

Warton Nethersole's C. of E. Primary School



Behaviour Policy

(Including Anti-Bullying, Positive Handling and Exclusions)

This policy outlines the purpose, nature and management of Behaviour in our school.

This policy reflects the consensus of opinion of the whole staff and has the full agreement of the School Council and the Governing Body.

Policy Owner: Head Teacher and Governing Body
Version no: 3
Date Revised: Autumn 2020
Next review date: Autumn 2021
Sign off signatory: LGB Chair

Rational

Children need a well ordered, secure and caring environment for their social, emotional, physical and academic development.

*'A central purpose for a school is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes'.
(The Elton Report, 1989)*

The purpose of having and implementing such a policy is to ensure that children are encouraged to behave in a responsible manner themselves and show consideration, courtesy and respect for those around them so that they and their fellow pupils can concentrate on their learning.

At the core of an effective policy there will be both clarity and consistency. The vital importance of upholding school discipline is the responsibility of all teaching and non-teaching staff, in partnership with parents and carers. **Leading by example is a vital starting point.**

Introduction

This policy has been written in consultation with all those who are expected to implement it, namely pupils, parents / carers, staff and governor representatives. Its purpose is to give clear guidelines to all those who use Warton Nethersole's C.E. Primary School. We explain our ethos, the routines; the codes of conduct that help maintain it and our system of rewards and punishments

This policy is based on the aims, values and Christian ethos of our school:

School Mission Statement

We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of the BDMAT academy when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.

Vision: To keep children at the heart of everything we do. To thrive together supported by our golden rule: *Do for other people the same things you want them to do for you. Matthew 7:12*

As a Church of England school we believe in the Christian value of forgiveness and the concept of 'every day is a new day'. Children in our school will not be labelled as a result of their behaviour as we believe that everyone has the capacity to change. Our school vision '**Do for other people the same things that you want them to do for you**' Matthew 7:12 is our 'one golden school rule'.

Role and Responsibilities of Parents and Carers

Home is quite properly the dominant influence in a child's life and affects the development of their attitude, performance and behaviour. We believe that all parents want their children to be able to take full advantage of all the activities and opportunities which are offered in school, therefore co-operation between parents and staff is essential. We will do everything possible to help each pupil whilst they are at school, but it would be helpful if parents could support the staff by doing the following:

- ensure when you are on school premises that you are mindful of our rules
- promote school in a positive manner at home
- ensure your child has adequate rest and sleep. A tired pupil is often irritable and this disrupts the learning of themselves and others
- make sure that your child arrives on time for school promptly at 9.50am and is collected on time at 3.15pm
- keep open communication with a child's teacher and the Head Teacher about any concerns arising
- for older children make sure that your child does not arrive at school too early as they will not be supervised
- Let us know what you think of this policy. What you tell us does matter!

Roles and Responsibilities of Pupils

During the school day pupils will be required to behave in different ways according to the activity in which they are taking part. Here are some examples:

In class

- quiet independent study - during this time pupils are usually asked to read or do other work requiring a very quiet and calm atmosphere
- listening time - it is important that pupils learn to listen properly especially when instructions are given, when listening to a story or during circle time. It is important to show the same respect to all speakers, including other pupils
- discussion time - partner talk, and other small discussion groups, as well as whole class debates require children to respect the opinions of others
- co-operative work time - children are often required to work as part of a team and need to show respect for other people and their equipment.

Roles and responsibilities of staff

Staff should consciously endeavour to:

- provide a safe, secure and calm environment in which the children can work
- establish a happy, nurturing atmosphere
- treat all children with consistency and fairness
- respect the individuality of children and provide opportunities to meet their needs
- encourage all children to do their best
- challenge all children to achieve their potential
- uphold the principles of fairness, respect and tolerance
- lead by example.

Encouraging good behaviour

At Warton Nethersole's C.E. Primary we offer a differentiated curriculum aimed at meeting the needs of all of our pupils. The staff, and some outside providers, offer a range of extra curricular activities. We believe that maintaining and improving social behaviour should be given equal importance with academic and sporting achievements. We are constantly evaluating our strategies to improve and encourage good behaviour. To this end we have a School Council including at least one pupil from each class who attend meetings to discuss issues. Representatives then return to their own classes to report back any decisions and collect feedback and issues for discussion at the next meeting.

Rewards

When giving rewards to pupils we always make the reasons for the reward clear and intend that other pupils will also learn from the exercise. We know that effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behaviour and fosters motivation for improvement. Rewards we give to pupils include:

- verbal praise during class lessons, and written comments in books
- public praise in class and in assemblies or on the Newsletter for special events
- certificates in Merit Assemblies
- displaying work, and sending examples of good work to the Head Teacher for commendation
- 'star of the week' postcards sent home to parents to acknowledge individual effort and achievement and positive behaviours
- end of term 'Golden Pupil' awards for those pupils who have shown consistently good behaviour

- house points are used to reward individual children for good behaviour, manners, work, adhering to class/school rules, correct kit/equipment, work of a high standard etc. House points are collected at the end of each week and the house with the most points announced in Friday merit assembly. All children belong to a 'house' – kingfisher (blue), robin (red), woodpecker (green) or goldfinch (yellow).
- the house cup is awarded each half term to the house which has accrued the most points
- each week, the Head Teacher's Gold Award is given to a pupil at the discretion of their class teacher to recognise/reward special achievement by a child.

Rules

These are worded in a positive manner to remind pupils of what they are supposed to be doing as opposed to what they should not be doing. These rules have been drawn up by the staff and the pupils working together and are displayed around the school and in each class room. These are:

- be kind and caring to everyone
- always come to school on time, and with all the things you need
- respect yourself, other people and our school
- listen carefully, answer politely and do what you are asked to do at the first time of asking
- always try your best in everything that you do.

In order to maintain a positive working atmosphere around school we:

- walk at all times in the corridors, looking where we are going
- use quiet voices inside the school building so that we do not disturb others
- when walking through doorways wait our turn sensibly. If others are there before us, hold the door and allow adults to walk through first
- try to be considerate and thoughtful at all times, for example by hanging up coats which have fallen on the floor
- make a polite greeting to all visitors in school and give directions if needed.

Unacceptable behaviour

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, rudeness or bad language within our school community and these types of behaviour will always be treated seriously, and appropriate sanctions will be applied.

We always try to work within a positive framework keeping parents / carers (and if necessary governors) informed. We understand that during their time at Warton Nethersole's C.E. School some pupils will have an odd occasion when they have difficulty in behaving in the appropriate manner. However, there may be some pupils who present us with persistent and unacceptable behaviour that we find more difficult to manage. In these cases we will refer to our school SENDCo who may ask an outside agency such as the Educational Psychology Service or the Warwickshire Early Intervention Service (EIS) for further help and guidance.

Sanctions

When dealing with inappropriate behaviour we are conscious to always maintain the pupil's self esteem – **it is the behaviour that is unacceptable not the pupil.**

Whenever possible we encourage sanctions to be negotiated which are appropriate to the offence. Where possible we will:

- check with the pupil that they understand why they are in trouble
- establish that the pupil knows that their behaviour was unacceptable
- explore with the pupil the effect that their behaviour has on others
- examine with the pupil strategies for avoiding the same situation
- problem solve.

The most powerful sanction for the majority of pupils is the disapproval of those whose views (adults or peers) they respect. We feel it is important to create a climate of opinion in which the sanction will have the greatest effect; therefore we do not use sarcasm or humiliation as a means of addressing pupils. We use circle time to actively encourage a greater knowledge of, and respect for, one's peers, to enhance self-esteem and to foster a caring ethos. Minor misdemeanours should be dealt with by the adult responsible at the time. We believe it de-skills and dis-empowers class teachers and midday supervisors if they make undue use of the hierarchy to impose sanctions on their behalf. Punishments should, whenever possible, be immediate and of a short duration. **It is the certainty that a sanction will follow as a consequence of misbehaviour that is more important than the severity of the punishment.**

Teaching Assistants who are supervising or working with a group of children will deal with minor behaviour difficulties themselves eg. by moving a pupil to work away from others if causing disruption. The Teaching Assistant must seek support from the Class Teacher or a member of the Senior Leadership Team, if increasing levels of disruptive behaviour occur. The Class Teacher always has the primary responsibility for the discipline of the pupils in their class.

Procedure for dealing with misbehaviour

School rules are agreed with pupils, displayed in the classroom and referred to regularly. The children need to understand what will happen whenever a rule is broken. Consistency is vital. Children need clear boundaries that they understand. Sanctions should be shared with pupils. If a rule is broken the teacher should follow these steps:

- make eye contact with the child so they know that their behaviour has been noted
- write the child's name on the board
- if the behaviour persists – put a strike against their name and send the pupil for 'time-out' in the adjacent classroom where they will work for 15-20mins
- unacceptable behaviour can also result in the loss of a period of playtime (if appropriate)
- if a child receives sanctions on a number of occasions in quick succession the teacher should refer this to the SLT
- persistent disruptive behaviour, or serious break/lunchtime incidents will be referred to the Head Teacher and recorded in the school's Behaviour Log
- any form of bullying will be recorded on a blue form (in staffroom) and referred to the Head Teacher immediately
- three successive entries into the Behaviour Log will result in parents being called into school and the child being placed on a 'Behaviour Chart'

At Warton Nethersole's C.E. School we know that the welfare of our children is best met when staff, parents and the Governing Body work together. We recognise that the school cannot work in isolation, and that to ensure progress, everyone concerned with the pupil should work together to develop a consistent approach.

At times, some children may need an individual behaviour support programme tailored to their particular needs in agreement with the School SENDCo. Arrangements will always be agreed for regular planning, monitoring, review and evaluation of any behaviour support programme.

We believe that the above sanctions will be effective in dealing with most situations which occur in our school. However occasionally special 'time out' arrangements might be required to cater for children's specific needs. We would only consider using the following sanctions once other strategies have proved unsuccessful, or to deal with a very serious isolated incident:

- an internal exclusion
- a short fixed term exclusion
- a formal meeting between the pupil, parents and the school
- a permanent exclusion.

Parents will be informed by telephone followed by a letter (see Appendix 1 Inclusion Statement)

Behaviour in Nursery

High standards of behaviour are encouraged right from Nursery. Consistent practice in our early years setting ensures that children are 'school ready' and know what is expected of them when they join our Reception class. Nursery rules complement the systems in place in school, but have been adapted slightly because of the age of the children. (Nursery Behaviour Statement Appendix 2)

Lunchtime Supervisors

The Head Teacher has regular meetings with the lunchtime supervisors, and Top Score Academy Ltd (who run sports activities at lunchtime) to discuss any matters arising from their lunchtime duties. All lunchtime staff are aware of this behaviour policy and will implement the rules and apply them when pupils are in their charge.

We are positive with our pupils and take notice of good behaviour, kind acts and helpfulness during the lunch break, both in the dining room and around school. At the end of lunch break instances of positive behaviour will be reported to the class teacher. The Senior Midday Supervisor is able to give out house points to pupils during the lunch break. She may also award 'good manners' certificates to be given in Friday's merit assembly.

If pupils need 'time out' for a few minutes (maximum ten) because of inappropriate behaviour they stand by the wall on the back playground, or the fence on the front playground. In the event of more serious misbehaviour occurring, the Senior Supervisor will deal with the incident, reporting it to the class teacher at the end of lunchtime. For serious incidents the Senior Supervisor will take the child to a member of the SLT who will deal with the incident.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Class teachers keep a log of children who have been sent out of class for inappropriate behaviour. The Head Teacher records incidents where a child is sent to him/her on account of bad behaviour in the behaviour Log which is kept in the Head's office.

Restraint

The use of restraint should always be viewed as the exception rather than the rule. In certain circumstances however, it may be necessary for a member of staff to physically restrain a pupil. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, or injuring themselves or others, or damaging property, and to maintain good order and discipline. The law requires that force should not be considered as a first resort. Practical methods to de-escalate the situation should always be considered first, these could include, keeping calm, offering verbal prompts, guiding, steering or retreat.

This means of behaviour management would only be used to prevent the pupil from doing any of the following:

- committing an offence
- causing personal injury to any person (including themselves)
- engaging in any behaviour which prevents good order and discipline at the school

These procedures are explained more fully in our Policy on Restraint (see Appendix 2) and the DCSF guidelines on the 'Use of Force to Control or Restrain Pupils' (<http://www.teachernet.gov.uk/docbank>) which have been adopted by Warton Nethersole's C.E. School and are followed at all times.

If restraint is used the appropriate Critical Incident Record (Appendix 3) must be completed and reported to the Governing Body on a termly basis.

Power to Search

Sometimes in schools there is occasion when teachers believe that a child or children may have brought items into school which are dangerous or have the potential to be dangerous to the child or to others.

Key Points from the November 2010 update from the DfE state that:

- school staff can search a pupil for any item banned under the school rules, if the pupil agrees
- staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items
- the items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items
- school staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

By the Powers given to schools in the Education Act of 2007 the Head Teacher reserves the right to search a child or a child's belongings if this is the case.

The procedures stated within the document 'Screening and Searching of Pupils for Weapons Guidance for School Staff – DfCS' have been adopted within school and are used if such incidents arise. Updated 16th November 2010 DfE.

(<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies>)

Review

This policy was reviewed by all staff spring term 2018. It was presented to the school council and was discussed with the children through assemblies and classroom PHSE lessons. Parents were also invited to comment on the policy. The policy is reviewed every two years.

Next date for review summer 2020



Appendix 1

Inclusion Statement

We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language or disability are treated with equality in all aspects of the behaviour and discipline policy.

The Role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children - for serious acts of misbehaviour - who repeatedly disobey their teacher's academic instructions - whereby allowing them to remain in school would seriously harm the education or welfare of the child or others in school For repeated, or very serious acts of anti-social behaviour, or where the child in question would seriously harm his/her education or welfare or that of others in the school the Head Teacher may permanently exclude a child. The behaviour of children outside school can be considered as grounds for exclusion.

Fixed-term and permanent exclusions

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Head Teacher informs the Heartwood Multi-Academy Trust Board and the chair of the local governing body about any permanent exclusion, and about fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any

exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Class teachers keep a log of children who have been sent out of class for inappropriate behaviour. The Head Teacher records incidents where a child is sent to him/her on account of bad behaviour in the behaviour Log which is kept in the Head's office. The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

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.



Appendix 2

Nursery Behaviour Statement

High standards of behaviour are expected in Nursery, and our practice complements the ethos and Behaviour Policy of the school (full policy available on request from the office). Slight adaptations have been made because of the age of the children as follows:

Reward systems

We have a 'Good News Tree'. If a child does some 'super work' or shows some exceptionally good behaviour they can choose a picture to put on the tree.

At the end of each week we count how many pictures are on the tree and talk about how well the Nursery has done as a whole. The pictures are placed on our display chart so that we can see how many can be earned over the half-term. At the end of the half-term a reward can be earned such as a trip to the park, walk in the village etc. for all the children.

Sanctions

If a child's behaviour is not acceptable:

- Tell the child that their behaviour is unacceptable and warn them that if it continues they will be asked to leave the area they are working in for a short time
- If the behaviour continues ask the child to leave the area and explain that if they don't stop they will need to have some 'time out' on the 'time out mat'
- If the behaviour continues the child will receive a 'time out' sanction.

Throughout the process the reasons about why the behaviour is unacceptable will be explained to the child.



Appendix 3

PHYSICAL INTERVENTION

Aim:

The main aim of the physical intervention statement, is to establish a school community with means of supporting children whose behaviour requires some form of physical intervention (in conjunction with the school's behaviour policy). Principles It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions, it may be necessary to remove the child to a place of safety in order for the situation to be calmed and resolved.

Responsibilities of staff dealing with physically disruptive children:

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety, also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Positive handling procedures:

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary. In the event of a situation deteriorating to the extent that physical intervention is required, the member of staff involved initially should normally seek the assistance of another member of staff. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident. Staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during pregnancy. Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, where possible

Recording of incidents when physical intervention has been used:

After an incident which has necessitated the use of physical intervention, a record must be made as soon as practicable (Appendix 4). For this purpose, the staff member involved will need to complete an incident form in the Physical Intervention Book, (which is kept in the Head Teacher's office), and have the account signed by the Head Teacher.

Appendix 4

Critical Incident Record

| |
|---|
| Details of pupil on whom force was used – name, class and any SEND disability or other vulnerability |
| |
| Date, time and location of incident |
| |
| Names of staff involved (directly or as witnesses) |
| |
| Details of other pupils involved (directly or as witnesses) including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons |
| |
| Description of incident by the staff involved, including any attempts to de-escalate and warnings given |
| |
| Reason for using force and description of force used |
| |
| Any injury suffered by staff or pupils and any first aid and /or medical attention required |
| |
| Reasons for making a record of the incident |
| |
| Follow up, including post incident support and any disciplinary action against pupils |
| |

| | |
|---|--|
| | |
| Any information about incident shared with staff not involved in it and external agencies | |
| | |
| When and how those with parental responsibility were informed about the incident and any views they have expressed. | |
| | |
| Has any complaint been lodged? (Details should not be recorded here) | |
| | |
| Report compiled by | |
| Name and role | |
| Date | |
| Report countersigned by | |
| Name and role | |
| Date | |

Please note: The names of pupils should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.

Warton Nethersole's C. of E. Primary School



Anti-Bullying Policy

This policy outlines the purpose, nature and management of Anti-Bullying Policy in our school.

This policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The policy will be reviewed in spring 2020 as part of the Behaviour Policy review.

The implementation of this policy is the responsibility of all staff.

Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

physical (hitting, kicking, theft)

verbal (name calling, racist remarks)

indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions or bullying related to gender or sexual orientation. Bullying can take place between pupils, between individuals or groups of children, face-to-face or indirectly or using a range of cyber-bullying methods.

Schools' teaching and ancillary staff must be alert to the various signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. This document sets out those procedures and is to be used in conjunction with the school's Behaviour Management Policy.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher
- The head teacher will interview all concerned and will record the incident
- Class teachers will be kept informed and monitor those concerned
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- time out from lunchtime or break time
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in the teaching of PSHE, through Circle Time, in assemblies and through other subject areas, as appropriate, in an attempt to raise awareness of the issues related with bullying and eradicate such behaviour.

Monitoring, evaluation and review

The school will regularly review this policy alongside the Behaviour Policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all members of staff.

