



Behaviour & Discipline Policy

(Abridged Version)

Accepted	Review Date
Sept 2015	Sept 2017

Rationale

We believe the nurturing of positive character traits is central to a rounded education. Pupils' learning will naturally thrive in this type of ethos. Children should feel positive about themselves and safe in their surroundings. When a pupil feels secure they can more effectively care and help those around them.

We believe that all children can be good role models. The celebration of pleasing behaviour is important. At times we have to challenge inappropriate behaviours. Predominately, however, we aim to be proactive or pro-social. This means we try to develop positive character traits that empower our pupils.

This type of pro-social approach is rooted in our school's vision. We believe that the pupils in our care are 'Learning to Live'. Working and playing well together is core to this vision.

This approach is implemented via a four-stranded strategy:

- Character Development
- Celebration of Good Decisions
- Consistent and Assertive Sanctions
- Community Partnership and Support

Behaviour and Discipline Leadership

The Governors are ultimately responsible for the school to be a safe and positive environment for all pupils and staff. The operational leadership of the Behaviour and Discipline Policy is the remit of the Senior Leadership Team.

The Pastoral Care Team will support staff by being involved in the process of drafting and updating the policy. This will include training for both pupils and staff.

All staff must be familiar with the policy and apply its out workings consistently.

Key Staff and their remit:

Position	Person	Remit
Principal	F. Bailie	Whole school Discipline
Nursery Leader	C. Spratt	Nursery Discipline
Foundation Stage Leader	D. Blain	Foundation Stage Discipline
Key Stage 1 Leader	L. Weir	Key Stage 1 Discipline
Key Stage 2 Leader	F. Bailie	Key Stage 2 Discipline
Pastoral Care Leader	R. Watson	Whole School
P.D.M.U. Leader	H. Clifford	Whole School
House Competition Leader	G. Harris	Whole School

Our Values & Mission Statement

This policy document was not written in isolation. It was developed in the context of the school's values and the resulting mission statement.

Values	Contribution of the Behaviour & Discipline Policy
To be a Happy & Healthy Environment	The policy has the core role of keeping pupils safe, confident and happy.
To develop Skilled Learners & Flexible Thinkers	The policy asks pupils to consider their behaviour and challenges their thinking processes.
To value Partnerships both Locally & Globally	Central to the policy is the role of parents and the wider community. Pupils are also asked to consider their actions in relation to the local and global community.
To inspire High Aspirations and Achievements	The policy aims to enhance pupils' learning and self-esteem.

Mission Statement	Contribution of the Behaviour & Discipline Policy
Care & Wellbeing Central	High Level of Compliance - A positive and secure environment promoted.
Health & Sport Promoted	High Level of Compliance - Emotional security impacts health and wellbeing.
Involving Parents & Community	High Level of Compliance - The role of parents in reinforcing the policy is key.
Learning & Teaching Focused	High Level of Compliance - A strong and secure ethos promotes achievement.
Developing Technology & Creativity	High Level of Compliance - Use of e-communication and stimulating self-reflection.
Raising Expectations & Standards	High Level of Compliance - Self-esteem development is key to promoting results.
Excellence & Innovation Pursued	High Level of Compliance - Development of new pro-social strategies.
Networking Locally & Globally	High Level of Compliance - Stimulating a sense of responsibility for self and others.

Aims

We hope to develop, via this policy, significant learning and build the capacity for our pupils to make good decisions. This capacity should improve each individual's experience of school and the ethos of each classroom, the school, the local community and our wider world. The key aims of the policy are:

- Pupils will be happy and secure in school.
- To increase self-esteem and empathy for the feelings of others.
- To foster a respect for all, especially those with different needs, faith or race.
- Via a pro-social teaching approach, pupils will be empowered to make good decisions.
- A sense of mutual respect, appreciation and care will be evident across the school.
- Pupils' attainment in all areas of learning will be enhanced.
- Parents' confidence in the school's work, especially pastoral care, will be high.
- Staff across the school, in all roles, will have a high level of satisfaction in their work.
- Our pupils will make better decisions and will impact their community positively.
- Now, and in the future, our pupils will be compassionate and responsible citizens.

Out workings of these aims will include the following:

- High levels of pupil and staff attendance.
- High levels of pupil motivation.
- High levels of pupil satisfaction and participation in school life.
- High levels of welcome and appreciation of other cultures and needs (Shared Education.)
- High levels of attainment across the school, especially within literacy and numeracy.
- High levels of self-esteem amongst pupils and corporate celebration of achievement.
- High levels of parental confidence and demand for school places.
- High levels of support from the local community.
- High levels of self-regulation and pride in personal behaviour ethics.
- High levels of emotional intelligence across the school.
- High levels of a personal and collective 'social conscience'.

Methodology

As already outlined there are four intertwining strands that encompass our Behaviour and Discipline Policy. These are:

- **Character Development**
- **Celebration of Good Decisions**
- **Consistent and Assertive Sanctions**
- **Community Partnership and Support**

How do we implement these key strands?

Strand 1: Character Development

We believe that good decision-making is rooted in our values. If we are to be pro-social we need first to be pro-active. Our desire is that pupils will be challenged to think, reflect and then form their own set of good decision forming values. Our aim is that they will do the right things because they believe them to be the right things to do.

Central to this process are six key character traits. These traits are explained, modelled and continually applied into pupils' experiences in school and beyond. The six key traits are:

1. Respectful
2. Caring
3. Honest
4. Helpful
5. Responsible
6. Forgiving

Pupils will explore the application of these traits to making good decisions as well as dealing with problems and dilemmas.

Other strategies used to encourage the building of pupils' character include:

P.D.M.U. Curriculum

We teach positive values through our Personal Development and Mutual Understanding element of the curriculum. We also use P.D.M.U. to help our pupils deal with difficult social situations and how to resolve them e.g. arguments and the pressure of peers.

Cross-Curricular Approach

Teachers will make every effort to use many opportunities to teach key values. Novels and other reading materials within literacy lesson, for example, are very useful to stimulate debate about ethics. This learning can be explored very powerfully via drama, writing and class debates.

Other areas of the curriculum are also equally rich in their potential. Other subjects that are particularly useful include R.E., history, geography and science.

School Council

The school council is a means by which pupils can discuss key issues. Part of its role is to mobilise pupils to form a better environment for all pupils and staff. This will be achieved by:

- Influencing school policy
- Highlighted key priorities with Governors, staff and pupils
- Communicating to pupils their ownership of school ethos and their need to be pro-social.

Anti-Bullying Week and ‘New Year, New You’ Wellbeing Week

The Pastoral Care Team, in consultation with pupils, parents and staff, will develop theme weeks that highlight key issues and priorities. Each of these weeks stresses the value of individuals and our corporate responsibility to each other. In November, in a pro-social approach, we challenge bullying and in January we hold a wellbeing week that focuses on the values of each other. These weeks are very enjoyable but also very beneficial.

‘Buddy Classes’ & ‘Playground Buddies’

The classes in school are twinned as ‘Buddy Classes’. The purpose of this links is to foster community and corporate responsibility. Older pupils get to act as supporters and mentors of younger pupils. Teachers are encouraged to link a minimum of once per half-term. These sessions can range from literacy lessons to outdoor play opportunities. At special events such as the ‘New Year, New You!’ week and the annual literacy ‘Festival of Words’ these links will be utilised.

Year 6 and 7 pupils will also be trained and used as lunchtime buddies for playground duties in younger children’s playgrounds. These sessions are intended to create more positive and constructive play. They are, however, also intended to help older pupils develop their characters and actions to care for others.

Twinned Classes:

Twinned Classes	
Nursery Red (J. Moore)	Year 7 W
Nursery Green (C. Spratt)	Year 7 R
Year 1 H	Year 4 McN
Year 1 C	Year 4 McC/B
Year 2 B	Year 5 C
Year 2 R	Year 5 R/C
Year 3 W	Year 6 H
Year 3 M	Year 6 C

Strand 2: Celebration of Good Decisions

Strategies to celebrate and reward good behaviour have been agreed across the school.

House Competition - Every child in the school is allocated to mixed school 'house'. The purpose of the house competition is to create a sense of mutual care and support. House based rewards also create a sense of collective achievement.

The Phoenix House Competition:

House Name	House Colour
Dragons	Green
Griffins	Gold
Pegasus	Silver
Giants	Red

Senior pupils will be awarded roles of captains and vice captains of their house. The aim is to create a sense of care and responsibility for other children across the school.

Pupils will seek to earn 'House Gold'. House gold coins are awarded to pupils who are exhibiting our positive character traits or making good decisions in class and beyond (including outside school e.g. winning awards etc.)

At the end of every half term there will be a 'House Celebration'. The winning house will be revealed. The winning house will be declared and a collective reward given to the children in the house e.g. extra break or a special treat. At the beginning of every half term the scores go back to zero.

Pupil of the Week & Month - Each class will operate a Pupil of the Week competition. Every pupil has a realistic opportunity to win this competition. The reason for awarding the certificate can be for a class focus e.g. writing or can simply be to a pupil who has done their best in some aspect of their development. Some classes may feel it is appropriate to award a reward from a 'prize box'. This is agreed per year group and department.

Pupil of the Month Award is supported by the P.T.A. The principal presents this award in an assembly. The classroom teacher nominates a child every month for a specific reason. The reason must be recorded clearly on the certificate. The reason is read to the school to reinforce and celebrate the behaviour. A copy of the winning pupils' certificates is put on a noticeboard in the foyer and their names put on the school's website.

Each department will have their own agreed schedule of reward in addition to these general strategies. It is key that the head of department ensure a consistency and progression in these rewards.

Staff, however, have the freedom to cater for the needs of their class or/and individuals with appropriate rewards. It is important that individual teachers allow the heads of department know the individual arrangements for their own classes.

Worry Box - In every class from Year 4 to 7 teachers will have a secure box for pupils to post concerns about how they are feeling or other children are being treated. Pupils who post concerns will be thanked for their courage and given the support they require. If their post was about another pupil/s they will be commended for their responsible attitude.

Strand 3: Consistent and Assertive Sanctions

The school have agreed a range of progressive sanctions to be applied when required. The flowcharts on the following four pages outline the typical protocol for each department.

Each department has agreed a protocol that is appropriate to the age and stage of development of their pupils.

Clarification of High Level Sanctions

Detention

The school operates every break time detention periods each day. Pupils should use these times to reflect on their actions and consider restitution. They will complete 'What did I do and how can I make it better?' sheets (Years 4 to 7.)

A slip will go home to parents letting them know that their child has been placed on detention and a reason why (a copy of the 'What did I do and how can I make it better?' if completed.) These restitution sheets will be photocopied and stored in the pupils' behaviour records.

Suspension and Expulsion

We are reluctant to ever suspend or permanently exclude any pupil from school. The option to do so, however, is retained at the Principal's disposal.

If a suspension or expulsion are being considered the guidelines and protocols issued by the Education Authority will be followed.

Exclusion may be considered for the following reasons (this list is not exhaustive):

- Prolonged rejection of school rules
- A serious physical or/and sexual assault
- Repeated use of discriminatory language e.g. racist or bigoted comments
- Sustained or/and repeated bullying of one or more pupils
- Misuse of substances or/and encouraging others to
- Malicious damage of property
- Disrespectful attitude towards staff
- Verbal or physical abuse of staff
- Any action before, during or on the way home from school that damages the school's relation with our community e.g. being abusive to local residents or pupils from other schools

This list is only a guide. Sanctions depend on the pupil's context, previous behaviour, mitigating circumstances and the behaviour of others.

Parents and pupils must, however, be aware that poor behaviour will not be ignored. If required all measures will be used to keep the school a safe and happy environment.

F.S. Strategies & Sanction Flowchart

Low Level Intervention

- Non-Verbal Signal or Verbal Reminder
- Verbal and Visual Reminder
- Conversation and reminder of boundaries
- Time Out Session in Class

Behaviours associated with this level of intervention could include:

- Talking at inappropriate times
- Not listening to instructions
- Being impolite or unkind
- Keeping others back

Medium Level Intervention

- Conversation and reminder of boundaries
- Class privileges withdrawn by the teacher e.g. a class job
- Time Out during playtime (class play or playground)
- Time Out with a partner teacher (a maximum of three per half term)
- An informal Teacher/Parent Interview

Behaviours associated with this level of intervention could include:

- Disruptive behaviour
- Low effort in class
- Unkind behaviour
- Hurting others

High Level Intervention

- 1 day of being kept in at break or lunch issued by the classroom teacher. A notification slip will be issued to parents.
- After three days of being kept in (per term) a letter to be issued explaining the Head of Foundation Stage is now monitoring the situation.
- In response to the next behaviour incident they will visit the Head of Foundation Stage. 1 to 2 days of being kept in at break or lunch will be agreed. A notification slip will be issued to parents.
- After two incidents involving the Head of Foundation the parent will be required to attend an interview with the Head of Foundation. A record of the interview will be retained and shared.
- After the next incident the pupil will go to the Principal. The pupil will be issued with 1 to 3 days of being kept in at break or lunch. An information slip will be issued to parents.
- After the next incident involving the Principal the parent will be required to attend an interview with the Principal. It will be explained that after the next incident a suspension will be considered. A record of the interview will be retained and shared.

Behaviours associated with this level of intervention could include:

- Prolonged disruption
- Deliberate use of bad language
- Damaging property
- Taking others' property
- A pattern of hurting others
- Fighting
- Bullying behaviour:
 1. Emotional
 2. Social
 3. Physical
- Racism or discrimination
- Lack of respect for staff
- Damaging our reputation

Key Stage 1 Strategies & Sanction Flowchart

Low Level Intervention

- Non-Verbal Signal or Verbal Reminder
- Verbal and Visual Reminder
- Conversation and reminder of boundaries
- Time Out Session in Class

Behaviours associated with this level of intervention could include:

- Talking at inappropriate times
- Not listening to instructions
- Being impolite or unkind
- Keeping others back

Medium Level Intervention

- Conversation and reminder of boundaries
- 'What I did and how can I make it better? Sheet' to be completed
- Class privileges withdrawn by the teacher e.g. a class job
- Time Out with a partner teacher (a maximum of three per half term)
- Time Out session in the playground
- Teacher/Parent Interview

Behaviours associated with this level of intervention could include:

- Disruptive behaviour
- Low effort in class
- Unkind behaviour
- Hurting others

High Level Intervention

- 1 to 2 day break detentions issued by the classroom teacher. Pupil will complete a 'What I did and how can I make it better?' Sheet. A copy will be sent home with a cover slip.
- After three sets of detentions (per term) a letter to be issued explaining the Head of Key Stage 1 is now monitoring the situation.
- In response to the next behaviour incident they will visit the Head of Key Stage 1. 1 to 3 days detention will be agreed. Pupil will complete a 'What I did and how can I make it better?' Sheet. Sheet and a letter to be sent home.
- After two incidents involving the Head of Key Stage 1 the parent will be required to attend an interview with the Head of Key Stage 1. A record of the interview will be retained and shared.
- After the next incident the pupil will go to the Principal. The pupil will be issued with 1 to 3 break & lunch detentions. Pupil will complete a task based on the Whitehouse Values. Task and a letter to be sent home.
- After the next incident involving the Principal the parent will be required to attend an interview with the Principal. It will be explained that after the next incident a suspension will be considered. A record of the interview will be retained and shared.

Behaviours associated with this level of intervention could include:

- Prolonged disruption
- Deliberate use of bad language
- Damaging property
- Taking others' property
- A pattern of hurting others
- Fighting
- Bullying behaviour:
 - 4. Emotional
 - 5. Social
 - 6. Physical
- Racism or discrimination
- Lack of respect for staff
- Damaging our reputation

Key Stage 2 Strategies & Sanction Flowchart

Low Level Intervention

- Non-Verbal Signal or Verbal Reminder
- Verbal and Visual Reminder
- Conversation and reminder of boundaries
- Time Out Session in Class

Behaviours associated with this level of intervention could include:

- Talking during work times
- Not listening to instructions
- Being impolite or unkind
- Keeping others back

Medium Level Intervention

- Conversation and reminder of boundaries.
- 'What I did and how can I make it better? Sheet' to be completed.
- Class privileges withdrawn by the teacher e.g. a class job
- Time Out with a partner teacher (a maximum of three per half term.)
- Teacher/Parent Interview

Behaviours associated with this level of intervention could include:

- Disruptive behaviour
- Low effort in class
- Unkind behaviour
- Hurting others

High Level Intervention

- 1 to 3 day break detentions issued by the classroom teacher. Pupil will complete a 'What I did and how can I make it better?' Sheet.
A copy will be sent home with a cover slip.
- After three sets of detentions (per term) a letter to be issued explaining the Head of Key Stage 2 is now monitoring the situation.
- They will then visit the Head of Key Stage 2. 1 to 5 days detention will be agreed. 'What I did and how can I make it better?' Sheet and a letter to be sent home.
- After two incidents involving the Head of Key Stage 2 the parent will be required to attend an interview with the Head of Key Stage 2. A record of the interview will be retained and shared.
- After the next incident the pupil will go to the Principal. The pupil will be issued with 1 to 5 break & lunch detentions. 'What I did and how can I make it better?' Sheet and a letter to be sent home.
- After the next incident involving the Principal the parent will be required to attend an interview with the Principal. It will be explained that after the next incident a suspension will be considered. A record of the interview will be retained and shared.

Behaviours associated with this level of intervention could include:

- Prolonged disruption
- Consistent low effort
- Bad language
- Damaging property
- Taking others' property
- A pattern of hurting others
- Fighting
- Bullying behaviour:
 - 7. Emotional
 - 8. Social
 - 9. Physical
- Racism or discrimination
- Lack of respect for staff
- Damaging our reputation

It is important that records are kept both systematically and securely. They must be accurate and written in an objective manner. Staff members need to remember that data is both sensitive and important.

All members of staff have been issued with a duplicate incident report book. Each book has been pre-printed with carbonised report slips. See the template on page 19. After an incident has been investigated the report slip should be completed. Two copies should be sent to the classroom teacher/s and filed in the Class Behaviour File/s. One copy will be filed under the pupil/s whose actions were reported and one under the pupil/s who was/were the 'victim'. The most recent events will be filed at the front of each pupil's profile. This will help the teacher monitor the patterns of individual pupils who are making poor decisions. It will also allow them to spot are individuals being bullied by one or more people across multiple classes.

One copy will also be sent to the office. The office staff will enter brief details unto the School Behaviour Database. This database will allow the Principal to monitor trends as well as see patterns of behaviour, especially potential bullying. This database will be stored in a C2K Private folder only accessible by the S.L.T. and the office staff.

It is important that in each pupil's profile that restitution sheets, apologies and letters sent home and interviews/parents' note are also filed. These should be filed chronologically. The most recent events should be filed to the front. The Class Behaviour File must be locked away securely. These folders will be passed on annually, in August, to the new teacher.

The heads of departments and the Principal should maintain a Department/Whole School Behaviour File of cases they deal with in their leadership role. These used, organised and stored as stipulated for Class Behaviour Files.

Behaviour Record Template

Offending Pupil/s		Date:												
		Time:												
		Location:												
Pupil/s impacted by behaviour:														
Behaviour Being Reported (Tick all appropriate Behaviours)														
<table border="0"> <tr> <td>Disobeying instructions</td> <td>Not doing work</td> <td>Being disrespectful to others</td> <td>Being unkind</td> </tr> <tr> <td>Name Calling</td> <td>Poor language</td> <td>Unsafe play</td> <td>Violent behaviour</td> </tr> <tr> <td>Fighting</td> <td>Vandalism</td> <td>Misusing property</td> <td>Other: _____</td> </tr> </table>			Disobeying instructions	Not doing work	Being disrespectful to others	Being unkind	Name Calling	Poor language	Unsafe play	Violent behaviour	Fighting	Vandalism	Misusing property	Other: _____
Disobeying instructions	Not doing work	Being disrespectful to others	Being unkind											
Name Calling	Poor language	Unsafe play	Violent behaviour											
Fighting	Vandalism	Misusing property	Other: _____											
Details of incident:		Actions (including sanctions):												
Does this incident appear to be connected to a pattern of behaviour? Comment:														
Reporting Staff Member's Signature:		Date:												
Investigating Staff Member's Signature:		Date:												

White Copy (Principal's Records) Pink Copy (Offending Pupil's Records)
 Yellow Copy (Victim Pupil's Records)

Strand 4: Community Partnership and Support

The role of parents and the wider community is crucial. We ask that parents support the school's rules and protocols completely e.g. school uniforms, break healthy eating policies and requests for support. Parents need to be always respectful of all staff and school rules as role models to their children.

It is unrealistic that parents will always agree with the rules and decision of the school. It is, however, important that such disagreements are discussed amongst adults and not in front of pupils. If children hear or/and see their parents being disrespectful to the school in anyway it weakens their ability to demand that their children comply in the future.

In balance, parents will be treated with respect and courtesy by all staff. If the school is in a disagreement with a parent this will never impact on the pupil's experience in school.

How do we engage parents in behaviour management?

- Parents will be consulted on policy updates every two years.
- The policy will be distributed to families on their arrival at the school or every two years.
- A summary of the policy will be included in the Pupils' Handbook and Parents' Handbook every September.
- Parents will be involved in the regular communications as outlined in the policy.
- The school will be open to support all parents in helping their children's social, emotional and educational needs.

Equality of Opportunity

All pupils whatever their gender, race, religion and social background must have benefit from equal treatment. As a school we are committed to both nurture and discipline pupils without fear or favour.

Areas of particular focus to be drawn to the attention of staff are:

- To take care that boys are not dealt with more severely than girls.
- To ensure that staff and Governors' pupils are not favoured or sanctioned unfairly.
- To make sure that those with a history of poor decisions are given a fair hearing.

Behaviour Management and S.E.N.

Teachers have a responsibility to cater for the needs of all their pupils. It is important that all barriers are acknowledged and the teacher makes reasonable efforts to meet the needs of all pupils.

Some pupils have complex issues that influence their behavior. The class teacher should liaise with the previous teacher and the SENCo before the school year. A range of strategies need to be agreed to manage some pupils' particular needs. This may also be explicitly included in the pupil's I.E.P.s. It is important that all staff who deal with the pupil are aware of their difficulties so they can act as appropriate when managing their behaviour.

Health and Safety

There are pupils who have challenges that may result in their safety and those of other pupils and staff being compromised. It is key that staff work with the SENCo, external agencies and within SENDO legislation to ensure that the pupil, and those who will be impacted by their challenges, be supported in the most effective manner. This will normally involve a very specific behaviour I.E.P.

Resource Management

Resources are allocated and stored at both year group and whole school level. Each year group is responsible for any resources they are provided with for behaviour management. In June the Pastoral Care Team may bid for new resources for behaviour management. If granted funding the Pastoral Care Team is responsible for recording and maintaining a register of equipment and resources allocated. These records must be available for audit purpose. If a staff member leaves an audit must be completed before a new staff member arrives.

Assessment & Reporting

Pupils' behaviour and attitude to school will be explicitly reported on the annual report. It will also be a theme for the pupil/teacher interviews. This is both an opportunity for celebration as well as a challenge.

When a pupil's behaviour is less than the expected norm it must be reported. Teachers, however, must also strive to be positive. This means they give a balanced report and seek to also share the good decisions the pupil has made. Staff should also try to give constructive behaviour management ideas. Behaviour management is a partnership between home and school. The parent/s or the staff must not abdicate their role.

Professional development

The school is committed to cater for teachers' professional development needs within the area of behavior management and discipline. This includes the following key elements:

- A clear and user-friendly Behaviour Management and Discipline Policy.
- An appropriate and varied range of resources.
- The support and encouragement of the Pastoral Care Team, SENCo and S.L.T.
- Ongoing training and professional development as required.

The Monitoring and Evaluation of the Behaviour and Discipline Policy

The monitoring of the policy will be ongoing across the year. The impact of the policy will be monitored in the following ways:

- The school's yearly Data Report (literacy and numeracy progress.)
- Monthly and yearly attendance figures.
- Half-Termly School Council Meetings (agenda item.)
- Anti-Bullying Survey every November.
- Principal's Happiness Audit (Pastoral Care) every March.
- School Behaviour Database, Principal's Behaviour File, Heads of Department Behaviour and Class Behaviour Files.
- Detention Logs
- Pupils' Annual Reports
- T.T.I. pupil, parent and staff discipline survey as part of the three year school development planning cycle.

Links with other Policies

Child Protection Policy

Anti-Bullying

P.D.M.U.

S.E.N.

Health and Safety

Intimate Care

Suspension and Exclusion

Review Cycle of Policy

The Behaviour and Discipline Policy will be reviewed and if required updated every two years. This process will involve pupils, parents, staff and governors.

Staff will be issued with a hard copy of the new policy and scheme after its approval. An electronic version will be stored at Staff/Policies/Pastoral Care/Behaviour & Discipline. Previous versions will be stores in an archive folder in the Behaviour Discipline folder on the c2k system.

A full version will be issued to parents after every review. A full version will be available from the school office for reference or/and a paper copy issued if required. A summary version will be issued to pupils, parents and staff as part of the yearly handbooks published each September.

