



Behaviour and Emotional Regulation Policy

This policy was approved by the Local Advisory Board on:-	July 2022
The policy owner is:	Ina Coubrough
This policy will be reviewed by the Local Advisory Board in: (unless earlier review is recommended by the Trust)	July 2023
Policy Version:	1.0
Signed by the Chair of the Local Governing Body:-	Mr Kingsley Avenell
Ratified by the Board of Trustees	N/A Update
Signed by the Chair of Trustee Board	Mr John Smith

HELLESDON HIGH SCHOOL

Behaviour and Emotional Regulation Policy

1. Introduction

At Hellesdon High School, we aim to promote positive mental health and wellbeing for every student and for all members of staff. We pursue this aim by adopting a pro-active approach to relationships and a restorative approach to repairing conflict. We understand that behaviour can be a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families as we look to address this to ensure that all students have the best opportunity to achieve their full potential. This approach does not remove consequences for poor behaviour but encourages students to reflect and take ownership of their actions. We believe that accepting the consequences of poor choices is an important part of the learning process and prepares our students for their futures and their lives after high school.

The Education Endowment Foundation Research is clear that a pro-active approach is the most efficient method of improving and maintaining excellent behaviour. This includes;

- Knowing and understanding your students
- Teaching learning behaviours alongside managing misbehaviour
- Using classroom management strategies to support good classroom behaviour
- Using simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of the individuals in your school

We believe that this policy and our approaches in all areas of the school reflect the findings of this research and enable us to best support the students throughout their entire school lives.

2. Aims

Our approach is built entirely on the belief that children learn and make the most progress in an environment where they feel safe, well supported and cared for and where learning opportunities are maximised by adults who the students feel genuinely care about their progress and wellbeing. For this to be achieved, this policy and its associated procedures must be used by all staff (paid and voluntary), used consistently (within, outside and between every classroom) and supported by all managers and leaders in the school.

We use behavioural systems which support the efforts of individual members of staff to reinforce the positive behaviours that are expected from all students whilst feeling empowered enough to challenge all unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

3. Parameters

3.1 This policy applies to all students of Hellesdon High School;

- When at school
- On the way to or on the way from school
- While on any school activity or on the way to or from that activity
- When wearing school uniform away from the school premises

3.2 It applies to;

- Actions within the school – inside and outside the classroom
- Actions outside school which may harm, threaten or bully another student
- Any action by a student (whether in school or outside of school) which may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or pose a threat to staff, another student or a member of the public.

4. Roles and Responsibilities

4.1 The Local Advisory Board (LAB)

- The LAB is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.
- The LAB is responsible for monitoring the implementation of this policy and for holding disciplinary committees to review exclusions as required.
- They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

4.2 Principals and Senior Leadership Team

The Principals and the Senior Leadership Team are responsible for;

- Implementation and day-to-day management of the policy and procedures
- The regular monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination
- Review and evaluation of any support and sanctions to ensure their effectiveness
- Ensuring that this policy and school procedures are followed and that they are consistently and fairly applied by all
- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Principal's role is to determine the detail of the standard of behaviour acceptable to the School as well as the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them. A designated member of the Leadership Team with particular responsibility for student discipline will assist in that role. (Assistant Principal, Behaviour, Attendance and Safeguarding)
- The Principal has sole responsibility for deciding to exclude a student from the School.
- The Principal and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate.
- They are also responsible for reviewing the School's disciplinary procedures at least annually, making amendments as required for the effective management of student discipline at the School.

- Appropriate records of disciplinary issues will be kept in order to inform future practice. Exclusions, inclusions and any other significant student behavioural issues will be included in the Principal's Report to Governors.

4.3 All Staff

All staff have the responsibility to consistently:

- Apply the school rules
- Support all other adults in applying the school rules and procedures
- Implement procedures to challenge poor behaviour and bullying in any form using the emotion coaching techniques and restorative approaches, modelling the behaviour that we expect from all students
- Consider the heightened state of students and their emotional states when dealing with poor behaviour
- Promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying
- Model the school values: Enjoy, Achieve, Succeed
- Staff also have a key role in advising the Principal on the effectiveness of the policy and procedures
- Staff have a responsibility for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.
- Consistently apply all teacher and support staff standards as published by appropriate bodies, including the DfE, Trust and school
- Communicate effectively and in a timely manner all concerns regarding a child's behaviour and/or academic progress through the correct school processes (CPOMS for safeguarding, ClassCharts for recording behaviour).
- Follow the school processes for managing in class behaviour
- Staff may ask a student to wait outside of the classroom at any time they feel it appropriate, to give them time to reflect on their behaviour. The amount of time will be kept to a minimum.
- Allow students a fresh start every lesson following any unacceptable behaviour
- The On-call member of staff will attend the classroom to support staff as and when required.

4.4 Students

Students have an important role in ensuring good behaviour is modelled and promoted throughout the school. As well as helping to review the contents of this policy, they also:

- Should rise to the school's high expectations, follow the school rules, take responsibility for their own behaviour but also take care of the needs of others.
- Are made fully aware of the school expectations, policy and procedures
- Are encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour
- Report student concerns or incidents regarding behaviour

- Are expected to report bullying whenever they see it
- Contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students, reminding other students of the school expectations whenever required

4.5 Parents and Carers

- The most effective support occurs when parents, carers and school staff work in partnership.
- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnerships between parents/carers and the school are promoted to assist in maintaining high standards of desired behaviour.
- Parent / Carer contact is actively encouraged in order to raise any issues arising from the operation of this policy
- We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

Bullying is defined by the National Centre Against Bullying as:

“Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.”

5. Key elements of our behaviour and emotional regulation approach:

Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity). We recognise that behaviour can be a form of communication, and treat it as such.

All staff are encouraged to take a non-judgemental and empathetic view to dealing with behaviour. - All adults respond in a way that focusses on the emotions that are driving a child’s behaviour, rather than focussing on the behaviour itself (Emotion Coaching). Using this approach enables us to view children with behavioural difficulties as vulnerable, and as a result we have a duty to explore and support this vulnerability rather than solely punish and sanction. Viewing children as badly behaved predisposes individuals to think about punishment. Viewing a child as struggling to control their emotions or deal with a difficult aspect of their lives encourages you to help through their distress.

A relationship centred approach requires a school to promote strong relationships and emotional currency at every opportunity between all stakeholders. It relies on building a positive school culture and environment that fosters connection between people, inclusion for all, and respect and value of every member of the school community.

It remains important however to make boundaries and expectation around behaviour clear. Changing the way that we respond to poor behaviour does not mean that we have lowered the expectations of our students or the routines and structures that help to promote a positive learning environment. In order to help children feel safe at school, their educational environment needs to be one that is high in both nurture and structure.

In order for children to be able to better manage and regulate their emotions, they need predictable routines, consistent expectations from the adults in their lives and consistent responses to the behaviour that they demonstrate. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

- For a small number of individuals, not all behaviours are a matter of 'choice' and not all the factors linked to their behaviour are within their control. As a result, responses to these must be empathetic to this fact whilst remaining consistent.
- Behaviour must always be viewed systemically and within the context of important relationships.
- Encouraging parent/carer engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs.
- We believe this approach must include and is the responsibility of every member of staff.

6. Legislation

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014, which states:

- arrangements are made to safeguard and promote the welfare of students at the school;
- such arrangements have regard to any guidance issued by the Secretary of State.
- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of student misbehaviour;
- the policy is implemented effectively;
- A record is kept of the sanctions imposed upon students for serious misbehaviour.
- The Academy ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
-

In line with the DfE guidance, the Academy behaviour policy and anti-bullying strategy are published online. This policy complies with our funding agreement and articles of association.

8. Standards at Hellesdon High School

Hellesdon High has high expectations of students and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the School.

The Leadership Team are responsible for developing school rules. These rules will be reviewed at least annually and their purpose is to:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- encourage respect for personal property, the property of others and the school environment
- ensure standards of behaviour are acceptable and student conduct is regulated

Hellesdon High has three key behaviour elements that all students are expected to adhere to:

Ready	Wear correct uniform at all times Arrive at lessons on time Come prepared with the correct equipment and attitude Show determination to do your best
Respectful	Follow all instructions from staff, first time Speak respectfully to all members of the school community Use good manners and treat others with respect Look after the school environment – keep it clean and litter free
Safe	Move sensibly around the site, following keep left and no entry signs Do all you can to promote equality and fairness – help others who may need it Make sensible choices when online Keep hands, objects and inappropriate comments to yourself

 **Hellesdon High School**
Part of the
WENSUM TRUST

All staff are expected to promote self-regulation amongst students and to deal appropriately with any unacceptable behaviour using emotion coaching, emotion regulation and restorative approaches.

Punctual attendance at school and lessons is required. All absence must be explained using Class Charts and unexplained absence will be followed up.

Behaviour which does not allow constructive teaching and learning is unacceptable. We aim to promote consistency in the application of our three school rules - **Ready, Respectful, and Safe.**

In addition to these rules in school, students are expected to avoid behaving in a way that would bring the school into disrepute, including when outside of the school site and outside of school hours. Sanctions will be applied to students who are involved in incidents outside of the school site if they affect another member of the school community, or bring the school into disrepute.

7. Sexual Harassment, Online Sexual Abuse and Sexual Violence

7.1 Sexual Harassment, online sexual abuse and sexual violence

- As part of our rigorous self-assessment processes we continually review how we educate and support students in vital aspects of their behaviour. Our Relationship and Sexual Education curriculum is wide ranging and ensures all students access the appropriate education at the right time. Students receive this education through their PHSE lessons, form tutor programme, assemblies and specialist presentations.
- This intensive programme of education works in tandem with our strong culture of safeguarding building upon the school's biggest strength - strong, supportive relationships with the students which enables us to detect any changes in student behaviour and well-being. The systems that we have in place encourage a strong culture of safeguarding, with all staff receiving regular training and actively encouraged to always be vigilant. Our first responsibility is to keep all of the children at the school safe.
- We educate our students about a wide range of issues and challenges including healthy relationships, respect and consent. We regularly review and update our safeguarding policy and associated policies which are available on our website. We encourage students to behave appropriately at all times and understand their responsibilities and the law. Our IT curriculum provides all students with important information regarding online behaviour and how to keep themselves safe online.
- We encourage all students to inform us of any concerns or incidents so that we can support all involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us.

7.2 Sexual Harassment

- Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Harassers or victims may be of any sex or gender. Students and parents must report all incidents to school as soon as possible.

7.3 Sexual Violence

- Sexual violence is defined as; any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality, using coercion, by any person. Students and parents must report all incidents to school as soon as possible.

7.4 Online Sexual Abuse

- Online Sexual Abuse Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse include; sending someone hateful or unwelcome comments based on sex; sending "nudes" or coercing another into sending "nudes" or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.

8. Rewards

All rewards and sanctions as outlined in this section must be applied fairly and consistently.

KS3 and KS4 Rewards

- Verbal and written praise
- Certificates
- Vouchers for achievement and attendance
- Achievements recorded throughout the year
- Departmental certificates/postcards
- Tutor group prizes awarded at Celebration Assemblies for achievement and attendance
- Awards Evening
- Attendance at the end of year Prom for Year 11 students
- Hot Chocolate with the Principals
- Activities week for Year 7-9
- Bulletin mentions

KS5 Rewards

- Prizes given at Awards Evening
- Verbal and written praise
- Celebration postcards
- HoY/Director conversations with positive students weekly

Rewards can be given for:

- Making good progress in a particular subject or area
- Demonstrating resilience and effort
- Excellent work
- Good behaviour
- Good uniform
- Outstanding achievement
- Attendance – 100% or sustained improvement

9. Sanctions

9.1 Stepped classroom procedure

Staff are given guidance and training on general classroom management strategies

The Stepped classroom procedure has been introduced to ensure consistency amongst staff, when dealing with behaviour issues in the classroom. The classroom behaviour system consists of three steps, the final of which is removal from lesson. Students will be given clear guidance on the behaviour expectations of the lesson and will be supported to regulate their emotions.

9.2 Further Sanctions

A system of breaktime and afterschool detentions is used as part of the School's Disciplinary procedures.

When necessary students can be asked to work within a department, away from their usual lessons or within the Assessment, Intervention and Mentoring Centre. They may be given fixed period or permanent exclusions for serious breaches of the School Disciplinary procedures.

Sanctions can be given for:

- disruptive behaviour
- disobedience
- verbal/physical aggression
- bringing the School into disrepute – including anti-social behaviour (smoking, vaping, using foul or abusive language) whilst in uniform or in the immediate vicinity of the school
- repeated defiance of School Rules
- endangering self or other people through irresponsible/unacceptable behaviour
- disrupting the effective running of the School

Sanctions for these infringements of the behaviour policy may involve a detention (either 20, 40, or 60 minutes in duration), a fixed period of time in our inclusion centre, or an exclusion. These sanctions will be supported with pastoral measures such as a meeting with parents and carers, a restorative meeting between staff and student, a pastoral support plan or behaviour passport, or support from outside agencies.

In the following circumstances, the Principals may apply a Fixed Period or Permanent Exclusion automatically, without reference to the Stepped Discipline procedure. These incidents include, but are not limited to:

- serious threat (actual or perceived) of violence to self or others
- Verbal / physical abuse towards staff
- sexual abuse/assault
- supplying illegal drugs on School premises
- carrying an offensive weapon on School premises

Hellesdon High School reserves the right to search students in accordance with the DfE policy 'Searching, Screening and Confiscation' (January 2018). Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

Prohibited materials include (but are not limited to):

- Alcohol
- Drugs (illegal and prescription)
- Bladed items / items that could be used as a weapon
- Smoking and vaping materials

We will also confiscate any item that is harmful or detrimental to school discipline, including mobile phones and items of non-uniform clothing. These items will be returned to students after discussion with school leaders and parents, if appropriate.

9.2 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

9.3 Inclusion process

The Assessment, Intervention and Mentoring Centre at Hellesdon High School offers an alternative to students who face fixed period exclusions allowing them to access the curriculum while affording students with behavioural as well as academic support. Students will be 'internally excluded' for up to ten days in particular circumstances following consultation with the relevant Head of House, Assistant Principal and the Principals.

If a student's behaviour warrants 'internal exclusion' parents/carers will be notified and a reintegration process will be followed in accordance with the Procedures for Inclusion at Hellesdon High School (see *Hellesdon High School* Behaviour booklet).

The Assistant Principal (Behaviour, Safeguarding and Attendance) is responsible for the management of the AIM Centre, appropriate record keeping and preparing an annual review. They are also responsible for dealing with other issues arising on a day to day basis.

Students may also be asked to attend alternative provision off site to serve a period of inclusion. This will be arranged on a case-by-case basis and parents/carers fully informed of the process.

9.4 Exclusion process

The School views the application of the Exclusion Process as an action of last resort once other sanctions and support systems have been explored or where exceptional circumstances apply.

Where there are vulnerable groups or those who have disproportionately high rates of exclusion (eg SEND, Free School Meals, Looked After children and certain ethnic groups, eg Gypsies, Roma or Travellers), the School shall identify where extra support might be needed to address the needs of these groups to reduce their risk of exclusion.

The formal process of applying a Fixed Period or Permanent Exclusion is defined within Government Guidelines and regulated through an internal and external appeals/review process.

For serious or persistent breaches of the School's Disciplinary procedures, only the Principals (or authorised person acting as Principal in their absence), may make the decision to exclude a student either for a fixed period (up to 15 days in any one term) or permanently.

The decision to exclude a student will only be made after:

- thorough investigation of the incident

- consideration of all the evidence taking into account the possibility of provocation or extenuating circumstances.
- the student has been allowed to give their own version of events

A written record of all actions taken and signed and dated witness statements will be maintained.

Where a student is to be excluded, school staff shall immediately inform the Parent/Carer by telephone, followed up in writing, of the:

- period of exclusion (or permanent exclusion),
- reason for exclusion,
- arrangements for continuing education while excluded
- appeals process, including time limitations and who to contact
- date and time the student is expected to return (fixed period only)
- right of access of the Parent/Carer to a copy of the student's School Record on written request

The School shall take reasonable steps to set and mark work for excluded students during the first five school days of an exclusion and to make alternative provision via the Local Authority from the sixth day.

For fixed period exclusions, the Parent/Carer and student will be invited to a reintegration interview prior to return to School.

9.5 Appeals

Only the parent or legal guardian (or the student if over 18) has the right to make appeal against exclusion. Appeals should be made in writing to the Governing Body (usually the Clerk).

The Governing Body will convene a Disciplinary Panel of three governors to review the exclusion at the request of the Parent/Carer (for fixed Period exclusions of 6 to 15 days or for shorter periods if Panel considers it necessary) and for all permanent exclusions or fixed period exclusions that are for more than 15 days in a term. The Parent/Carer, student, and School representatives will be invited to attend a hearing convened between 6 and 15 school days from notification of the exclusion. A Local Authority Officer may be invited at the request of the parent/carer.

The student shall be enabled and encouraged to participate at all stages of the exclusion process.

The role of the Disciplinary Panel is to impartially review the exclusion imposed by the Principal and either uphold the decision or direct re-instatement of the student.

Consideration will be given to whether the Principal has complied with the law in making the exclusion and to the evidence presented, both written and verbal, by the School and the Parent/Carer and student.

The Panel will inform the School and the Parent/Carer of its decision and reasons in writing within one school day of the hearing. Details of the right to review within 15 days to an Independent External Review Panel, arranged through the Local Authority will be provided. The parent/carer will be informed of their right to request

the presence of a Special Educational Needs and Disabilities (SEND) specialist to provide impartial advice to the independent review panel.

10. Special Educational Needs and Disabilities (SEND)

Where the misbehaviour of students is related to a disability, it is expected that the Principal will make reasonable adjustments to enable those students to be included within the School community.

These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
- Ensuring that staff are aware of any students with SEND;
- Ensuring that help is sought from external agencies to enable the School to make reasonable adjustments;
- Ensuring that School resources are committed to assist in making reasonable adjustments; and
- Making reasonable adjustments to School organisation or of the timetable of particular students.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Physical restraint

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 student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (themselves); or
- Prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise

The staff to which this power applies are defined in section 95 of the Act. They are:

- Any teacher who works at the school, and
- Any other person whom the Principal has authorised to have control or charge of students.

This includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors

It can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises staff) and unpaid volunteers (for example, parents accompanying students on school organised visits).

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- 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 (see appendix for record of restraint).

12. Student support

The School has a number of programmes and techniques for supporting behaviour management. These include the AIM Centre at Hellesdon, referral to our wellbeing and pastoral Team or to the appropriate member of the Leadership Team as well as meetings with parents/carers. Students may be placed on a Behaviour Stage which will identify appropriate support and intervention, alongside regular monitoring and meeting with parents/carers.

13. Additional Expectations of Students in post-16 provision

- Students are expected to support the aims of the School and the Sixth Form and to comply with its policies. They are expected to dress, behave and present themselves in a mature and responsible way, to recognise their responsibilities both as members of the Sixth Form and the wider School. This includes treating all members of the Sixth Form (and wider School Community) with dignity and respect as well as respecting the built environment.
- Picture Identity (ID) cards will be provided by the School for all students attending the Hellesdon High Sixth Form. While on site, or on organised visits, students are expected to wear their ID cards at all times. These must be worn clearly around the neck on the lanyard provided. If a student forgets their ID card, a temporary card should be obtained from the Sixth Form Reception for that day. Should the ID card be lost or damaged, a charge of £5 will be made to the student for a replacement.

14. Monitoring arrangements

This behaviour policy will be reviewed by the principal and Local Advisory Board annually. At each review, the policy will be approved by the principals.

15. Links with other documents

- Attendance & Punctuality Policy
- Anti-Bullying Policy
- Equality Policy
- Anti-Bullying policy
- Emotional Regulation Policy
- Safeguarding Policy
- Home-school agreement
- Searching and Confiscation Guidance