



SHAVINGTON ACADEMY BEHAVIOUR POLICY

This Policy applies to all teaching staff.

THE SENIOR LEADERSHIP TEAM OVERSEES THE APPLICATION AND MONITORING OF THIS POLICY.

Relevant Pastoral/Curriculum Leaders will have an overview of behaviour incidents and patterns of behaviour in their areas of responsibility together with resolutions; they will report regularly to their SLT line-manager.

Note that this policy has been constructed in line with guidance from the Department for Education with direct reference to the documents entitled 'Behaviour and Discipline in Schools' and 'Ensuring Good Behaviour in Schools'.

Please also note that for the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.

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1. Rationale

Students have a right to learn and teachers to teach and, without good behaviour, neither is possible. The school has a responsibility both to manage students' behaviour and to encourage students to manage their own behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school. Whilst it is possible to produce a list of school rules, students' good behaviour is secured in the longer term through modelling very high expectations, respectful relationships and clear boundaries. The management of students' behaviour in schools is a complex and challenging area for schools' and school leadership and the aim is to ensure that effective learning and teaching can take place in a well-ordered environment. To this end, the school's expectations of student behaviour, of the quality of teaching, of the interactions

between students and staff which facilitate positive behaviour for learning and of the supportive involvement of parents and outside agencies in promoting good behaviour are high.

This policy will also apply at other times when misbehaviour could have repercussions for the orderly running of the school, or poses a threat to another student or member of the public, or might bring the school into disrepute.

2. Purpose

Our aim is to encourage students to adopt attitudes and standards which will produce a positive learning environment and a happy and ordered school atmosphere, and to:

- Encourage students to manage their own behaviour
- Praise and support positive behaviour and use preventative measures wherever possible
- Involve parents in the management of their children's behaviour
- Provide staff, students and parents with common standards and guidelines for behaviour management
- Provide staff with the necessary support in dealing with incidents of challenging behaviour

3. Principles

We believe that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. We therefore seek to create a caring learning environment in the school by:

Ensuring consistency of response to both positive and negative behaviour, in the knowledge that the rigorous and consistent application of the Behaviour Management policy will result in overall student well-being and school improvement

- Promoting good behaviour and discipline, both within school and beyond the school gate
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Promoting/facilitating/initiating early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents / guardians / carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- Having due regard to the school's legal duties under the Equalities Act 2010, in respect of students with Special Educational Needs.

4. Roles and responsibilities

To ensure the principles of this policy are met

- Students will be expected to take responsibility for their own behaviour and understand how this should reflect the principles of the school policy
- All staff will be responsible for ensuring that the policy and school procedures are followed consistently
- Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school
- Parents will be encouraged to work in partnership with the school to maintain high standards of behaviour
- Parents will have the opportunity to raise with the school any issues arising from the operation of the policy by communicating in the first instance with the students' teacher/tutor and if necessary with relevant middle leaders/senior staff

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour in the school and will keep it under review
- The Governing Body will ensure that it is communicated to students and parents/guardians/carers, is non-discriminatory and that the expectations are clear
- Governors will support the school in maintaining high standards of behaviour.

5. General expectations

- Comply with all student-related policies
- Show consideration for the feelings, interests and property of others
- Be courteous and well mannered
- Comply quickly with instructions given by staff without argument
- Show respect for staff, other adults and fellow students and behave in a way which brings credit to themselves, their families and the school
- To only use mobile phones & other electronic devices (including headphones) outside of the school building
- Keep the school clean and tidy
- Conduct themselves to a high standard on journeys to and from school
- The Academy will not tolerate abusive or aggressive behaviour towards any member of Academy staff

Students will/must not:

- Smoke on the school site nor to and from school or at any time whilst wearing our uniform
- Be in possession of banned or prohibited items in school (see a fuller list of these items in Section 10, p. 8, of this policy), such as controlled drugs, non-prescription drugs such as 'legal highs', weapons, fireworks, alcohol, cigarettes or stolen goods, inappropriate materials (such as pornography)
- Use their mobile phones within the school building
- Bring gum onto the school site or chew gum on the school site
- Bring valuable possessions to school
- Leave the school premises at any time without a written request from his/her parents and and/or permission from a key stage manager or senior member of staff (all students leaving must sign in and out at Pupil Reception)
- Drop litter or damage the fabric of the school or the school premises
- Bring into school nor consume 'energy' drinks such as Relentless, Monster (i.e. drinks high in caffeine or other similar stimulant chemicals)
- Eat during lessons, unless for authorised medical reasons
drink anything other than still water from a clear plastic bottle during lessons (at the teacher's discretion) ; any consumption in Science and ICT lessons is not normally permitted
- Must not behave in an abusive or aggressive manner towards staff/fellow pupils

6. Behaviour in and around the school

- In movement around the school, students should move in an orderly and quiet fashion. They should line up sensibly outside rooms and enter and leave all classrooms in a calm manner, as directed by staff.
- All bells are action bells and students should move when informed by the teacher/tutor.
- Students must be on time for school and for lessons and have the necessary equipment and books with them.
- Students should only use the official entrances to the school grounds.

7. Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards have a motivational role in helping students to realise that good behaviour is valued. Our view is success is its own reward but we also recognise that students respond positively to a system whereby they can earn points for meeting standards of good behaviour. To that end, all students can earn house points from their subject teachers for their conduct and performance in lessons, these are recorded in SIMS.

Staff will usually only give gifts to a pupil as part of an agreed reward system. Where giving gifts other than this staff must ensure these are of insignificant value and given to all pupils equally. We will ensure that selection processes for rewards are fair and these are undertaken and agreed by more than one member of staff.

8. Use of mobile phones & other electronic devices

At Shavington Academy, students are permitted to bring mobile phones and other electronic devices to school. Students and families should be aware that use of mobile phones within the school building is only permitted having gained the express permission of a member of staff. During lessons or form time the use of other electronic devices is also not allowed unless explicitly permitted by a member of staff.

If mobile phones and other electronic devices are brought into school, these items remain solely the responsibility of the student; they must be kept out of sight in lessons and form times and switched off during these periods.

If a student is using (or allowing another student to use) a mobile phone or other electronic device for any reason other than a legitimate one (e.g. in a lesson with permission from staff), the device will be confiscated by the member of staff concerned and kept safely until after 3.20pm. Mobile phones are not to be used to record, photograph or video staff or other pupils without their consent. If this happens then the phone will be confiscated and it may result in the searching of material on the phone and the deletion of the material recorded on the phone. If the mobile phone contravention involves other related misdemeanours, such as rude, argumentative or obstructive behaviour, an appropriate sanction will be applied. All such devices will be placed in an envelope marked with the following details: student's name, tutor group, date, the device will then be taken by a member of staff to the pupil reception where it will be kept securely (see Section 10 – Confiscation – for further details). Repeated use of an electronic device at inappropriate times or in an inappropriate manner will be reported to relevant pastoral staff and a suitable sanction will be issued. A sanction could involve a permanent ban on a student bringing the device into school, or other appropriate sanction, up to and including an exclusion.

9. Sanctions

Teachers have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school (see Section 12 below). At the Headteacher's discretion, the authority to administer sanctions in line with this policy applies to all paid staff with responsibility for students, such as teaching assistants.

Sanctions are needed to respond to inappropriate behaviour; a sanction serves as a punishment and as a deterrent. Reasonable penalties can include: confiscation, retention or disposal of a student's property (see Section 9); internal seclusion; community tasks such as litter picking and detention. The Headteacher can also decide to exclude a student for a fixed period or to permanently exclude them.

The school uses detentions as a form of sanction; whilst home/school communication is important, parental consent is not required with regard to the serving of detentions, and parents are responsible for their children's journey home following a detention.

Teachers also have a specific legal power to impose detention outside school hours, e.g. after school. In line with this policy, school staff will base their judgements regarding the appropriateness of a sanction on their professional experience and discretion and in the best interests of the school and its student body. Normally, parents will be notified via a phone call or email regarding the setting of a detention outside normal school hours at least 24 hours before the detention is due to be served. Whilst we want to operate this and all policies with the support of parents (under the Education Act of 2011) a school wishing to detain students outside of normal school hours as a means of sanctioning unacceptable behaviour is not obliged to give 24 hours' notice to parents, only to inform parents on the day.

10. Searching and Confiscation

Searching with the student's consent:

- School staff can search students with their consent for any item which is banned by the school rules and/or prohibited by law (see list in Section 10). Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or look in the student's bag or through outer clothing when removed or locker (in the student's presence at the moment, pending changes to home/school agreement) and for the student to consent.
- There is no legal requirement to make or keep a record of a search.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Searching without the student's consent:

- The Headteacher (and staff authorised by them) has a statutory power to search a student or his/her possessions, without the student's consent, where there is a suspicion that the student has certain prohibited items**. When searching without consent, there should be two members of staff (of the same gender as the student being searched where possible) present at all times.
- Searches can be carried out where staff have reasonable suspicion that items have been used to cause an offence, harm to a student or damage to property.
- If the student refuses to be searched or have his/her belongings searched for suspected prohibited items, the school can ask the parents and/or the police to carry out the search.
- There is no legal requirement to make or keep a record of a search.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Other issues pertaining to searches

- Electronic devices including mobile phones can be searched and their data/files searched/erased if there is good reason to do so.
- If the student refuses to be searched or have his/her belongings searched, this refusal will be treated as 'refusing to follow an instruction' and incur the appropriate sanction.
- If a student refuses to attend school because they will not allow himself or herself to be searched, it will be recorded as an unauthorised absence, not an exclusion.
- We will inform parents if banned or prohibited items are found as a result of a search.

Confiscation:

- The member of staff who has conducted a search for a prohibited or banned item, or an item which they consider harmful or detrimental to school discipline, can use his/her discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search, as long as it is reasonable in the circumstances. Where any item is thought to be a weapon, controlled drugs or a stolen item, it must be passed to the police, unless there is good reason not to do so, as a result of a 'with consent' or 'without consent' search. The Headteacher will decide when and if to return other confiscated items, in line with the Education Act 2011.

* Banned items at SA: cigarettes/tobacco products, including e-cigarettes or other simulated cigarette/nicotine related products; chewing gum; carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless; fireworks/firecrackers; matches/lighters; water pistols or any toy that resembles a weapon; chemical substances other than controlled drugs, e.g. 'legal highs'; pornographic material; also any other items or materials that are prohibited for children under the age of 16 if the student in question is under the age of 16 that do not appear in the 'Prohibited items' list.

**Prohibited items: weapons, knives, alcohol, illegal/controlled drugs, stolen items.

11. Use of restrictive physical intervention

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force; 'reasonable' means using no more force than is necessary.

The Children Services department acknowledges that there may be times when restrictive physical intervention is an appropriate response to the risks present in a given situation. The intervention must be reasonable and proportionate in relation to the situation. The force used needs to be in proportion to the risks present and the minimum needed to achieve the desired result. All school staff may use physical control or restraint when a student is: (a) committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student); (b) is causing personal injury to, or damage to the property of, any person (including the student himself/herself); (c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

12. Malicious allegations/accusations by students against school staff

Allegations of abuse of students by school staff are taken seriously and we will deal with allegation quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Students who are found to have made false allegations will/are likely to be sanctioned with a Fixed Term or Permanent exclusion.

12.1 Allegations/accusations from students against other students

We will also ensure all allegations of abuse of students undertaken by other students will be taken seriously and we will deal with allegation quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We will undertake a full investigation allowing all parties the opportunity to express their views. All sides will be taken into account and any other evidence such as witness statements and camera footage and a considered judgment will be reached before any further action is taken.

13. Discipline beyond the school gate

- Where instances of non-criminal poor behaviour by students are reported to have occurred whilst the students are either on the way to/from school/a school activity, they will be dealt with in line with the Behaviour Management policy. The responsibility for administering the appropriate sanction may be delegated by the Senior Leadership Team to a relevant pastoral leader.
- Where instances of bullying occur, either verbal or using social media, students will be sanctioned in the same way as if it occurred within school. SHS will support parents with evidence, where available, should they wish to pursue prosecution when bullying and intimidation fails to cease after intervention strategies.
- Where instances of anti-social behaviour have taken place outside school which are clearly associated with and/or threaten the good order/reputation of the school, the Headteacher may take action, up to and including excluding the student.

14. Training

The Governing Body will ensure that the Senior Leadership Team will provide appropriate high quality training on all aspects of behaviour management to support the implementation of the policy.

15. Involvement of outside agencies

- The school works inclusively with external agencies. The Pastoral Team seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
- If a student is continuously disruptive and fails to respond positively to the support structure offered within school (outlined in the School's 'Student Support & Guidance Directory') and, in the relevant Pastoral Leaders' professional judgement, the students' parents are not able/willing to provide the necessary support, the relevant external agency will be contacted and the matter discussed. Relevant Pastoral Leaders will then discuss the student and the support available from the external agency with the Assistant Headteacher who will decide how to proceed.

16. Review

the Headteacher will undertake an annual systematic monitoring and review of the behaviour management policy and procedures in order to evaluate it and ensure that the operation is effective, fair and consistent. The Head teacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing effectiveness and impact.

17. Bullying Prevention

Mission Statement

Shavington Academy is committed to providing a caring, friendly and safe environment for any member of the school community. The school community is made up of students, parents/guardians/carers, governors and all staff. Every member of this community has the right to feel secure, equally valued and respected. Bullying of any kind is unacceptable but if it does take place, people should be able to tell someone in the knowledge that incidents will be dealt with

effectively and promptly. It is the responsibility of every member of the school community to address and/or report incidents of bullying.

Aims of the Policy

To create a clear and agreed understanding of what bullying is and how Shavington Academy responds should it arise.

To provide a safe and positive environment for all members of the school community.

To offer support to those who experience bullying and ensure they are listened to.

To help those engaging in bullying behaviour by applying appropriate sanctions and providing learning opportunities to help them face up to and repair the harm they have caused.

To communicate with parents/guardians/carers and other appropriate members of the school community or other external agencies in support of an open and honest anti-bullying ethos.

Definition of Bullying

Students across the school (Years 7-11) discussed a variety of bullying definitions and reached the following consensus:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

Emotional being unfriendly; excluding; tormenting (e.g. hiding belongings, threatening gestures; spreading rumours).

Physical hitting; kicking; pushing; spitting or any use or threat of violence Racist, Religious or Cultural verbal abuse by name calling or mockery.

Sexual/gender based unwanted physical contact, innuendo or sexually abusive comments or actions in relation to an individual's gender.

Homophobic verbal abuse by name calling; physical threats or attacks, disability abuse by name calling or mockery Cyber abuse of the internet, such as email or internet chat room misuse.

Mobile threats by text messaging or calls. Misuse of associated technology i.e. camera and video facilities, any social media.

Verbal is a means of saying or writing words in a negative way such as insults, teasing, put downs, threats etc.

The importance of bullying prevention and intervention

Bullying is harmful. Each individual has the right to be treated with respect in an environment where bullying is regarded as an anti-social act. Those who choose to bully need to learn different ways of behaving.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do badly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

It is the responsibility for all staff/students/parents and carers to be aware of the effect of bullying on the individual. Prevention is clearly the strategy of choice and needs to be addressed vigorously by a variety of techniques in order to prevent bullying and promote respect and fair play.

At whole school level

- through assemblies to communicate School's bullying prevention stance and the work of student leaders to promote how the community can work together to prevent its occurrence. These opportunities will also celebrate the bullying prevention work of the school.
- At class-room level – during tutor time, PSHE and Co-operative Learning and the active teaching of social and emotional skills within these contexts.
- At supervisory level – all staff engaged in this activity will be familiar with the Bullying Prevention Policy.
- Break times/lunch times will be adequately supervised to reduce the risk of bullying incidents.
- Lunch clubs provide a safe space closely supervised
- Anonymous report bullying tab on the school website and confide button on school computers

The pastoral team will provide mentoring and mediation intervention where appropriate to both victim and bully and sanctions where appropriate.

To ensure that parents/carers are informed and updated in respect of bullying prevention and intervention within the school

Intervention

All staff involved in the teaching and/or supervision of students will take responsibility for addressing incidents which fall within the school's definition of bullying. A record will be made of any incident and passed on to the pastoral team

Reporting and Recording

School Staff

If bullying is suspected or reported, the incident will be initially dealt with by the member of staff who has noticed it or has been approached. Details of the incident must be recorded on an incident form and forwarded to pastoral team to ensure that an effective and fair investigation is made and a clear account of the incident is recorded. Those involved or implicated will be interviewed and listened to. Incident forms will be completed. Parents/carers will be kept informed by the pastoral team. Sanctions and support will be put in place as appropriate and outcomes monitored to prevent recurrence of the bullying behaviour. Pastoral Team are to ensure that each identified incident of bullying will be entered onto the schools bullying log. Each incident will be reviewed at fixed periods to ensure that further incidents have not occurred and that the resolution is clear.

The Designated Safeguarding Lead to be advised of all identified bullying incidents and they will be reported termly at governors P&C meetings

Support

Students

Students who have been bullied will be supported by:

Access to confidential reporting

Discussing the experience with a trusted adult

Being reassured that the bullying will be taken seriously and investigated

Being offered support, for example by counselling or befriending etc.

Students who have bullied will be helped to face up to the harm they have caused and learn from it by:

Discussing the incident to account for their behaviour

Establishing the wrong-doing and being provided with an opportunity to put right any harm they have caused

Receiving counselling or external training from the appropriate agencies

Parents/Carers

Liaise with the pastoral team and where possible provide specific information to assist in the investigation of the incident, maintain contact with the School to keep track of progress.

Be contacted by the pastoral team if their child is bullying to establish an understanding of their role in helping their child to learn about the consequences of their actions. Support the School in its efforts to help deal with their child's behaviour.

Sanctions

The School will respond to incidents of bullying in a proportionate way. When sanctions are deemed

to be necessary they will be applied fairly and consistently. A range of disciplinary options may be considered:

Restorative conversation

Monitoring by the pastoral team

Removal from class/group

Loss of lunch-time privileges

Restorative community payback

Loss of right to have a phone in school

Withdrawal of ICT access rights if this facility is being used to bully

Seclusion

Alternative educational provision

Fixed periods of exclusion

Permanent exclusion [in extreme cases which may involve violence or where the behaviour is persistent]

Monitoring and Evaluation Review

The School will review this policy annually to assess its implementation and effectiveness. The views of students, staff, parents and carers will be drawn upon to instigate changes and improvements where necessary.

18. Drug, Alcohol & Other Substance Misuse

The academy's policies on guidance and counselling, Health & Safety and procedures for dealing with matters relating to pupil behaviour emphasise that we are committed to providing a safe and secure environment for all members of the school community. In our teaching programmes, issues concerning substance use and misuse are raised with the aim of educating young people about the consequences of taking or using any substance which can cause harm.

Aims:

In educating pupils we aim to enable them to make healthy and informed choices by increasing knowledge, challenging attitudes and developing an understanding about related social issues e.g. sex and sexuality, crime, HIV and AIDS. We also recognise that using expertise from the local community and effective communication with parents will help us to be more effective in what we do.

- **The academy condones neither the use of any substance which may harm pupils, nor its supply to pupils.**
- **The school will take action as appropriate to safeguard the wellbeing of its pupils.**

In Practice:

In lessons teaching and discussions relating to substance use and misuse will reflect the above within the PHSE curriculum as well as support from external agencies such as the police through our assembly programme

Pupils are not to bring into school any substance which can do harm to themselves or others i.e. tobacco, vapes, alcohol, solvents, legal highs or drugs. This policy applies to un-prescribed medicines; prescribed medicines will be administered in accordance with the health professional's instruction.

Action to be taken should pupils bring in harmful substances to use or supply:

Smoking/Vaping: refer to Mr Iain Smith, pupils will be disciplined and parents informed. For persistent offenders, further action will be taken.

Alcohol: refer to Mr Iain Smith, pupils will be disciplined and parents informed. Further action will follow, depending upon the nature and seriousness of the offence.

Drugs*/legal highs: refer to Mr Iain Smith who will liaise with the Headteacher. Parents will be informed and consulted before appropriate action is taken. This may include involving the Police and/or other agencies including support from health professionals. In school the response will be carefully considered proportionate to the offence and may include fixed-term, or permanent exclusion.

Should a drug/legal high related incident occur, the Headteacher will have responsibility for liaison with the media should the need arise. No other comment is to be made.

If a pupil admits to using or supplying drugs off the premises, inform Mr Iain Smith. The Headteacher will be informed and parents notified.

All teaching and non-teaching staff are to be vigilant in looking for and reporting any signs or suspicions of substance use and abuse.

How monitored:

Records will be kept of incidents of substance use and misuse. The number and frequency of such incidents will be monitored by pastoral staff.

As appropriate, records may be kept confidential.

Policy and practice will be reviewed annually.

The designated person in the school with responsibility for dealing with matters relating to substance use and misuse and the monitoring and review of the policy is Mr Iain Smith

Members of staff with overall responsibility for dealing with any drugs related incident:

Miss E. Morris
Mr I. Smith

* Drugs refers to substances classified as illegal drugs or drugs brought into school that have not been agreed with parents, and that the child does not require for medicinal purposes.

Approved at the Pupil, Curriculum & PCDL Committee

Signed: J. Chapman (Chair)

Signed: E. Morris (Head Teacher)

Dated: 12/10/2020

Review Date: **Autumn 2021**