



Aiskew, Leeming Bar  
Church of England Primary School

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'Rooted in love and growing together  
to become lifelong learners'

# BEHAVIOUR POLICY

Date written: November 2019

Date agreed and ratified by the Board of Governors: 18<sup>th</sup> November 2019

Signed: \_\_\_\_\_  
(Headteacher)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(on behalf of the Board of Governors)

Date: \_\_\_\_\_

Date of review: Autumn 2021

## **Aims and objectives**

At Aiskew, Leeming Bar CE Primary School we recognise that that the way we behave towards one another directly shapes our school. This is why our strap line of 'Rooted in love and growing together to become lifelong learners' has been chosen; we aim for everyone within our school community to demonstrate love towards each other through their actions. With our Key Stage 2 children, we have explored what is meant by love through looking at 1 Corinthians 13 and learning about all its different facets. The eight values chosen by the school of friendship, forgiveness, compassion, endurance, truthfulness, trust, thankfulness and hope are also at the heart of how we behave towards one another and how we treat each other. It is a primary aim of our school that every member of the school community feels loved, valued and respected, and that each person is treated fairly and well: inclusivity is paramount to our vision. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure so that children can flourish and become well-developed individuals. The use of a restorative approach in all aspects of school life is fundamental to this.

Positive behaviour management is the responsibility of all staff and the wider school community. It requires co-operation and a collaborative approach from everyone. Mutual support, consistency and communication are an essential component of this.

The positive Behaviour Policy at Aiskew, Leeming Bar CE Primary School is a statement of good practice that covers all aspects of school that contribute to establishing and maintaining good behaviour and a positive ethos, both inside and outside the classroom.

Effective behaviour management is essential for the smooth running of our school. We recognise the importance of teaching how to behave and do this explicitly through our school curriculum and through adults leading by example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as a basic requirement, allowing teachers to teach and children to learn.

## **Aims**

- To promote good behaviour and encourage good achievement
- To support children in learning self-discipline and making positive choices through being equipped with the knowledge, skills and wisdom needed to succeed in life
- To enable effective teaching and learning to take place
- To create a safe and secure environment for children and staff can flourish
- To teach children to understand, accept and tolerate differences in individuals so that they are inclusive

All staff are responsible for the behaviour and discipline of children in their charge and should use effective strategies, rewards and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect and trust with children
- Deal promptly and personally in matters of discipline whenever possible
- Apply a consistent approach through the strategies recommended in this policy or children's individual behaviour plans

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of all children.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

### **Expectations of children:**

- To be prepared to develop their own learning behaviours in order to grow and flourish into well-developed individuals who are and inspired learners through the use of and engagement with Building Learning Power.
- To control their own behaviour in order to ensure that their actions are rooted in love.
- To allow others to learn and make progress as children see the school growing together.
- To resolve disagreements without resorting to physical/verbal aggression.
- To respect property. Not to damage, take or misuse the property of other people or the school.
- To make their best effort to understand and accept differences and value the individuality of everyone through learning to become an inclusive community.
- To work to the best of their ability.
- To follow school's Behaviour Golden Rules and to demonstrate the 8 school values.

This policy applies to all children whilst they are in school, travelling to and from school and whilst participating in activities or events organised by or associated with the school.

### **Expectations of Staff:**

- To provide opportunities for children to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- To provide an environment which inspires all to learn.
- To teach positive behaviour and reward this accordingly.
- To plan and prepare exciting lessons.
- To teach respect by treating children and colleagues with fairness and consistency.
- To teach interpersonal skills by promoting positive, supportive relationships so that children become well-developed individuals equipped for later life.
- To implement the school's positive behaviour policy consistently and fairly.
- To set useful, interesting and relevant work if an absence from a lesson can be foreseen.
- To avoid confrontation, aggression, sarcasm, humiliation, personal comments about children and whole class punishments resulting from poor conduct of individuals or small proportions of the class.
- For staff to demonstrate all eight of the school's values through their interaction with the school community and through their own behaviour.

### **The role of the class teacher**

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during the school day.

- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability by promoting our vision to be inclusive, independent and inspired learners.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents using CPOMs. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO or headteacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, Early Help worker or EMS SEMH staff.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- Staff are well aware of the children with social, emotional and mental health needs (SEMH) within each class and have a range of strategies in class (sought from EMS and Compass Buzz) to effectively support these learners whilst also trying to promote all pupils' well-being.

#### **The role of the Headteacher**

- It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour using CPOMs.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. This action is only taken after the school governors have been notified.

#### **Expectations of the Board of Governors:**

- To monitor the effectiveness of the school's positive Behaviour Policy.
- To support the Headteacher and in the monitoring of attendance and exclusions of different groups of children.
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required.

#### **Expectations of Parents / Guardians:**

- To ensure their child's regular attendance and punctuality.
- To co-operate with the school to ensure that their child follows the school's positive Behaviour Policy.
- To keep the school aware of any circumstances which may affect their child's learning and behaviour.

- To maintain regular contact with the school through attendance at parent consultation meetings and, as appropriate, through telephone calls and other meetings.
- To encourage and support their child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We ask parents/carers, pupils and staff to sign the home/school agreement. We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. If still unsatisfied or the discussions cannot resolve the problem, it would become a complaint which may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. For further details about raising concerns or making a complaint see the school's Complaints Policy.

### **Golden Rules**

The school has collectively developed a number of rules called our Behaviour Golden Rules. Staff and children developed these together through a democratic approach. We see these as a means of promoting good relationships as we are rooted in love and grow together, so that people can work together with the common purpose of helping everyone to learn rather than being primarily concerned with rule enforcement. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Our Behaviour Golden Rules are:

- I will step into others' shoes to show kindness, consideration and respect.
- Always try my best, be positive and show perseverance.
- Be an active learner.
- Collaborate with the team and get the job done!
- Learn from others and take my turn to speak.
- Respect other people's personal bubbles.
- I will always try to share a smile!

The school expects every member of the school community to behave in a considerate way towards others and adopt a restorative approach. We regularly ask children to reflect upon how their behaviour demonstrated our school values in action – this is both used when a child has demonstrated our school values through their actions or when their actions have fallen short of our expectations. For children demonstrating aspects of our values above and beyond, they are awarded with our school values award which is placed on our values board in our school entrance. The school community (including pupils, staff, parents/carers and regular visitors) award 'Golden Tickets' which are for random acts of kindness, considerate behaviour etc. These are placed in a special bag and a name is drawn out each Friday in our Celebration Collective Worship. Children are rewarded with the 'Golden Ticket' cup for the following week.

We treat all children fairly and apply this behaviour policy in a consistent way.

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

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Our School Prayer**

This is our school.

Let peace be here.

Let the rooms be full of happiness.

Let love grow here,

Love for one another,

Love for our world,

Love of life itself,

And love of God.

Let us remember,

That as many hands make a house,

So many hearts make our school.

### **STRATEGIES**

The following strategies are used to prevent (or respond to) undesired behaviour:

- use of reward time/golden time
- positive relationships
- good classroom organisation and lesson planning
- mutual respect
- planned ignoring/proximity praise
- non-verbal signs – eg eye contact or frowning
- moving closer to the child
- a quiet word
- reprimand – brief, succinct, refer to the behaviour not the child
- use of humour (not sarcasm)
- raising self-esteem
- use of circle time
- avoidance of overdoing sanctions
- matching of sanction to the behaviour
- avoidance of humiliating the child
- restoration of positive relationship at earliest opportunity
- sharing of strategies relating to individual children
- offering 'cooling' off time

### **Rewards and Sanctions**

Encouragement, praise and reward are an essential part of positive behaviour.

At Aiskew, Leeming Bar CE Primary School we support a whole school rewards system. All staff are expected to engage with the scheme and apply the system consistently. Verbal praise and encouragement should be used often and in every lesson.

We expect:

- Good behaviour
- Punctuality

Our aim is to engage our children, to offer them support, help and guidance to raise their self-esteem and promote a positive outlook and approach to themselves, school and learning.

It is the schools preferred guiding principle to always address the positives in a young person's life.

Effective behaviour management is based on:

- Building positive relationships
- Effective communication
- Negotiation and mediation
- Rewarding positive behaviour and outcomes
- Responding appropriately to children whose behaviour is unacceptable in a clear, timely and consistent manner
- Recognising bullying behaviour and responding to bullying behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Golden Tickets or the School Value Award are given.
- We distribute Dojos to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- A variety of certificates are awarded in our celebration Collective Worship which celebrate success.
- Children receive 'Golden Time' weekly and Key Stage Two pupils have decided the amount of minutes lost for different inappropriate behaviours through a class discussion where a consensus was agreed.
- Sharing work with colleagues/Headteacher.
- Displaying good work both within school and through social media/the school's blog.
- Letters home to parents.

### **Collective Worship**

The school looks forward to our celebration collective worship each Friday when stickers and certificates will be acknowledged and awarded. Once a month parents/carers are also invited to join us for this special time.

### **Lunchtime**

We have 1 midday supervisor and she is supported by our 2 teaching assistants. During lunchtime, all three members of staff fully implement this policy. The teaching assistants often organise games that many pupils can join in with as this helps to reinforce positive behaviour. Any unacceptable behaviour will be reported on CPOMs by the teaching assistants and our MSA will verbally report to the classteacher/headteacher. Lunchtime supervisory staff, to recognise good behaviour in the hall and on the playground, will award golden tickets and Dojos. This brings about a consistency between expectations of behaviour and responses to it, both inside and outside the classroom.

### **Dojos and rewards**

Dojos to be awarded at the individual teacher's discretion. Prizes are awarded as follows:

100  
250

500  
750  
1000  
1250  
1500  
1750  
2000  
2250  
2500  
2750  
3000

These are given during Friday's celebration Collective Worship. A small prize, sticker and certificate is given for all our rewards.

All achievements will be included within the weekly newsletter. The school acknowledges all the efforts and achievements of children, both in and out of school.

### **Sanctions**

Children will not always behave in the way we may wish and we will then implement a sanction.

If a sanction is deemed to be an appropriate response, discussions would take place, where possible, with the children and parents where appropriate.

A record of sanctions should be maintained by class teachers and monitored by a senior leader. Most forms of sanction take the form of:

- Loss of Golden Time
- Restoration
- Restrictions of activities

National Minimum Standards require that staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff it is responded to by constructive measures. Sanctions not permissible include corporal punishment, deprivation of food and drink, removal of personal items, and punishing a group for the behaviour of an individual.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Withdraw attention.
- Provide thinking time for the child.
- Re-direction to different tasks.
- Rule reminders.
- Completion of tasks in social times.
- Short periods of 'time out' to reflect, both in class and in a paired class. Children know where there is a safe place to go to take time out to cool down and may ask to use this as and when needed.
- Withdrawal of a privilege or 'Golden Time'.
- Serious misbehaviour is referred to a senior member of staff.
- Serious misbehaviour could result in lunch time detentions.
- For very serious misbehaviour we may use fixed-term exclusion.

- For even more serious or persistent misbehaviour, the ultimate sanction is permanent exclusion. Exclusion is very rare and each case would be dealt with by the Headteacher with regard to all pertinent circumstances.

**UNACCEPTABLE BEHAVIOUR** is dealt with as follows:

Staff may decide to use missing playtime as a sanction, at their discretion, and children will be informed of the reason why they are to miss a break. Whole group/class punishments are actively discouraged, as it is believed that only the children exhibiting wrongdoing should be punished. Children who miss break time will not be allowed to play but will be supervised in another area of the building.

#### Wilful damage

- Parents informed and child will miss Golden Time (amount taken at teacher's discretion, appropriate to the object damaged)

Order of action:

- Child will receive a warning
- Golden Time missed
- Parents informed

#### Low level disruption within the classroom

- Discussion and warning
- Move place within the classroom
- Miss Golden Time

#### Persistent disruptive behaviour (unresponsive to the above)

- Move to another classroom for a set period of time (with appropriate work)
- Behaviour reported to Headteacher – Headteacher to speak to child
- Headteacher to organise internal isolation – this consists of the child being seated on their own in an area of the classroom where they may still access learning and spending break time away from their peers, supervised by an adult
- Parents informed
- Report issued by Headteacher
- Exclusion

#### Use of inappropriate language

- Warning
- Missing Golden Time
- Inform parents if this continues

#### Verbal abuse (including threats)

- Child sent to Headteacher
- Miss Golden Time
- Parents informed

#### Racial abuse

- Child sent to Headteacher
- Parents of both children informed
- Child put onto Report
- If persistent, then excluded

- Racist incident return sent to Local Authority
- Racist incident included in Headteacher's Report to Governors

#### Discrimination

- Child sent to Headteacher
- Parents informed

#### Physical abuse (including fighting)

- Victim's teacher to investigate incident
- Discuss incident with the other class teacher/teaching assistant to decide appropriate sanction
- Missing Golden Time
- Child sent to Headteacher

#### If serious (serious is determined by):

- With intent
- Possibly without provocation
- Actual bodily harm e.g. bruise, scratch, bite mark etc

- All the above
- Parents of both children informed
- Report
- Exclusion could take place

#### In the case of biting:

- Child sent to Headteacher
- Parents of both children informed
- If the bite is severe enough to leave a lasting mark or break the skin, it will be an instant exclusion (age of perpetrator will also be taken into account for pupils in EYFS).

#### Spitting

- Miss Golden Time
- Child sent to Headteacher
- Parents informed

#### Stealing

- Child sent to Headteacher
- Parents informed

#### Bullying (including cyber bullying)

- See Anti-bullying policy

#### Physical or severe verbal abuse against a member of staff

- Reported to the Headteacher
- Exclusion

Peer Abuse And Concerns About Serious Violence (including knife crime, sexual violence and sexual harassment, physical abuse, youth produced sexual imagery, (sexting,) initiation/hazing type violence, rituals and upskirting)

- must be reported to the Designated Safeguarding Lead (DSL) and North Yorkshire Safeguarding Children Partnership (NYSCP) guidance and procedures must be followed (see Child Protection Policy)

Please note that the Headteacher may bypass these stages and exclude, should the behaviour warrant an immediate exclusion. In some cases, children are referred to specialist support services, such as the Enhanced Mainstream Support Service, Early Help, the Healthy Child Team or an Educational Psychologist, with the permission of parents, for assessment.

### **Golden Time**

All children start the week with 100% Golden Time and earn the right to keep it with good behaviour. Golden Time consists of children choosing from a range of enrichment activities. Minutes of Golden Time may be deducted in five minute intervals for unacceptable behaviour. Children decided the following time off Golden Time each week:

- Not completing reading homework = 20 mins
- Not completing maths homework = as long as it takes to complete the task
- Lying = 10 mins
- Saying something unkind to someone = 10 mins
- Back chatting = 10 mins
- Swearing = 15 mins
- Physical contact = 15 mins

No sanction will be carried on to the next week. In this way each child is able to begin school with a 'fresh start'.

In order to promote positive behaviour and to provide further incentive to not miss Golden Time, each half term, there will be a treat for all pupils who have not missed Golden Time 3 times or more during that half term. The treat will be decided through a democratic vote by the pupils. Children who have

Aiskew, Leeming Bar CE Primary School has established a set of 'Behaviour Golden Rules' and our school's values on display in the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the individual, group or the whole class as appropriate.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Parents/carers are informed if this has taken place.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any fixed-term or permanent exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### **Restrictive Physical Intervention (RPI)**

Schools are able to use reasonable force to 'remove disruptive children from the classroom where they have refused an instruction to do so' or 'prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others' (Department for Education, July 2011). Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable in the circumstances to prevent a child from committing an offence, causing personal injury or injury to property or prejudicing the maintenance of good order and discipline at the school. The degree of force will be the minimum needed to achieve the desired result. Restrictive Physical Intervention will only be used as a last resort where all other courses of action have failed and, wherever possible, will be previously and carefully planned and involve staff who have been trained via suitable accredited trainers. All significant incidents in which a member of staff uses restrictive physical intervention or force on a pupil will be recorded on a Major Incident Report form and both parents of the child involved will be informed as soon as is practicable after the incident and within 24 hours. Methods to de-escalate confrontations or potentially challenging behaviour should be used, as physical intervention must be used as the very last resort. It should be used only in exceptional circumstances to prevent injury to any person or when there is serious risk of physical harm. Physical Intervention should not be an option when responding to criminal damage. Any RPI is not part of a sanction.

In the rare cases that RPI is used at Aiskew, Leeming Bar CE Primary School, everything should be done to ensure safety, prevent injury, and maintain a person's sense of dignity and for the minimum amount of time.

All staff are trained in Restrictive Physical Intervention (RPI) techniques and receive refresher training every three years.

## **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and Children's Social Care will also be informed.

## **Special Educational Needs And Disability**

This Special Needs Policy may be of relevance to a child with behavioural difficulties, in which case it will be necessary for staff to consult with the SENCO/ Headteacher.

## **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps comprehensive records of incidents of unacceptable behaviour using CPOMs. Teachers, teaching assistants and admin staff contribute to these. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details which are written up by the classteacher/Headteacher on CPOMs.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

**This policy has been checked and approved by governors.  
Last reviewed: October 2019**

**Next review due: November 2021**