

St Mary and St Margaret's CE (Aided) Primary School



Behaviour & Discipline Policy

May 2023

Minor amendments Oct 2023

Behaviour & Discipline

School Values

Our Statement of School Values sets the ethos in which this policy is grounded:

“We believe that St Mary and St Margaret’s CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities.”

To this end we promote our agreed Values:

- Growing as a child of God.
- Loving learning.
- Caring.
- Achieving.
- Personal development.

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school's behaviour policy is therefore designed to support the way in which all members of the school – regardless of gender, faith, ethnicity or disability – can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure in line with our Christian ethos.

The policy aims to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying and criminal behaviours or acts
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils

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

The school expects each member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. The policy is built on the belief that all members of the school community should be valued and treated with respect – staff as positive role models of this will support children’s positive behaviours.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour; it also supports changing negative behaviours using rewards.

Roles and Responsibilities

Head teacher

It is the responsibility of the Headteacher, under Section 89 (1) of the Education and Inspections Act 2006 to implement the school behaviour policy consistently throughout the school, and to report to governors, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher, supported by staff, keeps records of all reported serious incidents of misbehaviour using the school's electronic record keeping system CPOMS. The Headteacher has the responsibility for suspending individual children for serious acts of misbehaviour.

For repeated or very serious acts of negative behaviour, the Headteacher may permanently exclude a child.

Suspensions or exclusion are rarely considered to be an effective way of supporting improvements in behaviour and will be used only where absolutely necessary. Except in the most serious of cases, suspensions will be made only after interventions and support for the child have been put in place. In all cases of suspension or exclusion, school governors would be consulted and notified.

Staff

It is the responsibility of staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. It is also the responsibility of staff to ensure positive behaviour in and around school including break times.

Teachers' Legal Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. (e.g. knives or weapons, alcohol, illegal drugs, stolen items)
- Disciplinary action will be taken against pupils found to have made malicious allegations against school staff.

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

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with current guidelines and advice on the restraint of children. Some staff have received 'Team Teach' training.

Corporal punishment is illegal in all circumstances

Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and applies classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly or exhibits particularly poor behaviour, the class teacher keeps a record of incidents using the school's electronic recording system (CPOMS). In the first instance, the class teacher deals with incidents him/herself. They may also call on the Phase Leader, Deputy Headteacher or another senior member of staff.

However, if negative behaviour continues, the class teacher seeks help and advice from the Headteacher, Child & Family mentors or SENDCO.

The Child & Family Mentors have allocated time to support identified children and families (often during the first hour of the school day). For example, this may be looking at successful strategies to enable cooperation between peers or to overcome barriers to learning. The mentor may also liaise with parents over any ongoing issues.

The class teacher liaises with parents and external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Pupils

School Councillors believe that children should follow the school rules, follow the class codes and show respect to each other and to adults in school.

They see the value of rewards and like the fact that there are a range of reward systems in place. Councillors believe that children should help each other to behave and take some collective responsibility in dealing with difficult issues.

Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We publish the school rules on the school website, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the Agreements and Permissions booklet.

We try to build a supportive dialogue between home and school, and we inform parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Phase Leader, Deputy Headteacher or Headteacher.

If these discussions cannot resolve the problem, the matter moves on to the school governing body. Either the parent or Headteacher may forward the concern to the governing body. If matters remain unresolved the final stage is a formal grievance procedure involving the Local Authority.

Governors

The governing body, advised by the headteacher, has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines, challenging when appropriate. (The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.)

Procedures and Practice

School Staff

- Staff ensure that their classroom is a positive environment for learning.
- All staff are expected to adhere to the behaviour policy and apply it consistently and fairly.
- Where behaviour is deemed serious enough to be referred to the senior leadership team, a formal record is kept and these records are regularly reviewed by the senior leadership team.
- Where necessary, information collected generates targets to be put onto a 'My Support Plan'. We always consult parents if we do this. Targets are discussed and reviewed on a regular basis with parents and child.

Outline of Rules and Expectations

School Rules (applicable to all members of the school community):

- We are ready to learn.
- We walk around school.
- We use good manners.
- We wear a smart uniform.
- We are kind, helpful and respectful to others.
- We follow instructions from adults.
- We always try to be the best we can be.

Classroom rules:

These will be agreed between the class teacher and their class. These rules will be:

- phrased positively to create opportunities for rewards and reminders
- acceptable to all
- kept to a minimum
- comprehensive and easily implemented
- supportive of the School Values and ethos
- communicated effectively

Specific playground rules have been developed by children and staff to supplement the main school rules:

It is important that we keep ourselves safe. So:

- We respect the different zones of the playground.
- We only use the metal hand rails by the outside store cupboard and the library door to hold onto to keep us safe.
- We do not jump off the wooden supporting fence at the edge.
- We make sure we play in areas where we can be seen (e.g. avoiding the Wildlife Area, PE Storage Container etc.)

- We only use benches for sitting on.
- We treat trees with respect.
- We only use balls in the allocated areas and we only use balls provided by the school (or agreed by our teachers) to play football/netball/basketball.
- We are allowed to bring in our own small balls (e.g. tennis balls) or non-valuable play equipment to use in the Equipment Zone or on the field. It is our own responsibility to look after this.

Trim Trail Rules

We also have specific rules regarding the school's Trim Trail:

Trim Trail Safety Rules

- Pupils must be trained in how to use the equipment properly by class teacher prior to their first use of the year
- Equipment should be visually inspected each morning by site manager and a checklist completed weekly
- Equipment should be visually inspected prior to use – do not use if wet/icy or if there is damage
- Equipment can only be used under adult supervision
- Only one age class should use the equipment at any one time
- Number of children using the equipment at any one time may need to be limited if it becomes dangerously crowded – children should be asked to wait for their turn and not overtake
- Consider if you have any pupils with SEND who need extra support
- Children should stick to the artificial grass surface and avoid going on the mud/grass
- Please tell all children they are not allowed to use the equipment after school (nor are their younger siblings)

Trim Trail Rules (to be shared with children)

- Only use the equipment if it is your class's week and if an adult is there to supervise you and has told you the equipment is safe to use (we won't be using it if it is wet or icy)
- Be careful – it's not a race. Make sure you are using the equipment safely!
- No overtaking on the equipment please
- You may need to wait your turn – please wait patiently for people who are going more slowly than you would like
- Stay on the artificial grass section so that you don't get slippery muddy shoes
- The equipment must not be used before or after school – please make sure your little brothers and sisters (and parents!) know this too!

Acceptable Use Agreement for ICT Use & Home Learning

All children (and parents) are asked to read, sign and adhere to our 'Acceptable Use Agreement for ICT & Home Learning':

When using technology for learning...

- I will always ask a teacher or trusted adult if I want to use computing equipment
- I will not deliberately look for, save, say or send anything that could make others upset.
- I will only open activities that a trusted adult has told or allowed me to use.
- I know that I must tell a trusted adult if I see something on a screen that upsets me, or I am unsure of.
- I will keep my passwords safe and will never use someone else's.
- I will only use my own username and password to access the school network.
- I know personal information such as my address and birthday should never be shared online.
- I know I must never communicate with strangers online.
- I will respect computing equipment and will immediately notify an adult if something isn't working correctly or damaged.
- I am always polite when I use our email or take part in Teams activities.

- I will always dress appropriately for live lessons and behave sensibly, just like I am expected to in my normal classroom.
- I will not record or share live lessons.
- I understand that if I behave negatively whilst using technology towards other members of school, my parents/carers will be informed and appropriate actions taken.
- Before I share, post or reply to anything online, I will T.H.I.N.K.

T = is it true?

H = is it helpful?

I = is it inspiring?

N = is it necessary?

K = is it kind?

Rewards Systems

Whole School

Children are organised into four house groups and are awarded 'Dojo points' (house points) for a variety of positive behaviours such as: following instructions, listening well, or completing work to a high standard. The points are tallied on an individual, class and whole school basis. Subsequently children may be rewarded three ways. For example, the winning 'house', as a whole school cohort, may receive a treat at the end of each term.

All pupils are given opportunities to participate in our half termly Achievement Assemblies, when they receive certificates for a specific positive reason identified by their class teacher. Parents are invited to attend this.

Pupils are sent to see the Headteacher to show particularly good work, where they receive a 'Headteacher's Award' sticker.

Classroom rewards

Children may be rewarded through the house and Dojo system on a weekly basis. House points are tallied at the end of each week and fed into the whole school ongoing point score. Children achieving Dojo points may also receive individual rewards from their class teachers.

In addition, children are rewarded in other ways, typically:

EYFS and Key Stage 1:

- Verbal praise
- Claps
- Stickers
- Smiley faces on work
- Thumbs up
- Share good work with other members of staff
- Share good work with Headteacher (and receive 'Headteacher's Award' sticker)
- Given special jobs/ privileges
- Email/note to parents/verbal feedback to parents

Key Stage 2:

- Verbal praise
- Stickers
- Email/note to parents/verbal feedback to parents
- Golden time
- Share good work with other members of staff
- Share good work with Headteacher (and receive 'Headteacher's Award' sticker)

The school acknowledges all the efforts and achievements of children, both in and out of school. Achievements out of school, e.g. music, sports or swimming certificates etc, are acknowledged during Worship, as are other school-linked achievements such as for Athletics, Reading Eggs or our various reading awards.

Sanctions Systems

The following sanctions are shared and used with children in all appropriate classes. They are more or less hierarchical, but depending on the nature of the incident (and sometimes the needs of a particular child), they will not all always be applied before moving to the next 'stage' (for example, it may be appropriate to involve the Headteacher or parents at an earlier stage if there are particular reasons to think such action would be beneficial to a child or due to the seriousness of any one incident). These hierarchical sanctions are also displayed within the classroom and discussed with the children at the beginning of each term in class:

EYFS and Key Stage 1:

1. Verbal warning/ reminder
2. Move places
3. Move down the behaviour chart (Rec) / Removal of Dojo points (KS1)
4. 5 minutes time out (EYFS) / 5 minutes miss playtime (KS1)
5. 5 minutes in another classroom
6. Withdrawal from playground at playtime
7. Informal Talk to parent
8. EYFS/KS1 Phase leader is involved
9. Parents informed and meet with class teacher/phase leader
10. Headteacher is involved

Key Stage 2:

1. Verbal warning/ reminder
2. Removal of Dojo points
3. Time out / move places
4. Stay in class during break (5 mins)
5. Informal Talk to parent
6. Removal to another classroom for agreed period
7. KS2 Phase leader or Deputy Headteacher is involved
8. Parents informed and meet with class teacher/Phase leader/ Headteacher (if and as appropriate)

Consequences will be applied:

- immediately (wherever possible) and discretely
- fairly and appropriately

- consistently (taking into account individual circumstances)

If there are continued incidents of negative behaviour, the class teacher may discuss these with the whole class during circle time sessions. Where appropriate the Phase leader or Headteacher may also lead this session.

Lunchtime

Lunchtime supervisors actively engage with the children to model positive behaviour and create good relationships with children (e.g. modelling playing games, coordinating use of play equipment and play leaders). They actively promote both the school and playtime rules. This is achieved by:

- Maintaining a calm, safe and orderly environment throughout lunchtime.
- Treating children in a fair and consistent way.
- Liaising with teachers to keep up to date with individual children's needs.
- Informing teachers immediately of potential major incidents that may be developing.

Lunchtime Activities Lead and Mentor (LALM)

A member of staff (currently Mrs Pinnell) is allocated as Lunchtime Activities Lead and Mentor. This role is centred on supporting children's emotional wellbeing and encouraging healthy activity on a wider scale.

This role has two key aims:

- (1) To support identified pupils in managing emotions and behaviour
- (2) To increase the level of activity for pupils at lunchtime, ensuring increased opportunities for play and increased number of pupils suitably occupied (thus also further improving behaviour, in addition to improving pupil wellbeing/fitness)

Supporting pupils in managing emotions and behaviour:

- **Daily alternative activities session:** run depending on current need, this may be run by the LALM inside from around 12.40pm to 1pm (flexible). The LALM will work with SLT and class teachers to identify specific targeted children for this intervention but may also decide at his/her discretion that a particular child will benefit from being involved in this group on any given day. Note: this is not a punishment group – it is intended to provide a positive alternative for children who are struggling to manage their behaviour for the full lunch hour, or who are struggling with their emotions on a particular day.
- **LTS will continue to be responsible for supporting positive pupil behaviour** in the vast majority of cases (giving warnings, using timeout zone etc.); however, for **issues relating to Year 6 or for specific identified children**, LTS should seek the support of the LALM who will use specific strategies in managing behaviour, resolving conflicts etc. with these particular children. If LALM is working inside with a group, identified children may be sent inside for LALM to deal with situation or (should a child refuse) a request could be made for the LALM to go outside to deal with the issue. At times, this may require an LTS to man the alternative activities session whilst LALM deals with the issue that has arisen.

Increasing activity levels:

We would like to ensure children have as many opportunities to be actively engaged at lunchtimes as possible. Generally, the more children who are happily occupied, the better behaviour will be. We work

towards a positive 'yes' culture, whereby reasonable children's requests are met with a positive answer (e.g. requests for equipment that will not impinge on the enjoyment of others). Children should be encouraged to build trust by using equipment well and returning it once used. To this end:

- Children are allowed to approach the LALM to request specific equipment from the store. The LALM will make a decision about whether this is appropriate and where it should be used. The LALM will then aim to communicate this to the LTS working in that area that day.
- The LALM may suggest the use of some equipment or a game in a particular area. Again the LALM will communicate any decisions to the LTS working in that area that day.
- The LALM takes responsibility for supporting and developing upper KS2 children as play leaders / coaches, working with other children, leading games, developing skills etc.

Other

- The LTS on duty near the store should supervise the children returning equipment to the store.
- The LALM will also periodically organise children to sort, tidy and reorganise the store, but children should be encouraged daily to take individual responsibility for returning equipment tidily. The message is clear: those who repeatedly fail to do so will be less likely to be trusted by the LALM to have equipment in future.

Lunchtime Rewards

- Lunchtime supervisors distribute reward cards to children, either for positive behaviour, or to acknowledge outstanding effort or acts of kindness during dinner time.
- Lunchtime supervisors may also award Dojo points.

Lunchtime Systems and Sanctions

To support lunchtime supervisors and ensure a positive lunchtime experience for the children:

- Teachers will promptly collect their children at 1.00 and ensure they leave the playground in an orderly manner and are following the school rules
- During this break, staff may be assigned to monitor and track targeted children to ensure they have a positive lunchtime.
- If a child is consistently not following the school and playground rules, lunchtime supervisors operate a 'two strikes' policy in which a child is given the opportunity to modify his or her behaviour. Children failing to do so will automatically be removed from the playground to a time out zone.
- We believe it is essential that children see the importance of respecting and following instructions from all adults in school and that they do not differentiate between them based on roles. For this reason, where possible, lunchtime supervisors are encouraged (and expected) to deal with behaviour issues themselves. However, as for other times of the school day, members of SLT or the Headteacher may need to be involved to deal with more serious incidences of poor behaviour. Parents may also be informed – this contact would not usually be made by lunchtime supervisors.

Liaison between LTS and class teachers

Where necessary, lunchtime supervisors provide feedback to class teachers about behaviour prior to the afternoon session beginning. As much as possible, lunchtime supervisors should seek to provide positive rather than negative feedback in order to set up pupils for a positive afternoon session. Incidences of poor behaviour that have been dealt with by lunchtime supervisors do not need to be returned to at this point – they have been dealt with.

Lunchtime supervisors should only share negative feedback about behaviour at the start of the afternoon in one of the following circumstances:

- Where an incident is likely to spill into the afternoon (e.g. a serious friendship issue or an incidence of aggression that is not yet fully resolved);

- Where an incident is serious enough to warrant being recorded by the class teacher or possibly reported to parents (e.g. fighting, bullying, extreme bad language, refusing to follow instructions etc.);
- Where an incident occurs involving children whose behaviour or relationship is being specifically monitored.

Where negative feedback does need to be given, this should be done discretely (not publicly) and away from the child: as much as possible, each new session should be an opportunity for a fresh start – reinforcing (and sometimes resurrecting) negative feelings by discussing incidences from lunchtime is not generally helpful.

General

Bullying

Our school defines bullying as *“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”* (DFE (2017) document ‘Preventing & Tackling Bullying’). The school does not tolerate bullying of any kind and takes it very seriously. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour, and work with both the perpetrator and the victim.

Suspensions and permanent exclusions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. This action will almost always only be taken after supportive strategies and interventions have failed.

In this school suspension is very rare and a last resort when other measures have been exhausted or for a very serious incident.

Suspensions and permanent exclusions are administered in line with local and national guidance on exclusions:

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/suspension-and-permanent-exclusion-guidance-september-2023.pdf)

Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension and positive steps forward at the beginning of the suspension and before the child returns to school at a reintegration meeting. Suspension is always a very last resort.

In some circumstances we operate a policy of ‘internal suspension’. This means a pupil may be asked to complete their work in another year group or in another part of school away from their peers for a fixed period of time. Parents are informed when a decision to internally suspend has been taken.

Pupils’ conduct outside the school gates – teachers’ powers

Teachers have the power to discipline pupils for misbehaving outside of the school premises which may be witnessed by a staff member or reported to the school. Behaviour that:

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

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

Working with Parents

We recognise the importance of working with parents in order to achieve positive behaviour. This includes:

- Early intervention to support positive behaviours
- Inviting parents to celebrate positive behaviour (e.g. Achievement Assemblies, through certificates/ notes/phone calls home etc.).

Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

For some children, using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults who will be teaching a group of pupils are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP - Individual Education Plans. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example:

- If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their entire playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.
- If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the Inclusion Leader. A child's triggers for negative behaviour need to be on their IEP so that everyone can be aware of these.
- Teachers who are preparing their classes to be covered by someone else must ensure IEPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who has previously suffered trauma.

Behaviours that children with SEND might exhibit to try and communicate with you:

- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- Focussing their attention on the adults- following and asking repeated questions this might be for more reassurance that they doing the right thing or that they are liked.
- Calling out – this might be so they feel noticed and to also feel reassured.

Involvement of outside agencies

At times, pupils are supported by experts from other agencies to develop positive social and emotional behaviour. Staff work closely with outside agencies (e.g. Solihull Early Help, social workers, Solihull's Specialist Inclusion Support Service – Social, Emotional & Mental Health team or school nurse) to enhance the learning and behaviour of these pupils.

Attendance

Good behaviour leads to good attendance. Where behaviour is good, teaching and learning are optimised. (Please also see Attendance Policy)

Monitoring and review

- The Headteacher monitors the effectiveness of this policy on an ongoing basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school uses the CPOMS record keeping package to keep a variety of records concerning incidents of poor behaviour, communication with parents etc. Relevant adults (e.g. class teacher, SLT, Child & Family Mentor) are kept informed of incidents using this system. All teachers and classroom support staff are able to enter records of incidents.
- When required, the school keeps an ongoing record of pupils whose behaviour is being specifically monitored. This is most often used where there has been a pattern of poor behaviour or potential bullying behaviour between specific children. This record is reviewed regularly by SLT and is shared with all staff as needed.
- The Headteacher keeps a record of any child who is suspended or who is permanently excluded.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Other relevant policies:

Anti-Bullying Policy

Attendance Policy

Equal Opportunities Policy

Special Educational Needs Policy

Child Protection Policy

Signed:

Date: