



Sir Alexander Fleming Primary School and Nursery Behaviour Policy

Reviewed September 2022
Next Review September 2023 (inline with KCSiE)

'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour.'

Mahatma Gandhi



"Opportunities can never be reached unless you are well-behaved"

Keziah, Year 6

"Our rocket system works well as it shows the children that they have consequences"

Will, Year 6

"The teachers are fair and follow through with the consequences"

Indah, Year 3

"It is a good system because there are lots of people to talk to who support you, like the SLT, Rainbow Room, Mrs Fullerton, behaviour mentors"

Esmé, Year 5

"You can go to the calm room if you feel stressed or worried"

Eddie, Year 4

Introduction



Our Values and Vision

VALUES



School Values

Our Values underpin our aims, with rules presented in a positive way as appropriate. Expectations are discussed, clearly explained, and consistently reinforced so that all children and adults understand why they are important:

- for reasons of safety.
- respect for others and their property.
- for the smooth running of our school.

Everyone has a right to feel **safe** at school. The staff at Sir Alexander Fleming Primary School and Nursery are committed to ensuring that every child is protected from harm. Everyone is of equal value and will be valued equally regardless of whether they have a disability, whatever their ethnicity, culture, religious affiliation, national origin, or national status, whatever their gender and gender identity and whatever their sexual identity. It is everyone's responsibility to help make our school a happy place where everyone can be **successful**. We expect that the **respectful** behaviour of children will enable teachers to teach, and each other to learn. Everyone is responsible for their own behaviour and our expectation is for good behaviour. Good behaviour is something to be **proud** of and so is rewarded and celebrated. The education of many children will be protected from disruption by a minority who are demonstrating unacceptable behaviour; this will be met with consequences. Parents will be informed about the expectations of the school and about the consequences if the child behaves inappropriately.

Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a fair and consistent approach across the school, which all children know, understand, and can articulate.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed and celebrated, with a strong emphasis placed upon 'British Values'.

Expectations

We expect **everyone** in our school to:

- have high expectations of behaviour
- show respect to each other
- develop an increasingly sound understanding of right and wrong
- co-operate and work together
- recognise the achievements of others
- be reliable, trustworthy and responsible
- behave in a safe manner at all times
- respect the school's environment and belongings
- take care of their own belongings and those of other children
- be courteous and well-mannered at all times
- show by their behaviour that they value the school community
- treat others as we would like to be treated.

Promoting Good Behaviour

Good behaviour is developed when **everyone** remembers to **consistently** do what is expected of them:

- Staff focus on positive behaviours and praise children appropriately.
- All staff maintain a calm approach at all times, supporting each other where needed.
- Our school has a **no shouting ethos** which **all** staff members adhere to.
- Staff explain to children clearly and consistently what is expected of them. They model the highest standards of respect at all times.
- If children are to be spoken with about their behaviour, this is done discretely, in all situations.
- Children remember and demonstrate what is expected of them.
- School and classroom expectations are consistent, fair, related to our values and adhered to.
- Expectations are regularly discussed and reviewed by staff and children together.
- Responsibilities and activities are matched to each pupil's age, needs and stages of development.
- Staff inform children's parents/carers of good behaviour or achievements.
- Examples of excellent work are celebrated with other children.
- Throughout the curriculum, and specifically in SMSC and RE lessons, children are taught the reasons why good behaviour is essential in our society and how behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies' children are encouraged to reflect and to think about others. Children's individual achievements are celebrated with certificates in our weekly Celebration Assemblies.
- In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.

Rewards

A child's efforts to behave well are considered to be part of their overall attitude to school. Recognition of this by adults gives a boost to their self-esteem. Our aim is to praise children for their efforts consistently and sincerely. Our aim is to develop self-motivated learners who feel good about themselves and their achievements without the need for excessive external (extrinsic) rewards or encouragement. **Everyone** in school aims to positively praise children for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so they will naturally feel good about themselves from the praise they receive for achievement in school.

Examples of rewards used in school:

- Verbal praise and encouragement – lots of “Well done” from everyone
- Head Teacher and Class Teacher stickers
- Winning the ‘Behaviour of the Week’ trophy and bear for a whole class reward
- Golden Time
- Good to be green points
- Celebration Assembly nominations – photo on the newsletter
- PE awards
- Attendance Incentives / Schoolopoly / 100% raffle / Attendance Bears for KS1 and KS2
- House points
- Postcards being sent home
- Raffle tickets, lunchtime awards, line of the week, VIP table at lunchtimes

Behaviour Support Systems

To ensure that all children are following our values, all staff in school follow these behaviour support systems:

Nursery, Reception and Year 1

We recognise that children’s behaviour is an important part of their early development. Our curriculum is planned to support children to self-regulate their emotions, thoughts and behaviour to enable them to act in positive ways.

In Nursery, Reception and Year 1 the formal behaviour management system we use consists of a rainbow, sunshine, cloud and drizzly cloud in order to reinforce good behaviour. These are displayed on the wall in each classroom and allow all adults in school to monitor the behaviour of each child. The children each have a name card which is moved, depending on their behaviour. In this way, children have the opportunity to make improvements to their behaviour at any point within the day.

Each of the rainbow, sunshine, cloud and drizzly cloud have a number of pennies associated with them which the children will be rewarded with at the end of each day. When children achieve a certain amount of pennies, they receive a privilege.

At the beginning of each day the children all start on the class cloud. If any child shows excellent behaviour or makes excellent progress with their work their name card is moved to the sunshine. If children persistently behave positively or have a ‘wow’ moment in their learning their name card can be moved onto the Rainbow. Parents will be informed by the class teacher when this happens, so that they can share in this achievement.

However, although we understand everyone has bad days at times, there has to be consequences if children do not follow our values. If this happens, the child will initially be given ‘stop and think’ warnings. If they persist following this, they will be placed on the drizzly cloud. Adults then support children to change their behaviour using a range of strategies. If the child has not adapted or improved their behaviour by the end of the day and their name remains on the drizzly cloud then they will receive the consequence of not gaining any pennies.

If practitioners are concerned regarding your child’s behaviour they will inform you and discuss the strategies that are being used or may need to be used to further support your child. Your child may be referred to the Early Years Leader / Key Stage 1 Phase Leader and the child may be given a Report Card to support them with making improvements to their behaviour. The behaviour mentor for KS1 would then work closely with this child. There may also be a need for a referral to other agencies such as The Health Visitor.

Years 2,3,4,5,6

In Year 2 and KS2 the children will follow the behaviour system: 'It's Good to be Green!' This behaviour system follows a similar privilege, warning, and consequence model, however using a more grown-up approach. Displayed on the wall in each classroom is 'Good to be Green' and a system which allows all adults in school to monitor the behaviour of each child. The children are given different coloured cards, pegs, pictures depending on their behaviour: Each colour represents a number of points that all children can earn each day – to spend in the shop in Mrs Tomlinson's office when they have saved sufficiently!

Gold - Awarded for excellent behaviour or work.

Green - The children will all start with a green card at the beginning of each day.

Yellow card 1 – Warning and time to 'stop and think'.

Yellow card 2 - Loss of privileges. As in Reception and Year 1, this will be dependent on the child.

Red card – Parents/carers will be informed. The child will be supported to improve their behaviour and close monitoring will be put in place.

Out of this world behaviour!

If any child in school shows **outstanding** behaviour or **consistently good** behaviour, as well as making **good progress** in their work their photo or name card will be moved to the 'Out of this World!' planet picture. The child will receive additional points and a special reward too!

Challenging Behaviour

We approach challenging behaviour proactively. We assess why children behave the way they do (what are the triggers or antecedents to challenging behaviour) then plan support programmes to avoid such triggers or introduce techniques to avoid such triggers and respond to their need to self-regulate. Such support may come from our Nurture offer or pastoral support.

A distinction is drawn between minor incidents and those of a more serious nature. Fighting, stealing, bullying or persistent disruptive behaviour result in a child being removed from class and sent to the Head or Assistant headteachers. An 'emergency card' system is used by teachers across school to call for assistance in classes should the need arise. Adults are not to leave the room to access support, a child can be sent to the offices.

Such behaviour will be logged on our online school safeguarding system – CPOMS. Parents will be contacted, and their support requested if behaviour is a frequent support. Outside agencies may be involved, with the aim of analysing the behaviour, the reason, and the subsequent implementation of the Individual Support Plan.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our sanctions encourage children to reflect on their actions, gives them the chance to redeem themselves and encourages children to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others e.g., with the goal of perpetrator and victim relating positively towards each other.

All staff (teachers, teaching assistants, lunchtime supervisors, admin, cleaners, cooks, and caretaking staff) are actively involved in praising positives and supporting behaviour improvement. Although we understand everyone has bad days at times, there needs to be consequences if children do not follow or demonstrate our School Values.

Some of the ways we manage inappropriate behaviour are:

- Immediately and privately (in a non-confrontational manner).
- Using the behaviour systems previously mentioned, yellow and red cards for KS2 and the rain and thunder cloud for KS1.
- Incidences will be recorded on CPOMS (monitored by the Senior Leadership Team) and with our safeguarding team (CPOMS) if appropriate.

- If a child demonstrates consistently poor behaviour, then their parents/carers will be invited into school to discuss strategies for improvement. The child will be introduced to a Report Card which will monitor their behaviour during all lessons and at playtimes and lunchtimes. If, after a week on the report card, behaviour has not improved, a written warning will be issued. As many as three written warnings can be given before a fixed term exclusion will be put in place. Report cards will be monitored by class teachers, behaviour mentors (SLT) and parents/carers to ensure full communication at all stages of the process. We anticipate that this system will only be needed in the rarest of circumstances. It will be subject to a weekly review with the child, their parents/carers, class teacher and a member of SLT to ensure complete transparency and understanding.
- There is a policy in place for using the 'Calming Room' and this may be used as a last resort for children who are presenting as a danger to themselves or others.
- In extreme cases, poor behaviour may lead to an internal, fixed-term or permanent exclusion - but this is, of course, a last resort and will always be avoided where possible.

Sanctions

As a school we follow the Paul Dix principles of behaviour. Minor breaches of discipline are generally dealt with by the class teacher or member of support staff in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

Tiered sanctions allow the teachers and support staff to remind children of positive expectations and the opportunity for the children to take responsibility for the choices they make and move forward. For many children the 1st step (a verbal warning) is enough to encourage children to do this. However, at times this will need to be followed by a scripted conversation, where appropriate:

What's the matter?

"I can see you've had a problem with..."

"I've noticed that you..."

Explain why:

"You know our expectations of..."

Remind of previous good behaviour:

"Do you remember...?"

Explain the outcome:

"I will need you to...because I've reminded you X times and I know that you can..."

Tell them you understand:

"It's alright to think that."

Remind of previous good behaviour and leave.

Examples of sanctions can include:

- verbal reminders, with reference to the School Values
- time out - sent to different classroom to work
- loss of break time / privileges – Morning break / Lunch play time / Golden Time / Clubs / Monitor jobs / Trips / Visitors
- informing the child's parents/carers
- meeting/discussion with a senior member of staff
- involvement of the Pastoral teacher, Learning Support Advisory Teacher or Behaviour Support Team as appropriate
- Report Card
- internal exclusion with Headteacher, Deputy Head Teacher or Pastoral team
- Contact with the exclusion hotline
- exclusion (fixed term or permanent). Exclusion may be the first response to extremely challenging behaviour. Note: Governing Body are involved in exclusions.
- *Children in KS2 (Y3-6) can be kept behind at the end of the school day (Maximum 10mins). We feel this can be effective in certain circumstances as it gives children the opportunity to start a fresh the following day.*
- In year 6, with parental support, there is a 30 minute after-school detention (as linked to local secondary school's behaviour policies)

How adults at Sir Alexander Fleming will enable positive behaviour:

As a school we believe in promoting positive behaviour for learning.

We will do this by:

- Adults greet families and children on doors and gates each morning.
- Delivering high quality learning experiences for your children and meeting their educational needs.
- Regular, constructive feedback to help every child make progress.
- Giving positive praise and rewards.
- Having clear and consistent expectations, with a sustained focus on improving outcomes.
- Not allowing children who make poor behaviour choices to receive unwarranted attention.
- Ensuring a secure, happy and stimulating learning environment.
- Offering depth and breadth to our curriculum offer and ensuring a wide range of extra-curricular activities.
- Having high standards and high expectations of personal attitude, effort and behaviour.
- Encouraging positive relationships and good communication at every level.
- Having a support system in place – behaviour mentors / report cards

Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children.

Children will always be given an opportunity to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have affected; show they can keep to school rules; or make other suitable reparation.

If persistent negative behaviour continues and concerns are repeatedly logged, parents/carers are asked to meet with their child's teacher and Behaviour Mentor for that year group. Children will be supported by Behaviour Mentors using the Report Card/Written Warning systems in such instances.

Dependent on the nature and level of behaviour, parents/carers may be called into school immediately to meet with the Headteacher.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. Categories include:

- disrupting other children's learning
- violent or aggressive behaviour or hurting others (adults or children)
- deliberate offensive or abusive language
- deliberate rudeness and disrespect or defiance
- name-calling
- vandalism
- disregard for class, school expectations and procedures
- theft
- bullying of any nature
- sexual harassment
- drug-related behaviour
- carrying anything which may be considered a weapon
- refusing to carry out instructions
- spitting or coughing at people deliberately
- Racism, homophobia, or sexism including name calling and any type of harassment.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment
- Sexting (also know as youth produced sexual imagery)
- Initiation /hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures regarding child-on-child abuse. Please see child-on-child abuse policy.

If a child's behaviour falls into any of the above categories, this will be recorded on the confidential CPOMS system as a Concerns Log. A record will be made describing the incident, and the Head teacher will be actioned and dependent upon the nature/level of the incident, parents/carers will be contacted to discuss this with the child's teacher and a member of SLT in the first instance.

Modified Timetables

There are instances, particularly when there are concerns regarding a child's engagement with learning and/or any persistent or disruptive behaviour that is having a negative effect on a child's mental health, it may be decided to place a child on a Modified Timetable for an agreed period. In effect, this means the child has reduced time in the classroom, but the school will provide appropriate work activities for the child to complete at home. Modified timetables are always considered on an individual basis, they are planned carefully, implemented rigorously and regularly reviewed. Parents/carers are fully involved throughout the period of any Modified Timetable imposed by the school. The school follows all Local Authority protocols for Modified Timetables. Modified timetables often result in positive outcomes for all concerned as they support the child to re-engage with their learning routines and re-establish the rules and expectations of the classroom and the wider school.

Fixed Term Exclusion

If any child deliberately and persistently breaches the school's expected codes of behaviour, a Fixed Term Exclusion will be implemented. During the period of any exclusion, the school will continue to provide appropriate work activities which must be completed at home. The Local Authority and the school's Chair of Governors receive copies of all exclusion notices. If any child is excluded for 15 days or longer in a term, the Pupil Discipline Committee of the Governing Body will meet to discuss the reasons for exclusion, and the school must provide detailed evidence for applying the exclusion notice. Parents/carers are invited to attend this formal meeting and are issued with a copy of the minutes. The school's Pupil Discipline Committee comprises of School Governors.

Permanent Exclusion

Permanent exclusions are very rare, and are usually the result of extreme persistent, disruptive behaviour and/or extreme violence or abuse levelled at children and/or adults. A permanent exclusion may also be the result of an isolated, but extreme act of physical aggression levelled at a child or member of staff. In these cases the Police may be involved.

The school will provide detailed evidence to support the decision to permanently exclude any child and must demonstrate that all possible support has been accessed to modify persistent negative behaviour, as well as evidence to support the child's education.

The Pupil Discipline Committee of the Governors must fully endorse the Headteacher's decision to permanently exclude any child, and the Local Authority must also be completely satisfied that any permanent exclusion is valid. Parents/carers of an excluded child have the Right of Appeal and must follow all the Local Authority protocols and present their case to the Appeals Committee of the school's Governing Body.

Searching and confiscation

The Headteacher and the Senior Leadership Team have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol,

illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Physical Intervention

The use of physical intervention is very rare and is, wherever possible, avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded on CPOMS. There are several staff who have been trained in physical intervention techniques.

Lunchtimes

At lunchtimes, children are expected to follow all the school expectations and it is the role of the supervisors to oversee this with support from **all** staff. The Headteacher may, in extreme circumstances, exercise the right to invoke fixed term lunchtime exclusions which formally exclude that child from the premises at lunchtimes. This will be fully discussed with parents before action is taken. The school provides supervised lunchtime clubs where positive behaviour is promoted. This facility supports children to modify their behaviour and social skills. All SLT are expected to be available at lunchtimes to support the behaviour inside (corridors, hall) and outside (playground).

Leaving the classroom or school grounds without permission

Leaving the classroom or school grounds without permission.

The law and legal framework concerning missing or runaway children states:

“Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child’s welfare (Children Act 1989 s3 (5)). It is likely to be “reasonable” to inform police, or children’s services departments, and if appropriate, their parents, of the child/young person’s safety and whereabouts.”

If a pupil runs out of a class, the teacher must make every reasonable effort to establish where he or she has gone. This may involve the teacher deploying the support staff/responsible adult to follow the child to monitor his/her safety. Staff will not run after the child but must alert the Headteacher or a member of the Senior Leadership Team and/or send a message to the office immediately for adult support. A watchful eye will be kept on any child who has taken himself/herself out of the school building and possibly out of school grounds unless this provokes the child to run further. If a child is no longer on school premises, parents/carers will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

When a child goes missing from school during the school day there are clear procedures in place to follow up on their whereabouts. All are aware of these procedures. We ensure that registers are always up to date and that each child’s attendance is accurately recorded. If a child’s absence is reported to the Police, they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.

If the parents/carers believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report. All missing children will be reported to the police by the end of the school day if not located and we have been unable to inform their parents/carers. If we are not sure if a child should be reported to the police as missing, we will contact the Police for advice.

For children not arriving at school at the beginning of the school day, we follow Non School Attendance procedures; including specific processes in place for children who fall into the high risk/vulnerable category.

If a child is identified as missing during the school day, we will complete the following checklist:

Name of pupil..... D.O.B.....

| Action | ✓ |
|---|---|
| Ensure the child is not on the school premises (And that reception staff alert you immediately they receive any information). | |
| Check when they were last seen. | |
| Contact the child's parents/carers and advise they should contact the police if they have any concerns. | |
| Contact absent parents (unless they are not allowed contact with the child). | |
| Contact any emergency contacts from the child's records. | |
| If the child is subject to a Child Protection Plan or is a Child in Need inform the key social worker or if unavailable the team leader. | |
| If the child is a child "at risk/vulnerable" report immediately to social care and the Police (ensure any health concerns are communicated). | |
| If you are unsure if the child should be reported to the police, have an informal discussion with them. Ask to speak to a Police supervisor on 0300 333 3000. | |
| If the child is still missing by the end of the school day and you have been unable to talk to the parents/carers, report them as missing to the police. | |
| When the child is located, explore reasons for them being missing. | |

Date checklist completed..... (copy to appropriate file)

Equal Opportunities

At Sir Alexander Fleming Primary School and Nursery, we plan to provide for all pupils to achieve and be regarded as being of equal worth and importance irrespective of: gender, sexual orientation, learning abilities, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds including those who are Pupil Premium, Looked After Children and those who are subject to safeguarding, pupils from vulnerable groups and pupils from different ethnic groups and those from diverse linguistic backgrounds. We recognise differences, meet individual needs and take positive action, so that everyone has equal access to the educational opportunities offered. We monitor regularly so that each child has the opportunity to achieve.

All staff and Governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this. There is a bullying and a Racist Incident Book kept in the Headteacher's office used to support children's understanding of the serious nature of both offences. Incidents are recorded on incident logs and racist incidents are reported on IRIS.

Homophobic and Transphobic bullying

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSHE and PSHE curriculums about different types of families and are encouraged to be accepting of all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying, school would record the incident in the bullying incident log and inform all parents involved.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

Any poor behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or

misbehaviour at any time, whether or not the conditions above apply, that:

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

As a result of any of these behaviours, the Headteacher will collect statements from both adults and children who have witnessed the event. The parents/carers of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the behaviour will follow those issued by the school for behaviour during the school day. Parental support will be sought for sanctions which are able to be administered outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the Police or Community Support Officers for Sutton Hill of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the Police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

- Consultation between staff, including the Headteacher, SENCO, Inclusion Leaders and Nurture Group Leader to discuss /agree appropriate interventions.
- Individual Risk Assessment
- Early Help Meetings
- External Behaviour Support and Consultancy
- Adult support / CAMHS / BSAT
- Referral to the Fair Access Panel
- Modified timetable
- Managed move
- Pupil Referral Unit
- Consideration of application for an Education Health Care Plan
- A school-based plan may be structured to support the child. The child's parents/carers will be asked to actively contribute their support to the plan
- Advice from other external agencies as appropriate (e.g. L.S.A.T. or Educational Psychologist.)
- Formal meetings, to include parents and others when appropriate, will be arranged by Behaviour Mentors, the Headteacher and/or the Inclusion Team to consider the best ways forward.

Parents/carers should be aware that if any member of staff fails to uphold the high standards of expected professionalism and integrity demanded by the school through its Policy and Code of Conduct, the Headteacher and the Governing Body will follow all of the necessary protocols to address this.

Outcomes and Impact

Sir Alexander Fleming Primary School and Nursery is committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of each individual.