



# Greyfriars Academy

## Behaviour Policy/Attitudes to Learning Policy

<b>POLICY</b>	<b>Behaviour Policy</b>
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## Contents

1. Aims .....	2
2. Legislation, statutory requirements and statutory guidance .....	2
3. Definitions .....	3
4. Bullying .....	5
5. Roles and responsibilities .....	5
6. School behaviour curriculum.....	7
7. Responding to behaviour .....	11
8. Serious sanctions .....	22
9. Responding to misbehaviour from pupils with SEND.....	24
10. Supporting pupils following a sanction .....	25
11. Pupil transition .....	26
12. Training.....	26
13. Monitoring arrangements .....	26
14. Links with other policies .....	27

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. Definitions

#### **Classifying behaviour at Greyfriars Academy**

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Desirable Behaviour:	Staff members responsible for feedback:
<p>Going <i>above and beyond</i> expectations</p> <p>Relishing challenge</p> <p>Working together</p> <p>Engaging enthusiastically in lessons</p> <p>Listening carefully</p> <p>Being kind</p> <p>Looking after the school environment</p> <p>Using Fantastic Walking</p> <p>High standards of respiratory and tactile hygiene</p> <p>Good manners</p> <p>Aim to complete the task</p> <p>Your best presentation</p> <p>Walking with bikes or scooters sensibly onto the school grounds</p>	<p>All staff</p> <p><i>Class dojo points are a great way to reward</i></p> <p><i>Stickers can be given too</i></p> <p><i>Ideally having your own separate reward system doesn't work unless it is connected with dojo points.</i></p>

Examples of Disruptive Behaviour	Staff members responsible for feedback:
<p>Minor misbehaviour in corridors or around school (running inside etc.)</p> <p>Untidy written work</p> <p>Shouting out in class</p> <p>Swinging on their chair</p> <p>Disengagement in class/assembly</p> <p>Negatively impacting on the learning of other pupils</p> <p>Talking in class</p> <p>Failure to follow instructions</p> <p>Entering the school building needlessly at break/lunchtime</p> <p>Showing a lack of care for school property</p> <p>Not respecting other pupils' personal space e.g</p> <p>Touching or pushing one another when lining up Rude or disrespectful behaviour – using unkind words</p>	<p>Class teachers, Teaching Assistants, and Midday Supervisors</p> <p>Reminder</p> <p>Warning</p> <p>Yellow card - restorative break time discussion</p> <p>NB. if continued leading to second yellow after missed break time then to RED card</p>
Examples of Difficult Behaviour:	Staff members responsible for feedback:
<p>Persistent disruptive behaviour (see above)</p> <p>Refusal to complete tasks set</p> <p>Kicking out (not directly at a person)</p> <p>Throwing objects (not directly at a person)</p> <p>Hitting out (not directly at a person)</p> <p>Damaging school property intentionally</p> <p>Non-aggressive swearing in or out of school</p> <p>Being dishonest</p>	<p>Class teachers, Teaching Assistants, Midday Supervisors and SLT</p> <p>Reminder</p> <p>Warning</p> <p>Amber card- loss of break time – restorative discussion and parents informed - not sent to SLT unless continuous (e.g. more than 3 x a week)</p>
Examples of Dangerous Behaviour:	Staff members responsible for feedback:
<p>Persistent difficult behaviour (see above)</p> <p>Stealing</p> <p>Targeted hitting, pinching or kicking in or out of school</p> <p>Throwing objects at a person</p> <p>Running out of class/away in public places</p> <p>Damaging or destroying school property</p> <p>Racist, homophobic or prejudicial language</p> <p>Aggressive swearing (directed at another person)</p>	<p>Headteacher and Senior Leadership Team</p> <p>Straight to a red card - loss of break/class time outside office.</p> <p><i>Form to be completed</i></p> <p><i>SLT to deal with the consequences and feedback</i></p> <p><i>Class teacher to inform parents unless SLT override</i></p> <p><i>Communication key!</i></p>

#### 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

<https://greyfriarsacademy.uk/statutory-policies/>

Staff teach anti-bullying through annual anti-bullying day and throughout the year through Values assemblies and PSHE.

Any reported concerns of bullying is investigated by SLT, and logged on CPOMS, as well as being reported to parents. Analysis is completed termly on all behaviour including bullying. School behaviour procedures will be followed for any instances of bullying as per sections 7 and 8 of this policy.

#### 5. Roles and responsibilities

##### 5.1 The Trust Board, Review Board and School Improvement Board

The Review Board/School Improvement Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher(s) to account for its implementation.

## **5.2 The headteacher/head of school/Executive Headteacher**

The headteacher/head of school/Executive Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

## **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. School behaviour curriculum**

### **WHOLE SCHOOL RULES**

We will endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which we can all flourish.

We will establish a set of whole school rules which are consistently applied across the school by all staff. These rules are explicitly taught and modelled to pupils.

All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

- Be ready for learning and try our best - first time every time
- Be respectful of ourselves, our friends, our adults and our things - first time every time
- Be safe when moving around school, and when carrying out activities - first time every time
- GOLDEN RULE - Treat others, the way you want to be treated - we will follow the 3 rules first time every time

## **ROUTINES AND EXPECTATIONS**

The first week of the school year and after each half term will be devoted to reinforcing the expectations.

Staff will explicitly teach, model and practise the routines and school rules to all the children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff at all times.

This will be revisited during the year as a whole school and when required within year groups and classes.

Positive behaviour is the main objective and this will be modelled by staff in the school and encouraged.

Staff will explain where a child has made a mistake and give them reminders and choices before any sanctions are put in place. This is to ensure the child understands that perhaps their choices are not the right ones. Positive behaviour will always be praised and encouraged.

### **1. Classroom expectations**

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to stick to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door (on entry to school each morning, after break and after lunch)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times - Smile, say Thank you, Excuse me and Please - STEP
- Carefully hanging up their coats and bags in the cloakroom sensibly
- Completing the “early morning activity” on the interactive whiteboard each morning during registration
- Exhibiting good learning behaviours: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt,

Track the speaker

- Raising hands before contributing to class discussions, unless instructed differently
- We speak in full sentences, hands away from faces, articulate (use well-chosen words), project (speak clearly), eye contact - SHAPE
- Relishing challenging and showing resilience
- Practising good respiratory and hand hygiene
- Looking after our equipment
- Children will put two hands up to silently signal they wish to go to the bathroom. This will be allowed at the teacher’s discretion and not within the direct input of a lesson. Children’s medical needs will be recognised within this rule



## **2. Playground expectations (this includes outdoor lessons such as PE, Gardening)**

At Greyfriars Academy, we recognise the unique contribution playground activities make to the wellbeing of the children at our school. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health. It is our aim to provide a safe and supportive environment, where creativity, imagination and fun can be had by all.

In particular we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to stick to several playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Putting equipment away tidily
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Demonstrating 'Fantastic Walking' when entering/exiting the playground
- Golden rule: Treat others the way you want to be treated

## **3. Dining hall expectations**

At Greyfriars Academy, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes.

Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up quickly and quietly, talking at a moderate volume
- Following instructions – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their table
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated

- Finish their main meal before collecting a dessert
- Tidying up after themselves: scraping plates/taking all their rubbish home with them in their lunch box/informing an adult of any spillages
- Sitting calmly with your peers and talking quietly whilst waiting for the end of the lunch session
- Using Fantastic Walking for transitions between the playground and the dining hall/classroom

#### **4. Corridor expectations**

Children and staff are expected to move around the school calmly and quietly

using Fantastic Walking. Adults are expected to model this to children as they move around the school and remind children when they are not using Fantastic Walking. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Fantastic Walking expectations include:

- Walking in single file
- Walking quietly
- Walking with hands at your sides (or behind back)
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling as you pass people in the corridor

#### **5. Assembly expectations**

Assemblies provide an opportunity to reinforce our ethos, values and mission statement. Our school community typically gathers together twice each week.

Pupils are expected to stick to a number of assembly expectations, which include:

- Walking into assembly silently using Fantastic Walking
- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting to be instructed to sit down by a member of teaching staff
- Showing good learning behaviour: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker
- Sitting still, keeping hands to themselves
- Showing reverence during quiet reflection moments, or being respectful of those who wish to pray
- Joining in with singing
- Celebrating the success of others through applause
- Standing up silently at the end of assembly when instructed to do so
- Walking silently back to class using Fantastic Walking

#### **6. Library expectations**

At Greyfriars Academy, our library provides a calm space for all students to think, create, share, and

grow in their love of reading. Pupils are expected to stick to a number of expectations when using the library, which include:

- Walking to and from the library calmly, using Fantastic Walking
- being understanding of the quiet space so that imaginations can be found
- Returning books to their correct place when choosing a book
- Treating our library books with respect and care
- Returning their library book before borrowing another
- Keeping our library neat and tidy
- Reporting books which are damaged to an adult
- Being kind and taking turns (sharing comfy seating and exciting books etc)

### **7. School trip / local community expectations**

Pupils are required to act as ambassadors for the school when out in the local community or on a school trip. Parents are encouraged to contact the school and report children who do not follow school rules out and about in the community. We will take it seriously and speak to families. Pupils are expected to stick to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public, teaching staff, parent volunteers and peers
- Remembering you are a member of Greyfriars even when you are walking home from school
- Getting off your bikes, scooters etc at the main gates or entrances to alleyways and walking them onto school property
- No swearing, no fighting, no picking on anyone
- Listening carefully to adults and following instructions – first time, every time
- Respecting the local environment by not littering or damaging property
- Using quiet voices to speak with their partner, particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
- Taking care of one another and sticking with their group/partner
- Following the Whole School Rules
- Telling an adult if they are feeling unwell

### **6.1 Mobile phones**

Older children (Year 5 and 6) may bring mobile phones to school which are locked away in the classroom during the day and returned to the children at the end of the day.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

### **The Senior Leadership Team and teaching staff will:**

- Support the Headteacher to ensure the promotion of the school's Vision Statement and the Whole School Rules in and around school
- Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff members
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school
- Be a positive role model
- Support staff in dealing with difficult pupil behaviour
- Investigate and action Significant Behaviour where necessary

### **All teaching and support staff will:**

- Promote the school's Vision Statement and the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to the children
- Make sure that they are always present to supervise children in the classroom
- Be positive role models - using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave (Appendix 6)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Positive behaviours are encouraged and Dojo Points and other in-class reward systems will be used to reward pupils who go above and beyond expectations (Appendix 2)
- Celebrate children's success through selecting a weekly Star of the Week winner
- Use the yellow/red card warning system consistently for Disruptive and Difficult Behaviour
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the Senior Leadership Team / Inclusion Team to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all Significant Behaviour incidents using CPOMs and inform a member of Senior Leadership Team
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

### **All Lunchtime Supervisors will:**

- Promote the school's Vision Statement and the Whole School Rules during lunchtime
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children

- Encourage the children to be active and facilitate fun games and activities on the playground
- Use Dojo Points and lunchtime award stickers to reward children who go above and beyond playground/dining hall expectations
- Give the Headteacher/SLT the names of children who have gone above and beyond expectations to receive a lunchtime star of the week award - who will eat with HT the next week
- Ensure the children use Fantastic Walking when moving around school
- Insisting the children line up quietly and back into school silently
- Communicate behavioural successes and concerns with the child's class teacher
- Use the yellow/red card warning system consistently for Disruptive and Difficult Behaviour
- Report all Dangerous Behaviour to a member of SLT and record this as a Significant Behaviour incident on CPOMs

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our child protection and safeguarding policy for more information.

## 7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Greyfriars Academy staff will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- *Positive feedback to individuals or groups*
- *Visual prompts to highlight individual's good behaviour, i.e. planned within risk reduction plans - rewards may be personalised for the child*
- *Letters or phone calls home to parents*
- *Consistent use of Dojo Points (Appendix 2)*
- *Being sent to the subject lead to show their work - subject leader may choose to send a postcard home*
- *Star of the Week Award (weekly)*
- *A celebration assembly is held regularly in celebration of pupils' success in and beyond the school day*
- *Golden Time (20 minutes maximum)*
- *Whole class treats*
- *Dojo Celebrations based on Dojo Point totals (half-termly)*

## 7.4 Responding to misbehaviour

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

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

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- *Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils*
- *Feedback to criticise the behaviour and not the child*
- *Feedback should be delivered in a calm and professional manner*
- *Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the Teacher or Teaching Assistant requires from the child*
- *Sanctions should be proportionate to the behaviour*

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *reminder* and *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be **exhibiting a range of disruptive or difficult behaviours** it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit **Disruptive or Difficult Behaviour**, adults will respond calmly following the scripted intervention set out below. For some children a visual reminder on their desk may be required when they are given the first reminder. Tiered sanctions will be given in a discrete way so that children have the opportunity of fixing their disruptive behaviour without attention being drawn to them. **De-escalation**

In some instances, children will require de-escalation before the tiered sanction scripts can be used effectively.

<b>De-escalation script from STEPS to be used where necessary</b>	Child's name I can see something has happened I am here to help Talk and I will listen Come with me and...
<b>Tiered Sanction</b>	<b>Explanation and Feedback</b>

Reminder	<p>A verbal reminder of the rules</p> <p>Example: “ _____, you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future.”</p>
Warning	<p>Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change.</p> <p>Example: “ _____, you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a yellow card. Please raise your hand in future.”</p>
Yellow Card	<p>Explain that they have still chosen not to follow our school rules and as a consequence they have received a Yellow Card. This means they must speak to you for a few minutes at break-time. If it is after lunch this may need to be done by another member of staff if it is felt the child will not understand the break between days.</p> <p>Example: “ _____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a YELLOW CARD and will need to speak to me at break-time.”</p>
Amber Card	<p>Explain that they have continued to choose not to follow the rules and as a consequence they have received an Amber Card, or they have displayed difficult behaviours after reminders and warnings. This means that they will now need to spend the full break-time reflecting on their choices on the desk outside the Headteacher/Deputy Headteacher’s office. In instances of <i>Difficult Behaviour</i> a member of SLT will also discuss the behaviour with the child.</p> <p>Example: _____</p> <p>You are continuing to break the school rule of being respectful and have now received an Amber CARD. You will now spend your break-time thinking about the choices you have made and miss playtime, and have a discussion about the rules”.</p>
Red Card	<p>Red Cards are given instantly for Dangerous behaviours as per the examples above.</p> <p>An adult, preferably not the class teacher if during learning time, must escort the child to the office to complete a form and speak to SLT. If the child is not willing to come in the adult should inform a member of SLT and stay with the child if they have left the classroom until SLT arrive. Teacher or member of staff who has been involved must log it on CPOMS and parents should be informed.</p>

### **Restorative Conversations**

Once a child has reached a second yellow card or an amber card, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to

reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 3). Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

Restorative feedback involves asking the following questions:

- *What happened/which school rule was broken?*
- *What were you thinking/feeling at the time?*
- *What do you think and how do you feel now?*
- *Who has been affected by this behaviour?*
- *What is needed to put things right?*
- *How can we make sure that this doesn't happen again?*

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers (see appendix 3 for a behaviour log)

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

## **7.6 Searching and confiscation**

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



## Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

## Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher/head of school/executive headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/assistant headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Desirable Behaviour:	Staff members responsible for feedback:
<p>Going <i>above and beyond</i> expectations</p> <p>Relishing challenge</p> <p>Working together</p> <p>Engaging enthusiastically in lessons</p> <p>Listening carefully</p> <p>Being kind</p> <p>Looking after the school environment</p> <p>Using Fantastic Walking</p> <p>High standards of respiratory and tactile hygiene</p> <p>Good manners</p> <p>Aim to complete the task</p> <p>Your best presentation</p> <p>Walking with bikes or scooters sensibly onto the school grounds</p>	<p>All staff</p> <p><i>Class dojo points are a great way to reward</i></p> <p><i>Stickers can be given too</i></p> <p><i>Ideally having your own separate reward system doesn't work unless it is connected with dojo points.</i></p>
Examples of Disruptive Behaviour	Staff members responsible for feedback:

<p>Minor misbehaviour in corridors or around school (running inside etc.)</p> <p>Untidy written work</p> <p>Shouting out in class</p> <p>Swinging on their chair</p> <p>Disengagement in class/assembly</p> <p>Negatively impacting on the learning of other pupils</p> <p>Talking in class</p> <p>Failure to follow instructions</p> <p>Entering the school building needlessly at break/lunchtime</p> <p>Showing a lack of care for school property</p> <p>Not respecting other pupils' personal space e.g</p> <p>Touching or pushing one another when lining up Rude or disrespectful behaviour – using unkind words</p>	<p>Class teachers, Teaching Assistants, and Midday Supervisors</p> <p>Reminder</p> <p>Warning</p> <p>Yellow card - restorative break time discussion</p> <p>NB. if continued leading to second yellow after missed break time then to RED card</p>
<b>Examples of Difficult Behaviour:</b>	<b>Staff members responsible for feedback:</b>
<p>Persistent disruptive behaviour (see above)</p> <p>Refusal to complete tasks set</p> <p>Kicking out (not directly at a person)</p> <p>Throwing objects (not directly at a person)</p> <p>Hitting out (not directly at a person)</p> <p>Damaging school property intentionally</p> <p>Non-aggressive swearing in or out of school</p> <p>Being dishonest</p>	<p>Class teachers, Teaching Assistants, Midday Supervisors and SLT</p> <p>Reminder</p> <p>Warning</p> <p>Amber card- loss of break time – restorative discussion and parents informed - not sent to SLT unless continuous (e.g. more than 3 x a week)</p>
<b>Examples of Dangerous Behaviour:</b>	<b>Staff members responsible for feedback:</b>
<p>Persistent difficult behaviour (see above)</p> <p>Stealing</p> <p>Targeted hitting, pinching or kicking in or out of school</p> <p>Throwing objects at a person</p> <p>Running out of class/away in public places</p> <p>Damaging or destroying school property</p> <p>Racist, homophobic or prejudicial language</p> <p>Aggressive swearing (directed at another person)</p>	<p>Headteacher and Senior Leadership Team</p> <p>Straight to a red card - loss of break/class time outside office.</p> <p><i>Form to be completed</i></p> <p><i>SLT to deal with the consequences and feedback</i></p> <p><i>Class teacher to inform parents unless SLT override</i></p> <p><i>Communication key!</i></p>

### 8.3 Suspension and permanent exclusion

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

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

Please refer to our UET Suspensions and Exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The Inclusion Team will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate a Risk Management Plan (Appendix 4) for the pupil if challenging behaviour persists. They may also use a personalised behaviour plan (PBP) to monitor the child's behaviour and celebrate their success (Appendix 5).

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

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

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction



- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

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

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

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

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

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

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

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

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

## **10. Supporting pupils following a sanction**

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

### **Restorative Conversations**

Once a child has reached a second yellow card or an amber card, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 3). Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

Restorative feedback involves asking the following questions:

- *What happened/which school rule was broken?*
- *What were you thinking/feeling at the time?*
- *What do you think and how do you feel now?*
- *Who has been affected by this behaviour?*
- *What is needed to put things right?*
- *How can we make sure that this doesn't happen again?*

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- STEPS training for some members of staff
- THRIVE training
- Trauma training
- Staff have regular consultations with behaviour team to highlight areas of training needs they think they may need and the SLT respond.

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed at regular Review Board/School Improvement Board meetings.

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

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

- By protected characteristic

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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher/head of school/Executive Headteacher and Trust Board Standards Committee annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- UET Suspensions and Exclusions policy
- Child protection and safeguarding policy
- UET anti-bullying strategy