SHARE RESPONSIBILITY

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

5. ASK THE GROUP FOR IDEAS

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

6. LEAVE IT TO THEM

The teacher ends the meeting by passing the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.

7. MEET THEM AGAIN

Meet later in the school day or early the following day to discuss outcomes. Monitor and record the situation daily for a fixed period of a week.

The above procedure is Stage 1. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are considered:

STAGE 2 - Contact parent/carer and convene a meeting.

STAGE 3 - Put a Behaviour Plan/Pastoral Support Plan (PSP) in place and contact other agencies e.g. Behaviour Outreach Support Service, Educational Psychologist, Police (If a child is over 10 years of age they are criminally responsible) for advice and support.

STAGE 4 - Fixed term exclusion.

PREJUDICE RELATED INCIDENTS

Any incident that demonstrates unwanted behaviour in relation to the protected characteristics as detailed by the Equalities Act 2010 is unacceptable in our school and will be treated as a case of serious misconduct. The protected characteristics are:

- **age**
- **disability**
- **gender reassignment**
- **marriage and civil partnership**
- **pregnancy and maternity**
- **race**
- **religion or belief**
- **sex**
- **sexual orientation**

The agreed procedure for dealing with any such incidents is to:

- Stop the incident and aid the victim
- Treat incident as serious misconduct
- Record via CPOMS
- Report the incident to the Class Teacher and Headteacher
- Inform parents

BUS POLICY

The Alford Schools have the following expectations of their pupils when they are travelling to and from School.

- When the bus is in transit there should be no standing or walking around
- Use of bad language will not be tolerated
- There should be no verbal or physical aggression
- No smoking
- No possession of potentially dangerous materials such as cigarette lighters, matches etc.

The Bus Companies in collaboration with the children, should report badly behaved individuals to their respective School as soon as possible.

Once reported the agreed policy for sanctions would be applied ie.

- On the first occasion a verbal warning will be given to the pupil concerned.
- On the second occasion a letter will be sent to parents warning them that any further incidents of poor behaviour will lead to their son/daughter being banned from the School bus for a fixed period/permanently. In the case of a ban, County Transport need to be informed. (Cases of very bad behaviour could result in an immediate ban).

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board 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 full governing board every year.

Appendix 2: BEHAVIOUR AND SANCTIONS FLOWCHART

Who is Responsible	Examples of Behaviour Issues	Possible Sanctions
Level 5 Head/ Governors	Behaviour Policy/Extreme incidents of persistent L4 behaviour Dangerous items brought into school: Possession/consumption/supply alcohol/drugs; Intentional possession of weapons (knives etc); Persistent refusal to comply with school Specific false allegations against staff Intentional assault of staff member	Meeting with parent Referral to Governors' External exclusion: fixed or permanent Consider 'managed move' Logged on CPOMS by SLT
Level 4 SLT/HT (Learning Mentor)	Extreme or persistent incidents of L3 behaviour Dangerous behaviour (including the use of impromptu weapons) Vandalism/serious damage to school property Abusive, racist, sexual harassment Swearing at member of staff Theft Possession of dangerous items Persistent bullying Generic/Specific false allegations against staff (Headteacher to deal with this)	Referral to outside agencies PSP/EHC (Pastoral Support Plan/Educational Health Care Plan) Meeting with parent Report: SLT Internal Exclusion Fixed term exclusion (Headteacher only) Logged on CPOMS by SLT
Level 3 Team Leader (Learning Mentor)	Persistent L2 behaviour Swearing, smoking Cyber bullying Not attending lunchtime/break detentions Sexual/racial language Unkind behaviour towards peers Theft (single incidence) Refusal to hand over banned/misappropriated item Low level damage to school property	Contact/Meeting with parent Detention/Internal Exclusion Report Risk assessment – possible withdrawal privileges/from school trip Referral to SENDCo for monitoring/early referral Logged on CPOMS by Team Leader
Level 2 Class teacher (Learning Mentor)	Persistent L1 behaviour in class Inappropriate, disrespectful language Continued non completion of (Home) Learning Lack of respect to staff, other students and their own learning	Break/lunch detention Contact with parent Short term removal to another class/Learning mentor's office involving LM reintegration into class Communication with parent re concerns Logged on CPOMS by Class teacher
Level 1 Class Teachers Support Staff	Ignoring instructions Lateness to class Low level disruption to teaching & learning Not completing learning Bringing in non-dangerous banned items Lack of respect to staff, other students and their own learning	Reminder of classroom and school rules Move place in class Break/Lunchtime detention Sent to another class Confiscation of banned item Completion of learning at

		home/in detention. Logged on CPOMS by Class teacher/Support Staff
Methods to De-escalate		
Humour Verbal advice and support Firm clear directions Negotiation Limited choices Distraction Diversion Reassurance		Planned Ignoring Calm Talking Calm Stance Patience Withdrawal Offered Withdrawal Directed Swap Adult Reminders about Consequences Success Reminders
Good Classroom Management		
<p>Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.</p> <p>They will:</p> <ul style="list-style-type: none"> • Create and maintain a stimulating environment that encourages pupils to be engaged • Display the pupil code of conduct or their own classroom rules • Develop a positive relationship with pupils, which may include: <ul style="list-style-type: none"> ○ Greeting pupils in the morning/at the start of lessons ○ Establishing clear routines ○ Communicating expectations of behaviour in ways other than verbally ○ Highlighting and promoting good behaviour ○ Concluding the day positively and starting the next day afresh ○ Having a plan for dealing with low-level disruption ○ Using positive reinforcement 		
<p>Persistent= Occurring regularly over time Level 1/2=within a week, Level 3/4=within a short term Extreme= Resulting in injury to person or noticeable damage to property</p>		

APPENDIX 3: CPOMS PROTOCOLS

1. Log into <https://alford.cpoms.net>. Enter email address and secure password. If necessary enter SOFT KEY number from authenticator app,
2. LOG OUT at end of session
3. TO ADD INCIDENT

Click on ADD INCIDENT

TYPE NAME OF CHILD

INCIDENT – type up the meeting/incident/concern in this box. Start the incident with WHEN (date and time), and WHERE. Full names MUST be used for all adults initially. Initials can then be used as long as it is not ambiguous. Children’s names should be first name only (initial of surname if needed) and class. This will allow identification if needed

CATEGORIES – tick all that apply.

Safeguarding concern for will be ‘CAUSE FOR CONCERN’

Any discussion with parent will be ‘PARENTAL CONTACT’ – a choice of subcategories will open. Tick the relevant one or, if none apply leave subcategory blank.

LINKED STUDENT – all students can be linked to one incident – this means that one playground incident can be typed up for multiple students

BODY MAP – click to show injuries. They are numbered so can be described in incident. EG. Mark 1 is a yellow/green bruise, 3 cm in diameter, Mark 2 is a red scratch/graze – approx. 7 cm in length, 2 cm in width.

DATE/TIME – **adjust to the time of the incident/disclosure/event**

STATUS – Active – the incident has not been resolved – e.g safeguarding, Closed – the incident has been resolved e.g meeting with parent. **This will tell the people being alerted if further action is needed**

ASSIGN TO – This is a specific person who will deal with this. Leave blank if not known

ALERT STAFF MEMBERS – this is who will receive an email. Automatic names will appear. If you would like a group to receive an email then click on the group. If an individual, then type the name.

FILES – you can scan and upload here. Reports, drawings, linked documents, photos of these – REMEMBER DO NOT take photos of injuries

AGENCY INVOLVED – click and a list will come up. Leave blank if not applicable and type agency if not on list

ADD TO PLANNER – This can be used to set up reminders/alerts to further actions.

ADD INCIDENT

IMPORTANT – If the incident is of a concerning safeguarding nature, the DSL (Vicky Ross) or DDSL (Lisa Button, Ros Simpson) must be informed IMMEDIATELY

If the incident is of a WHISTLEBLOWING nature, The Headteacher (Vicky Ross) must be informed IMMEDIATELY

The incident can then be recorded on CPOMS after the key staff are informed.