



North Leamington School

Behaviour and Engagement Policy

June 2021

<u>Approval and Review</u>	
This Policy is reviewed in discussion with staff and governors.	
Effective from:	June 2021
Approved by:	NLS Governing Body
Review date:	June 2022
Review leader:	Deputy Headteacher

Policy Name: Behaviour and Engagement Policy

Introduction - CORE

COMMITMENT

At North Leamington School we believe that every member of our school community should have an equal opportunity to achieve her or his personal best regardless of ability, race, gender, cultural or socio economic background. As a learning community, our duty is quite simply to address the individual educational needs of all our members. We actively aim to develop a commitment to learning through high expectations and an aspirational approach. We will give students the engagement skills that they need to be successful lifelong learners.

OPPORTUNITY

We believe that it is the right of all our students to be educated in an environment free from disruption by others, an environment in which the creation of a positive context for learning is an absolute priority. Our approaches to engagement for learning will provide opportunities for all students to be successful and rewarded in different ways as we strive to meet the needs of individuals

RESPECT

This policy sets out the framework of attitudes, values, behaviours and responsibilities expected of all our community members. A climate of respect is integral to learning at NLS. There will be positive relationships between all groups with empathy and tolerance being promoted.

EXCELLENCE

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classrooms, raising standards and achievement across the school by developing aspirational, motivated and responsible students. The ultimate aim of our approach to engagement for learning is for all of our students to achieve excellence in what they do. The concept of 'personal bests' ensures that we celebrate and reward the achievements of all.

Aims

- To reinforce the Values of the school and the Code of Conduct
- To create a consistently orderly environment both inside and outside the classroom, enabling everyone to work positively and to learn actively
- To reward students for academic progress and achievement, for completing and returning Learning Beyond the Classroom, for being properly equipped for school and for behaving well in lessons
- To embed the use of Restorative Practices within all aspects of our school life
- To acknowledge and recognise extra-curricular successes and personal and social development
- To ensure that all members of the school community have a right to be safe and secure at all times from any threat to their personal wellbeing

Background

The Behaviour and Engagement Policy has three main elements; **Engagement for Learning; Inclusion and Intervention; Rewards**. The policy has a set of principles for each area that will guide practice on a daily basis. Review processes inside school will focus on the extent to which policy is translated into practice. These principles will form the basis for how all staff will work to ensure that all student behaviour is managed

consistently at NLS. This policy sets out the framework of attitudes, values, behaviours and responsibilities expected of all members of our community.

Engagement for Learning

- Teachers create a positive climate for learning where students are well mannered, interested and engaged, contributing positively to the lesson
- Students' attitudes and behaviour towards learning and each other are positive through effective classroom behaviour management strategies by the teacher
- Relationships between teacher and students are positive and respectful
- Teacher talk/student talk is proportionate to the needs of the lesson and learners
- Students are fully engaged and sustain focus through cooperation and effective collaboration with others
- A positive climate for learning is established and high expectations are maintained through systematic and consistent management of behaviour
- All students are fully committed, positively engaged and curious therefore take responsibility for their learning
- There is a positive ethos and commitment to learning across the faculty and school
- Students take responsibility for their own progress, behaviour and learning

The framework of this policy includes misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student, member of staff or member of the public
- Could adversely affect the reputation of the school

Roles and Responsibilities

Governors:

To understand the key principles of the policy and to ensure the effective implementation and monitoring of the policy

Senior Leadership Team and Extended Leadership Team:

- To provide appropriate support, training and resources for all staff.
- To monitor and evaluate the impact of the policy.
- To modify and update the policy in the light of national developments and the changing needs of the school and the students.
- To be responsible for the coordination of intervention, taking into consideration needs of all students and families in conjunction with the aims and objectives of the policy.
- To monitor and evaluate the impact of the policy at College, Faculty and Departmental level.
- To interrogate data produced from tracking and identify and coordinate intervention.
- To provide appropriate support and challenge to team members through CPD and / or coaching.
- To provide day to day support for their teams.

Classroom based staff:

- To consistently act in line with the principles of the policy on a daily basis
- To implement this policy by ensuring that high quality behaviour management strategies/rewards systems are used consistently on a daily basis.

All staff:

- To be aware of the principles of the policy and how all staff contribute to its successful implementation.

Students:

- To engage/respond positively within lessons to enable staff to implement the policy effectively.
- To uphold the CORE values of the school in line with the Home School Agreement
- To be on time, fully equipped and ready to learn
- To be considerate and allow others to learn
- To engage in learning activities in a responsible and cooperative manner
- To show consideration to others and to their property

Students who keep to lesson expectations will become independent learners, confident individuals and ultimately, responsible citizens.

Those with parental responsibility:

- To support the policy of the school, in line with the Home School Agreement and CORE vision, by providing support for students at home, allowing them to continue to develop their learning effectively.
- To support the school in providing rewards and consequences to support engagement in school.

Parents can contribute in the following ways:

- Ensuring their child attends every day
- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Supporting the school's use of Restorative Practice
- Making good use of the Portal and Home Learning facilities
- Monitoring their child's social media usage and discussing this regularly with them

By assuring their child is ready for the school day by:

- Being punctual
- Wearing correct uniform
- Having correct equipment and appropriate school bag

By communicating effectively with staff by:

- Reading and responding appropriately to school letters/communications
- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending Learning Mentor evenings and subject evenings
- Informing the school of absence by telephoning on the first day before 10.00am
- Checking their child's planner regularly
- Signing the Home-School Agreement

Behaviour and Engagement principles at NLS – A consistent approach

The Engagement for Learning process at NLS should support our CORE principles.

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Teaching should aim to inspire a student's passion and enthusiasm for a subject and act as a catalyst for the love of lifelong learning
- Teachers have consistently high expectations of all students and actively seek to engage all students
- Improving social mobility should be an aim of engagement for learning. The different needs of all groups and individuals should be met
- Rewards, relationships and learning should be the main considerations in terms of engagement for learning
- Lessons actively involve students and show, over time, a variety of engaging learning activities which facilitate motivation and commitment to learning
- Lesson planning gives careful consideration to the appropriate balance between teacher led and learner led activities which foster independence and maturity
- Clear and explicit behaviour expectations are made clear
- Learning outcomes are used to support and challenge all students and identify progress.
- Students will know what they need to do to be successful and to make good progress based on clearly defined success criteria
- Engagement strategies are used to ensure that learning begins quickly in lessons and motivation remains high
- Appropriate learning behaviours are developed through lessons and rewarded.
- Students should be given regular opportunities to develop resilience and resourcefulness. They should develop the ability to become 'unstuck' when they are 'stuck'
- Students should be given opportunities to take responsibility for their own learning and also have an input into the learning process
- A climate of dignity and respect should be developed which involves treating students as individuals and recognising their needs to ensure engagement
- Other adults should be deployed effectively to support, engage and challenge students
- Planning should be informed by regular, accurate assessment and aspirational target grades / levels. This should be consistent with whole school policy
- Assessing engagement levels and early intervention should be a regular feature throughout each lesson
- Lessons are well planned but flexible enough to respond to the emerging needs of all students

- Staff are encouraged to innovate and take calculated risks in terms of approaches to engagement for learning and activities
- Groupings and seating plans are used effectively to enhance engagement for learning
- Engagement strategies and techniques are built into planning so that there is less opportunity for low level disruption and as a result lessons are of a high quality and enhance engagement and progress
- We believe that it is the right of all our students to be educated in an environment free from disruption by others, an environment in which the creation of a positive context for learning is an absolute priority.

NLS Consequence System – Classroom Management

The ultimate aim of all engagement for learning principles is for all students to achieve their personal best, both academically and socially. Part of this aim includes the use of a ‘consequences’ system (C1-5), which is used for students whose actions and behaviours fail to comply with the school’s expectations.

The CORE principles behind the **consequences** system are the same as the engagement for learning principles, with the addition of the following:

- To reinforce the CORE Vision
- To create a consistently orderly environment both inside and outside the classroom, enabling everyone to work positively and to learn actively
- To reward students for academic progress and achievement, for completing and returning Learning Beyond the Classroom, for being properly equipped for school and for behaving well in lessons
- To ensure that Every Child Matters Equally is firmly embedded within all aspects of our school life
- To embed the use of Restorative Practices within all aspects of our school life
- To acknowledge and recognise extra-curricular successes and personal and social development.

Behaviour and Sanctions

A clear school consequences system, consistently and fairly applied, underpins effective education. NLS staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times. The behaviour policy should be supported and backed-up by senior staff and the Headteacher.

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

We have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school’s behaviour policy. These will be proportionate and fair responses that may vary according to the age of the students, and any other special circumstances that affect the student.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the consequences system (C1-5). We will have a range of disciplinary measures clearly communicated to school staff, students and parents. These can include:

Students who do **not meet lesson expectations** should expect the following:

- Quiet word using affective statements/questions
- A change of seating

- Removal of social time
- Detention after school
- Phone call/letter home
- College/Faculty/Department report card
- To be issued a C1-C5 under the school consequence system
- Extra work or repeating unsatisfactory work until it meets the required standard
- A restorative conversation with the relevant member of staff to amend the situation
- Departmental buddy system – removal to another classroom with follow-up reintegration meeting
- A change of class/group in consultation with parents
- Bespoke intervention
- Internal/External exclusion from school
- Placement at another school
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or attend the school prom
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring
- Use of our Refocus Room
- Governor Behaviour Panel
- Off-site alternative provision
- Referral to the Area Behaviour Coordinator for support
- In more extreme cases we may use temporary or permanent exclusion

Students’ conduct outside the school gates – teachers’ powers

Teachers have the power to impose sanctions on students for misbehaving outside of the school premises “to such an extent as is reasonable”.

School will support with incidents of both criminal and non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the consequences that will be imposed on students.

For every offsite visit, a risk assessment is completed both for the activities to be undertaken and also the students who the visit is aimed at. In some circumstances the school, based on a student’s known needs, may not be in a position to support a student on an educational visit where the potential risk is considered too great. In this instance the school will endeavour to ensure, where possible and related to the curriculum, a similar experience is provided within the school environment.

School may discipline students for:

- misbehaviour when the student 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 student 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 student or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the school will discipline the student on school premises or elsewhere when the student is under the lawful control of the school.

Home-School Agreement

The standard of behaviour expected of all students is included in the school's home-school agreement which parents are expected to sign following their child's admission to North Leamington School.

Restorative practices principles at NLS – Behaviour strategies and the teaching of good behaviour

The school embraces **Restorative Practices (RP)** as a means of empowering teachers to be successful and effective practitioners within their classrooms, raising standards and achievement across the school by developing aspirational, motivated and responsible students.

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is achieved by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing perpetrators to make amends for the harm caused. Restorative Practices acknowledge the intrinsic worth of the person and value her/his potential contribution to the school community.

The RP framework will:

- improve attitudes and behaviour
- provide explicit tools to challenge unacceptable behaviour, to resolve conflict and to repair harm
- improve relationships and establish rights, accountabilities and responsibilities within the community
- provide a clear philosophical basis for staff, students and parents to share ideas and to discuss issues.

Classroom Practice

The teacher has the right to teach, and students have the right to learn, in a classroom free from disruptive behaviour. A classroom that reflects the teacher's high behavioural and academic standards, creating a positive and respectful climate for learning, empowers students to become responsible, independent and motivated learners.

The effective teacher:

- is a positive role model for his or her students
- is fully committed to her or his own professional development
- creates a positive climate for learning, progress and achievement
- inspires confidence in students, thus developing their self-esteem
- feels empowered within the classroom in a safe and respectful environment to challenge her or himself to develop her/his skills

- has the right and responsibility to create a positive learning environment within the framework and philosophy of Restorative Practices.

The teacher aims for:

- a calm but firm, non-confrontational approach
- clarity and consistency of request/instruction
- a positive approach to classroom management, with high expectations and appropriate rewards and sanctions
- explicit practice working within the Restorative Practices framework

In the classroom the teacher will be well-prepared, have stimulating lessons to generate good behaviour and earn respect. This will be achieved by:

- beginning lessons on time; meeting and greeting students in a positive manner
- being fully prepared for lessons, with tasks appropriate to the planned lesson outcomes
- creating a stimulating environment
- extending, motivating and challenging students
- rewarding students consistently
- marking work promptly, following the school guidelines
- encouraging active independent learning
- responding to non-compliant behaviour within the framework of Restorative Practices

All teaching staff have a duty of care at all lesson changeovers/movement times to be visible on corridors and designated areas.

Inclusion and Intervention Principles at NLS – Student Support

We believe that it is important to address students' needs as they arise and to provide support to meet those needs. It is with this in mind that we refer to IEN, Individual Educational Needs. These include learning difficulties, physical disabilities, autism, dyslexia, dyspraxia, behavioural, emotional and social difficulties, attachment disorder, medical (including mental health) issues, and attention deficit hyperactivity disorder. We support students who have English as an Additional Language as appropriate.

We agree with the Government's statement, "... that all children and young people with SEN or disabilities reach their full potential in school. They should also be supported to make a successful transition into adulthood, whether into employment, further or higher education or training" (DfE website), and have formed an IEN (Individual Educational Needs) Faculty to ensure this.

The Equality Act of 2010 enshrines in law the rights of students with Special Educational Needs & Disabilities (SEND), having replaced the Disability Discrimination Act. Our Equal Opportunities Policy outlines our response, and should be read alongside this policy.

There have been major changes to the SEND legislation. A new Code of Practice has been implemented in September 2014. We are engaging with the changes predicted by the Government paper and NASEN (National Association of Special Educational Needs), of which we are members.

The ultimate aims of inclusion and intervention in the context of the Behaviour and Engagement Policy are:

- To identify educational needs effectively and provide the support necessary to enable students to make progress
- To involve and communicate with students and parents of students and take into consideration their views
- To make use of outside agencies where necessary as part of a planned and graduated response to individual need
- To work closely with primary schools in order to share detailed information about all children
- To ensure that staff are fully aware of students' needs and understand the provision needed at Waves 1 and 2
- To use assessment, monitoring and recording tools to ensure interventions are effective
- To review student progress termly
- To work collaboratively with all staff to ensure that barriers to learning are removed and students are enabled to achieve
- To evaluate annually the effectiveness of the SEND provision within the school using the school's review and evaluation process
- To deliver CPD and other training to provide and maintain high levels of provision

Early Help

There are other 'external' factors which may impact on a student's behaviour, such as challenging home circumstances, attendance, supervision outside school, etc. In some cases, these will mean that the student is on the Child Protection Register or registered by the Local Authority as a Child in Need.

It may be appropriate to offer Early Help support to families where a student's behaviour is consistently not meeting the expectations of the school. This could be in the form of an Early Help Initial Assessment (involving other agencies), or through the offer of Early Help strategies developed in school.

Early Help could involve developing agreed procedures to scaffold improved behaviour.

Rewards principles at NLS

We believe that praise and rewards are key tools in motivating students to exhibit positive behaviours, take responsibility for their learning, and make better progress.

CORE link: NLS is committed to ensuring that students have increasingly more opportunities to achieve, to respect and support their right to feel proud of their achievements, and to recognise excellence.

The ultimate aims of rewards in the context of the Engagement for Learning Policy are:

- To deliver high quality staff CPD and build regular opportunities to share good practice within and across the school departments
- To monitor and evaluate the distribution of rewards across the school through a robust quality assurance framework that identifies strengths of the system and provides early intervention
- To work collaboratively with staff and students to ensure reward processes and their impact on teaching and learning are consistently applied

- To continue to develop the range of rewards available through engagement with local businesses
- To increase the opportunities to celebrate successes through the development of: termly college Celebration Assemblies, Celebration Evenings and other events

Praise and Recognition – Our Reward System

We celebrate and reinforce positive learning behaviours. The following would be examples of actions for which individuals and groups should be praised.

- Student leadership
- Collaboration
- Excellent Learning Beyond the Classroom
- Progress
- Perseverance – independent learning
- Reasoning – oral or written
- Acts of kindness
- Creativity
- Questioning
- Working above target
- Research
- Helping others – staff and students
- Contribution to the wider community

Praise and recognition by staff can take different forms; depending on the context, any of the following might be both appropriate and effective, however the main vehicle for rewarding is through the school rewards system

- Reward points for working well, and celebrating positive learning behaviours which are communicated verbally to students to reinforce positive behaviour.
- Spoken praise
- Written comment in exercise book or student planner through the Feedback to Feed Forward policy
- Telephone call home
- When students are issued an R3 or R4 it triggers a praise postcard home
- An R5 triggers a praise postcard home and hot chocolate with the Headteacher
- Display or exhibition of student work
- Celebration assemblies through the college system (termly)
- Celebration evenings annually
- Hot chocolate with the Headteacher
- Hall of Fame

The rationale for our rewards system is that all students should receive praise for working well.

Detention

Teachers have a power to issue detention to students (aged under 18).

We will make clear to students and parents that we use detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent
- b. non-teaching days – usually referred to as 'training days' or 'INSET days'

Parental consent is not required for detentions, however, we will make every effort to inform parents of detentions after school within one working day.

North Leamington School runs a whole school detention system; a C1 Detention equates to 20 minutes and a C2 Detention equates to a 40 minute detention after school. Those with parental responsibility are asked to support the use of after school detentions and it is expected that alternative methods of transport are arranged in the event that a child normally uses the school bus.

Exclusion

In more extreme cases, schools may use temporary or permanent exclusion. The school believes that the previously mentioned sanctions, with parental/carer support, will be effective in dealing with most of the situations which occur in school. The use of exclusion (fixed term or permanent exclusion) as a sanction, would only be considered once the student has proved to be unresponsive to other strategies, or to deal with a serious breach of the behaviour policy.

The decision to permanently exclude a student would be taken "in response to a serious breach or persistent breaches of the school's behaviour policy; where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school" ('Exclusion from Maintained Schools, Statutory Guidance', September 2017, updated 2021).

All forms of exclusion will be dealt with in accordance with the Department for Education's statutory guidance. Managing the behaviour of students with special educational needs, including decisions around exclusion, will take account of the school's legal duties under the Equality Act 2010.

Use of Reasonable Force

What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes - to control students or to restrain them.

Schools can use reasonable force to:

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- Restrain a student at risk of harming themselves through physical outbursts.

Any such application of force will be recorded and parents will be notified by a member of the Senior Leadership Team.

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

Staff Safety

Staff who consider they have been abused physically, verbally or in any written/image form by a parent/carer/student, will be advised to complete an Accident Form. The form will name the person considered responsible. A decision may be taken to inform the police. Parents/carers who physically/verbally abuse staff will be asked to leave the school site. A letter from the school may follow, banning the abuser from the school site. Police action may follow if appropriate. Disciplinary action will be taken when students have been found to make false accusations against staff.

Safeguarding

We will consider whether the student's behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' **Child Protection Policy**. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school should consider whether an Early Help assessment is necessary.

Religious symbols are not banned by the school. However, any symbol that causes a distraction or poses a health and safety risk to students/staff will not be permitted. The carrying of religious symbols must be agreed to, in advance, by the Headteacher.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students. North Leamington School takes guidance from the following document: 'Searching, Screening and Confiscation, February 2014' by the Department for Education.

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) **Power to search without consent** for "prohibited items" which include the following:

- Correction fluid, e.g. Tipp-Ex
- Glass bottles/Drink cans

- Sugary high-energy drinks
- All knives, airguns, fireworks, and any other potentially offensive weapons
- All smoking materials including E-cigarettes and vapes
- All substances/materials open to abuse/misuse (i.e. drugs, solvents, other hazardous substances)
- Legal highs
- All alcoholic drinks
- Aerosol cans (including deodorants)
- Large sums of money (over £10) in cash form
- Electronic equipment including iPods and mobile phones
- Any images which are in breach of the School's Acceptable Use Policy
- Chewing gum
- Laser pens
- Scooters
- Skateboards
- Any other 'craze' items which are deemed as a distraction to teaching, learning and the safe running of the school
- Mobile phones are not permitted to be used whilst on school site

This is not an exhaustive list. North Leamington School will not tolerate any dangerous items being brought onto school site. Weapons, knives, drugs, and extreme or child pornography will be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item. Confiscation of banned items may also result in a referral to Warwickshire Safeguarding Children Team.

Drugs and Alcohol

The term 'drug' is defined as unauthorised medicines, volatile substances, alcohol, tobacco, illegal drugs, psychoactive substances and other illegal substances.

Illegal and otherwise unauthorised drugs are not acceptable within the bounds of this policy.

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school will prioritise the safety of the young person and those around them. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. (*Searching, Screening and Confiscation guidance for Headteachers, 2018*)

If necessary it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. In deciding what action to take the school will consider all disciplinary actions including permanent exclusion where deemed necessary.

Students are made aware of the school's internal and external support mechanisms through our PSHE curriculum.

Health & Safety

We take the health and safety of all members of the NLS community very seriously. Any students knowingly putting themselves or others at risk or harm may be subject to severe consequences.

Links to other policies

This policy should be implemented in conjunction with the following policies:

- Anti-bullying
- Uniform
- Attendance
- Child Protection
- Equal Opportunities
- Online Safety
- Teaching & Learning
- SEND (including Accessibility Plan)
- Home-School Agreement