Relationships and Behaviour Policy

and

Statement of Behaviour Principles

January 2024

VISION STATEMENT

At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, compassion, independence, co-operation and perseverance.

SCHOOL AIMS

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

Coppice Values

Co-operation	Independence	Compassion
Respect	Perseverance	Creativity

This is a core policy that forms part of the induction for all staff and governors. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Aims for Behaviour at Coppice Academy

- To nurture positive, respectful relationships between all members of our school and wider community
- To create a calm, safe environment which ensures that all children have the opportunity to learn and succeed
- To model and maintain high standards of behaviour that reflect the values of our school
- To encourage our children to accept responsibility for their actions and understand the impact of their behaviour on others
- To improve children's understanding of unacceptable behaviour choices, including bullying and anti-decimation

Legislation, Statutory Guidance and Documentation

- **Behaviour and discipline in schools: advice for headteachers and school staff, 2016**
- **Behaviour in schools: advice for headteachers and school staff 2022**
- **Searching, screening and confiscation at school 2018**
- **Searching, screening and confiscation: advice for schools 2022**
- **The Equality Act 2010**
- **Keeping Children Safe in Education**
- **Exclusion from maintained schools, academies and pupil referral units in England 2017**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**

It is also based on the **Special Educational Needs and Disability (SEND) Code of Practice**.

In addition, this policy is based on:

- Section 175 of the **Education Act 2002**, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the **Education and Inspections Act 2006**, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- **DfE guidance** explaining that maintained schools must publish their behaviour policy online

Roles and Responsibilities

The Governing Body

The Education Committee is responsible for:

> Reviewing and approving the written statement of behaviour principles (Appendix 1)

> Reviewing this behaviour policy in conjunction with the Associate Headteacher and Senior team

> Monitoring the policy's effectiveness

> Holding SLT to account for its implementation

The Associate Headteacher

The Associate Headteacher is responsible for:

> Reviewing this policy in conjunction with the Governing Body

> Supporting the Deputy Headteacher to implement the school's Relationships and Behaviour policy and its approaches to effectively manage behaviour

> Giving due consideration to the school's statement of behaviour principles (Appendix 1)

> Ensuring that the school environment encourages positive behaviour choices

> Ensuring that staff deal effectively with negative behaviour choices

> Monitoring that the policy is implemented by staff consistently with all groups of pupils

> Ensuring that all staff understand their responsibilities and are enabled to effectively deal with negative behaviour choices.

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in building relationships and behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that behaviour data recorded on My Concern is reviewed and analysed regularly

Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

Parents and carers

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

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and work in partnership with school staff to address negative behaviour choices
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Respectfully and promptly discuss any behavioural concerns with school staff
- Respectfully participate in discussions with Class Teachers, Phase Leads, SLT and other professionals as appropriate following up on negative behaviour choices
- Support planned pastoral strategies following negative behaviour choices

Pupils

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

Pupils should:

- Behave in a safe and respectful manner at all times in school
- Understand the expected standard of behaviour they should be displaying at school and adhere to the school's behaviour policy
- Follow the school's key rules and routines
- Take responsibility for behaviour choices made and accept responses and sanctions
- Know that pastoral support that is available to them to help them meet the behavioural standards

School Approach to Behaviour

All staff are responsible for setting the tone and context for positive behaviour choices within our school. This might include:

- Developing positive relationships with children, showing patience and supporting positive behaviour choices
- Being polite, courteous and respectful in the way we communicate with children
- Where possible, explaining responses to behaviour in line with school rules and values
- Creating and maintaining a stimulating environment that encourages children to be engaged

Responding to Positive Behaviour Choices

Class Dojo
Pupils are awarded Class Dojo points for our Coppice Values
Class Dojo points are calculated weekly and there is a weekly certificate for the child in each class with the most Dojos, the certificates are given out in Friday Celebration assembly.

Lunchtime Rewards
Lunchtime superstar tickets are given to pupils who display good behaviour and positive dining decorum. Lunchtime supervisors are responsible for awarding this positive behaviour. The lunchtime superstar tickets are placed in the relevant year group box in the school hall. One is selected from each box during Celebration assembly. The winners dine on the golden table the following week.

Praise Postcards
Praise postcards are awarded to children who deserve special praise for things such as consistent effort; positive attitude or for achieving something over a period of time, outside of school. They are handwritten by the Headteacher and given to the child.

House Points
Each pupil at Coppice Academy is assigned a 'house'. There are four houses:

Oak Ash Beech Elm

Pupils are placed in the same house as family members.
House points are awarded for sporting achievements the culmination of house points may result in a bronze, silver or gold star badge. These are awarded in Friday Celebration assembly.

Negative Behaviour Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Disruption in assembly

> Non-completion of classwork due to a lack of focus

> Poor attitude – answering adults back

> Not following the school rules/ The Coppice Way

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying (further information to be found in the Anti-Bullying Policy)

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

   • Sexual comments

   • Sexual jokes or taunting

   • Physical behaviour like interfering with clothes

   • Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

   • Knives or weapons

   • Alcohol

   • Illegal drugs

   • Stolen items

   • Tobacco and cigarette papers

   • Fireworks

   • Pornographic images

   • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Responding to Negative Behaviour Choices

	Negative Behaviour Choices	Responses		Possible Misbehaviour
1	Someone chooses to behave in an unacceptable way	Verbal warning		Not completing work Distracting others Ignoring instructions Answering back Shouting out
2	Someone chooses to behave in an unacceptable way again after a verbal warning	2 minutes thinking time in a quiet area of the classroom away from other children.		
3	Someone chooses to behave in an unacceptable way again after 2 mins thinking time	5 minutes thinking time in a quiet area of the classroom away from other children		Refusing to follow instructions Taking others' property Targeted name calling Leaving seat but staying in class
4	Someone chooses to behave in an unacceptable way again after 5 mins thinking time	10 minutes thinking time with Phase Lead with work to complete 10 minutes lost from break or lunch		
5	Someone chooses to behave in an unacceptable way again after 10 mins thinking time	10 minutes thinking time with Deputy Head All time lost from break or lunch		Swearing Verbal abuse of pupils/staff Physical abuse of pupils/staff Leaving the classroom Targeted damage to property Intimidation

Staff will use their professional judgement to escalate the response to negative behaviour choices in cases of serious misbehavior as defined above.

Responses to Behaviour at Lunchtime

The expectations of pupil behaviour remains high at break-times and lunch-times. The guidance for Lunch-Time Supervisors is in line with the Coppice Academy Behaviour Responses.

	Negative Behaviour Choices	Responses		Possible Misbehaviour
1	Someone chooses to behave in an unacceptable way	Verbal warning		Not completing work Distracting others Ignoring instructions Answering back Shouting out
2	Someone chooses to behave in an unacceptable way again after a verbal warning	2 minutes thinking time standing with a lunchtime supervisor .		
3	Someone chooses to behave in an unacceptable way again after 2 mins thinking time	5 minutes thinking time standing with a lunchtime supervisor .		Refusing to follow instructions Taking others' property Targeted name calling Leaving seat but staying in class
4	Someone chooses to behave in an unacceptable way again after 5 mins thinking time	10 minutes thinking time standing with a lunchtime supervisor .		
5	Someone chooses to behave in an unacceptable way again after 10 mins thinking time	10 minutes thinking time with Deputy Head All time lost from break or lunch		Swearing Verbal abuse of pupils/staff Physical abuse Leaving the classroom Targeted damage to property Intimidation

Language Strategies for Positive Behaviour Management

Members of our school are trained in Team Teach, a provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.
Examples of language strategies for positive behaviour management may include:
- Engage attention before communication using a pupil's name
- Allow processing time
- Restricted choices
- Delayed compliance (use the same words and tone of voice)
- Being specific about praise (identifying what the praise is for)
- Paraphrase, clarify understanding
- Model language – how to respond

Adapting Reponses for Pupils with SEND

We recognise that some children may experience a range of social, emotional or medical difficulties, the origins of which may be many and complex. These difficulties can manifest themselves in many ways but could include children displaying challenging, disruptive or disturbing behaviour.
Staff at Coppice Academy understand their responsibilities in teaching children to self-regulate their behaviour so that they and others can access their learning.
We also recognise that there needs to be a balance of support and sanction so that children understand what is expected of them, how they can meet these expectations and what the consequences are if they do not achieve these.
Where possible, we aim to take the necessary step to reduce triggers, these may include:
- Use of specific, targeted and positive language
- Short, supervised movement breaks
- Agreed safe spaces around school where pupils can re-regulate
- Use of behaviour support plans and reward charts
- Pastoral support from Family Support Worker
- Use of Co-Regulation Plans/Pupil Passports

Monitoring Arrangements

Logging and Monitoring Arrangements
The school will collect data on the following:
- Negative behavioural incidents
- Attendance, permanent exclusion and suspension (internal suspension and external)
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by a member of the Senior Leadership Team and the data will be analysed from a variety of perspectives including:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristic

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

Use of Reasonable Force
Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent pupils from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must always be in line with Team Teach Training.
Reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscations and searches

Searching, screening and confiscation is conducted in line with the DFEs latest guidance on searching, screening and confiscation.
Confiscation
Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil – they will need to be collected by a parent / carer.
We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents.

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

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

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

> The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept and recorded on My Concern.

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

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

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

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

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other pupils or staff at risk

> Consider whether the search would pose a safeguarding risk to the pupil

> Explain to the pupil why they are being searched

> Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

> Explain how and where the search will be carried out

> Give the pupil the opportunity to ask questions

> Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Associate Headteacher to try and determine why the pupil is refusing to comply.

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

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

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

Outer clothing includes:

> Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

> Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

> Desks

> Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

> What happened

> What was found, if anything

> What has been confiscated, if anything

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

Support after a search

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

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

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

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

> It poses a threat or causes harm to another pupil
> It could have repercussions for the orderly running of the school
> It adversely affects the reputation of the school
> The pupil is identifiable as a member of the school

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of SLT will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

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

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

  o Manage the incident internally

  o Refer to early help

  o Refer to children's social care

  o Report to the police

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

Malicious allegations

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

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

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

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

Serious Sanctions

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour – we deem persistent poor behaviour to be once a child has moved beyond the red section on behavior flow chart and after this we will consider permanent exclusion.

Supporting pupils following a sanction

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

If a pupil is given a suspension, either internal or external, a reintegration meeting will always be arranged with the Associate Headteacher and Phase Leader/SENCO. This meeting is to discuss ways in which school and home can work together in supporting the pupil to remain in school. This could include measures like:

> ➢ Support from the Family Support Worker
> ➢ Referral to outside agencies
> ➢ Regular meetings with trusted adult in school
> ➢ Regular meetings between parents and staff at school
> ➢ Positive Intervention Plan

Pupil Transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher (s). In addition, staff members hold transition meetings. Year 6 undertake several transition projects with our main feeder school Lode Heath as well as all Year 6 pupils going for an induction day at their new school. Year 2 pupils transitioning to Year 3 buddy up and undertake transition projects too.

To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues will be transferred to relevant staff at the start of the new school year.

Training

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

> ❯ The proper use of restraint – Team Teach for key members of staff in school
> ❯ Positive Behaviour Management training in continuing professional development sessions

> Trauma informed training

> The impact of SEND and SEMH needs on behaviour

Associated Resources

> 1. **https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools**

> 2. **https://www.gov.uk/government/publications/searching-screening-and-confiscation**

> 3. **https://www.gov.uk/government/publications/school-exclusion**

> 4. **https://www.gov.uk/government/publications/keeping-children-safe-in-education--2**

> 5. **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**

> 6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

> https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers

> 7. An Independent Review of Behaviour in Schools by the DfE's behaviour 'expert', Tom Bennett **https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf**

> 8. DfE report about behaviour management case studies in outstanding schools **https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report**

Appendix 1: Written Statement of Behaviour Principles

> Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination

> Staff and volunteers set an excellent example to pupils at all times

> Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

> The Relationships and Behaviour policy is understood by pupils and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2: Positive Intervention Plan

Positive Intervention Plan

Photo	Name: Class: Date:	Needs Identified:

Things I like....	Things I don't like....

Behaviour Displayed	What works	What to avoid

Agreed by:

Pupil ....

Parent/carer...

School staff...

Date... Review date ....