



# **Behaviour Policy**



## **Contents**

<b>1</b>	<b>AIMS.....</b>	<b>4</b>
<b>2</b>	<b>BEHAVIOUR PRINCIPLES.....</b>	<b>4</b>
<b>3</b>	<b>HIGH EXPECTATIONS .....</b>	<b>5</b>
<b>4</b>	<b>CELEBRATING POSITIVE BEHAVIOUR.....</b>	<b>5</b>
4.1	WHOLE SCHOOL SYSTEMS .....	5
4.2	CLASS SYSTEMS.....	7
4.3	RECEPTION CLASSES .....	8
<b>5</b>	<b>MANAGING CHALLENGING BEHAVIOUR.....</b>	<b>8</b>
5.1	CLASSROOM CONTEXT.....	8
5.2	BREAK-TIMES CONTEXT .....	9
5.3	ESCALATION SYSTEMS FOR SIGNIFICANT AND/OR INAPPROPRIATE BEHAVIOUR .....	11
5.4	RAISING CONCERNS .....	13
5.5	"CLOSING THE LOOP" .....	14
5.6	RECORDING CONCERNS .....	14
<b>6</b>	<b>SUPPORT SYSTEMS.....</b>	<b>14</b>
<b>7</b>	<b>CONSISTENCY OF APPROACH .....</b>	<b>16</b>
<b>8</b>	<b>EXCLUSION.....</b>	<b>18</b>
<b>9</b>	<b>PARENTAL PARTNERSHIP .....</b>	<b>19</b>
<b>10</b>	<b>ACCOUNTABILITY .....</b>	<b>20</b>
<b>11</b>	<b>POLICY REVIEW .....</b>	<b>20</b>





## 1 Aims

The aim of this Behaviour Policy is to help to maintain and further develop the excellent learning atmosphere and ethos that is a key and valued characteristic of Grange Farm Primary School.

We strive to create a warm, welcoming, caring environment where relationships are based on respect and positive self-esteem is developed in each child.

We are committed to maintaining high standards of behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being whilst in school.

## 2 Behaviour Principles

Section 88(2) of the Education and Inspections Act (2006) requires the governing body to:

- a) make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils and;
- b) notify the head teacher and give him/her guidance if the governing **body wants the school's behaviour policy to include particular** measures or address particular issues.

Our principles are that:

- staff and pupils will be polite and respectful at all times, to each other and to visitors
- any form of discrimination or bullying will be addressed promptly
- staff and the governing body will provide opportunities for pupils to take responsibility and be involved in decision making
- expectations of both staff and pupils will be explicit and consistent
- **staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated**
- staff will be empowered to take prompt and effective action when pupils behave inappropriately
- the school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly



### **3 High Expectations**

We have extremely high expectations of children's behaviour at Grange Farm Primary School.

All children have the right to develop their potential and be safe and happy. For their rights to be maintained therefore all children have to take on the responsibility of following our Golden Rules. These Golden Rules have been created in line with the ambitions we have for our children that are laid out in our School Vision.

- Use kind hands, feet and words to everyone
- Be honest
- Look after our equipment, school and grounds
- Listen carefully and follow instructions
- Work hard and help others to work hard too

These rules are on display around the school as a reminder of our expectations. They are referred to in school and group assemblies and explored in our PSHE curriculum.

Each class will agree a code of conduct at the beginning of the year that builds on these golden rules in a way that is appropriate to their age group.

## **4 Celebrating Positive Behaviour**

### **4.1 Whole School Systems**

It is very important that we recognise and reward good behaviour choices on a regular basis and in a consistent way.

We use the Class Dojo website in every classroom from Year 1 to Year 6. Each child has their own dojo character and a running total of dojo points which are added to for demonstrating positive traits in line with our School Vision, our Golden Rules and according to their classroom code of conduct.

For example, dojo points could be awarded for:

- Helping out a classmate or an adult in school or on the playground
- Impressive effort in their work
- Impressive effort in homework
- Commitment in making positive contributions to class discussion



While it is important to recognise and award behaviour that stands out as significant and special, it is also important to reward children where they are maintaining a good standard of behaviour on an ongoing basis that enables their peers and themselves to be safe, happy and learning.

In every classroom, we have a Class Dojo ladder which consists of three different levels:

Dojo Point	This represents meeting behaviour expectations. Each child has a peg which starts on this level every week and will remain there if they are meeting our high expectations. At the end of each week, 3 dojo points are awarded to every child who has maintained this through the week.
Need to think	This level represents a warning - a visual cue to a child that they need to improve their choices quickly. A child on this level at the end of the week will not receive a dojo point.
Consequence	A child at this level will receive a consequence at a level appropriate to their age, context and the nature of the behaviour that has fallen below expectations.

Where a child has gone over and above expectations they will receive at least one more dojo point. Any adult in school can award these and each class teacher will have a system in place to ensure that other adults can let them know where children have earned rewards.

**A child whose peg has been moved to "Need to think" or "Consequence" can still be moved up the ladder and receive dojo points.** Children always need to know that they have the opportunity to redeem themselves. However, teachers need to be mindful of not giving children mixed messages and ensuring that children who are making the right choices all of the time are proportionately rewarded for this.



In order to celebrate children's achievements we have an accumulative certificate system throughout school. It works as follows:

Dojo Stage 1	80 points	Certificate
Dojo Stage 2	160 points	Certificate
Dojo Stage 3	240 points	Distinction Certificate
Dojo Stage 4	320 points	Certificate
Dojo Stage 5	400 points	Certificate
Dojo Stage 6	480 points	Distinction Certificate
Dojo Stage 7	560 points	Certificate
Dojo Stage 8	640 points	Certificate
Dojo Stage 9	720 points	Silver Achievement Cup and Certificate
Dojo Stage 10	800 points	Certificate
Dojo Stage 11	880 points	Certificate
Dojo Stage 12	960 points	Distinction Certificate
Dojo Stage 13	1040 points	Certificate
Dojo Stage 14	1120 points	Certificate
Dojo Stage 15	1200 points	Distinction Certificate
Dojo Stage 16	1280 points	Certificate
Dojo Stage 17	1360 points	Certificate
Dojo Stage 18	1440 points	Gold Achievement Cup and Certificate

All certificates are given out at Friday afternoon Achievement Assemblies. All parents are welcome to attend these but invites are issued where children are receiving Distinction Certificates or Achievement Cups. These are also celebrated in the school's weekly newsletter.

After they have received the Gold Achievement Cup, children can continue to collect dojo points and certificates in the same manner, aiming for Dojo Stage 19 and beyond!

There is a display of the certificate system in the school hall so that children can see where they are within it.

## 4.2 Class Systems

As well as using the Class Dojo whole school approach, teachers may also use additional rewards systems with their class if these provide support in attaining the positive classroom learning environments that we expect.

The Class Dojo system allows for a whole class reward system which could be utilised but teachers also use systems such as "Marbles in a jar" to enable classes to earn collective rewards over time.



### **4.3 Reception Classes**

Children do not begin the Class Dojo system until they start Year 1. In Reception, each class has a sun and a rainbow. Each child has a photograph which begins on the sunshine and this is moved to the rainbow when they have done something over and above the usual good standard of behavioural expectations set by Reception staff.

At the end of each day, teachers record which children are on the rainbow and when children have achieved this ten times, they receive a Rainbow Certificate.

Children not meeting behavioural expectations have time-out and teachers will talk to parents where this is in danger of becoming frequent or where any particularly significant incident has occurred.

## **5 Managing Challenging Behaviour**

As they make progress with their learning behaviour throughout school, sometimes children will make the wrong choice and exhibit challenging behaviour. As a staff, we aim for a fair and consistent approach to managing this so that:

- A child understands why their behaviour has been inappropriate, especially including the impact on others
- Reoccurrences of inappropriate behaviour are unlikely
- Other children see that appropriate consequences are put in place

The nature of our response depends on the issue at hand. This policy explains how we structure our responses as we aim for a fair and consistent approach and then what steps we take where children are struggling to make progress with their behaviour within our normal approach.

### **5.1 Classroom Context**

We define inappropriate behaviour in the classroom as behaviour which does not meet the expectations defined within this policy or within agreed class rules appropriate to each age group.



For example, this could include:

- Lack of effort
- **Not following an adult's instructions**
- Preventing other children working
- Making other children unsafe or feel unhappy

Adults will use the following process when managing inappropriate behaviour in the classroom:

1. Verbal and visual reminders
2. Movement down the Class Dojo Ladder\*
3. Exit to another classroom (usually paired year group classroom but as appropriate to situation and context) for a fixed period

**\*If children's behaviour choices mean that their peg has been moved to the "Consequence" section, this should result in one (or more) of the following consequences (as appropriate to their age, context and the level of inappropriate behaviour):**

- Movement to a different place within the classroom
- Completion of a Behaviour Log (by the child)
- Child to talk to Phase Leader
- Class teacher talks to parent(s)
- Lose some break-time (e.g. to complete unfinished work)
- Losing Dojo Points

At the beginning of the year, teachers discuss consequences with their classes as part of agreeing class rules. This helps to ensure that children understand their responsibilities for making good learning choices.

Children should always be encouraged to apologise for inappropriate choices but this should never be an "empty" gesture. We talk to children about "showing" sorry as well as saying it, i.e. demonstrating with their improved behaviour that they have now understood what the appropriate behaviour should be.

## **5.2 Break-times Context**

All children have the right to feel safe, be happy and have fun during break-times (morning, lunch and afternoon) so that they are ready to go back into lessons ready to learn.



Inappropriate behaviour at break-times does not meet the expectations defined in this policy and prevents other children from feeling safe, happy and ready and prepared to learn at the end of a break-time period.

For example:

- **Not following an adult's instructions or agreed rules**
- Physical aggression to another pupil
- Overly physical play
- Inappropriate or derogatory language
- Behaviour that ostracises or isolates others
- Damaging playground equipment

Adults will use the following process when managing inappropriate behaviour on the playground:

1. Verbal and visual reminders
2. Movement down Class Dojo Ladder to be communicated to class teacher\*
3. Child to remain next to adult or suitably supervised away from their peers for a fixed part of their break-time

**\*If children's behaviour choices mean that their peg has been moved to the "Consequence" section, this should result in one (or more) of the following consequences (as appropriate to their age, context and the level of inappropriate behaviour):**

- Losing break-times
- Losing freedom to choose activity at break-times
- Completion of a Behaviour Log (by the child)
- Child to talk to Phase Leader **(at an appropriate time which can't disrupt the Phase Leader's teaching)**
- Member of staff (to be agreed dependent on context – usually class teacher or learning mentor) talks to parent(s) – it is normal practice for us to talk to parents where a child has completed a Behaviour Log.
- Losing Dojo Points

Children should always be encouraged to apologise for inappropriate choices but this should never be an "empty" gesture. We talk to children about "showing" sorry as well as saying it, i.e. demonstrating with their improved behaviour that they have now understood what the appropriate behaviour should be.



It may be necessary for incidents at break-time to be further investigated during or following the conclusion of that break-time period. This would be done by either the teacher on duty, the class teacher or one of the Learning Mentor, Phase Leader, Deputy Headteacher or Headteacher depending on the level of the issue. The decision regarding how this would proceed would be discussed and agreed by these staff members on a case by case basis dependent on the incident itself and the children involved (e.g. if there are any prior incidents to take into consideration and/or any particular needs or circumstances involving children concerned) and also the availability of these members of staff.

### **5.3 Escalation systems for significant and/or inappropriate behaviour**

Where children make inappropriate behaviour choices, they need to have clear consequences in place.

As described above, the initial levels of this, which are appropriate and sufficient for a very large majority of incidents at Grange Farm, are:

- Verbal and visual reminders
- Movement down the Class Dojo ladder
- Temporary removal from classroom / playground

However, on occasions pupils may exhibit behaviour that requires a greater level of intervention. This can be because behavioural incidents are more significant or are taking place over a sustained period or because children are **not responding to the school's** typical system of rewards and consequences.

Staff in school need to be mindful that this could be the result of:

- the child being subject to provocation
- the child having a Special Educational Need
- the child suffering from low self-esteem or anxiety issues
- the child having challenging circumstances beyond school (short or longer term)

However, while there may sometimes be a reason for inappropriate behaviour these should never be used as an excuse. Inappropriate behaviour is never accepted and consequences and actions will always need to be put in place to help the child understand their responsibilities and to help decrease the likelihood of a reoccurrence.



In the event of continuing and/or significant behaviour taking place at break-times, the following hierarchy of consequences and measures will be used:

- 1) Parents informed and included in discussions about next steps
- 2) Key staff informed and involved following the route of Class teacher > Learning Mentor > Phase Leader > Deputy Headteacher > Headteacher\*
- 3) The child will have a programme of structured break-times created to enable them to succeed – this will include appropriate supervision (fixed period)
- 4) The child will be removed from break-times and looked after elsewhere in school (fixed period)

\*Depending on the nature of any incident or ongoing behaviour, we may escalate awareness and involvement through this route more quickly on some occasions in comparison with others.

Regardless of when inappropriate behaviour occurs during the school day, we also have to be mindful that for consequences to have an impact on future behaviour, they have to be meaningful for the individual concerned. For example, removing break-times for a child who does not enjoy them would probably not have the desired effect. Also, giving a very young child a consequence which lasts for a long period after a particular incident can become meaningless if they cannot relate the cause to the effect over that period of time. Furthermore, whilst a child may not enjoy handwriting or maths, we must not give learning tasks as a consequence in themselves as this makes a potentially damaging connection between normal classwork (which we want children to view positively) and consequences for negative behaviour. Therefore, we need to be careful in developing consequences to ensure that they do fit the particular circumstances and characteristics of the child.

It could be that the most effective systems of rewards and consequences are agreed in line with parents at home. Children earning privileges through good choices (rather than losing things through inappropriate choices) often works well.



Whatever consequences are put in place for a child, if we are responding to an issue at this level, it is very likely that we would be applying these consequences alongside strategies for support to help a child improve their behaviour over time (see Section 6).

Exclusion is the final sanction/consequence within the **school's approach** to managing behaviour. Our approach is explained further in Section 8 of this policy.

#### **5.4 Raising Concerns**

Sometimes visible incidents occur during the school day and these are dealt with in accordance with this policy. Also, incidents and issues can be reported that are dealt with in the same way.

However, sometimes concerns arise that can be less tangible in their nature but have just as great an, if not greater, effect on the children we work with.

**Sometimes children's behaviour can change** over time with possible indicators including:

- **Change in a child's behaviour**
- Reticence to go to a particular place
- Not wanting to come to school
- Becoming withdrawn
- Bed-wetting
- Loss of appetite
- Feigning illness
- Becoming unusually shy or nervous

Such things could be explained by a wide range of factors, including **bullying**. For information on the school's approach to raising awareness of, and tackling, bullying, please see our Anti-Bullying Policy.

A central tenet of **our approach to children's well-being** in school is that our starting point is the concerned child. Different people all have different thresholds for the things that cause them concerns and worries. Whenever anyone is aware that a child is concerned about something, we want to know as soon as possible so that we can act to take this concern away as quickly as possible.



## **5.5 "Closing the Loop"**

A key part of our behaviour strategy is to ensure that we "close the loop" where somebody has raised a concern.

Schools are busy places and, although it is rare for a concern to be raised and not dealt with, it can sometimes be the case that the person raising the concern (whether that be a child, parent or a member of staff) does not get the feedback that it has been dealt with.

The danger of this is that someone could form the impression that they are not listened to or taken seriously when they raise concerns and this could lead to an unsafe culture in school.

**When we do "close the loop", we have to be mindful that we must not share sensitive information inappropriately and must be careful not to cause humiliation to anyone involved. However, all staff (see section on consistency of approach below) are given this key message about the importance of "closing the loop".**

## **5.6 Recording Concerns**

We have an agreed system in school for recording significant and ongoing incidents and events regarding behaviour. Logging such events ensures that we can monitor levels and patterns of behaviour over time for individuals and groups and across the whole school.

## **6 Support Systems**

The high expectations we have of children are not easy to achieve which is why it is important for us to praise them when they are getting it right (using the systems described above).

Our ambition is for children to be making these positive behaviour choices independently and with integrity – not needing adult intervention to ensure they are doing the right thing. However, as with all learning in school, we recognise that children need support towards this as they progress throughout school.

When we teach children to swim, we do not just throw them into the deep end of the pool and expect them to get on with it. We start in the shallow end, using floats and arm-bands to support them whilst they learn the basics. As they get better, we take away more and more support until they can do it all alone.



Equally, expecting children to just behave perfectly, independently, without any support is not realistic. We know that children respond well to clear structures, rules and boundaries. They will not always have these in life but, to begin with, they are the support strategies (floats and arm-bands) that help children to learn.

Consistency and fairness is hugely important when dealing with behaviour but we also have to acknowledge that children have different start-points with their learning in this area.

We identify children who may benefit from additional support by monitoring incidents over time. High level incidents or repetition of incidents can indicate support is needed. Our Learning Mentor monitors patterns in behaviour over time and raises any potential concerns with class teachers and senior leaders as appropriate. Also, we may put support in place where children have identified a concern for themselves or where parents have raised a concern with us.

Where children need it, we have a range of strategies we can put into place to support improving behaviour over time. These include:

- Home/School Communication System / Message Book
- Individualised Reward System
- Adaptation to learning environment (e.g. own work station)
- Setting up a structured plan for break-times
- Support and intervention on social interaction (either with school staff including our Learning Mentor or external professionals)
- Support from the School Counsellor
- Assessment of social interaction needs from external professionals (e.g. specialist teacher, Educational Psychologist, referral to CAMHS)
- Setting up a CAF (especially if the child also exhibits challenging behaviour at home)
- Creating a Positive Behaviour Plan

Positive Behaviour Plans are created in partnership between school and home and can also include input from external professionals and, where appropriate, the child themselves. They describe the nature of challenge a child has, de-escalation strategies that work and strategies that do not work. The aim of a Positive Behaviour Plan is to ensure as much consistency as possible between the various staff who work with a child through their school day. Positive Behaviour Plans are reviewed at regular intervals (with a review date agreed each time one is initiated or reviewed) or in light of any further incident or new information.



## **7 Consistency of Approach**

It is very important in school that children see all adults in school as people who are equally responsible for praising them, looking after them and dealing with any issues that occur.

Partly this comes from us encouraging children to respect all adults they work with but, on top of this, it comes down to their continuing experience in school.

We believe it is hugely important that children feel they can tell us when they have a concern and that, when they do, they will feel listened to (see **"Closing the Loop" within Section 5 above**). In order for children to feel they can approach any adult in school with a worry (and have the confidence it will be dealt with) staff have a standard approach to dealing with concerns:

1. **"What would you like to talk to me about?" (If a concern/worry/issue, continue...)**
2. **"Have you already shared this concern with another adult? Was it dealt with?"**
3. **"What is the concern?" (If it is a Child Protection concern, revert to Child Protection guidelines)**
4. **"Who else might I need to talk to?"**
5. Investigate if needed – talk to everyone necessary and make sure they all know they will be listened to
6. Resolve the issue with the children concerned (with help from other staff if appropriate)
7. Return to child – let them know what you have done – check they are happy their concern has been dealt with
8. Record as necessary – share information with other staff as appropriate - ensure that parents of children involved will be informed if the incident / situation was serious enough

We encourage all our staff to be good listeners, particularly when a child is seeking to speak to them. However, school is a busy place and there are times when children approach a member of staff who is busy and unavailable in that moment (e.g. talking to another child or adult). In these circumstances, staff need to do their utmost to return to the child seeking help as soon as possible.



Children sometimes take their concerns to their peers instead of to adults. We do work in the curriculum (e.g. PSHE and in assemblies) about caring for and looking after each other. However, we also know that children need to be able to redirect their peers to adult support where necessary (e.g. because the issue is serious enough or because getting involved themselves will make the situation worse).

We teach them the following language:

1. **"Why are you upset?"**
2. **"Have you told an adult about this? I think it would be a good idea."**
3. **"If I get involved, it will probably make it worse. I'll do something else with you if you'd like though."**

Sometimes children see somebody on the playground who looks like they are in a difficult situation (e.g. being hurt or intimidated). As responsible members of the school community, they may well feel as if they want to help (particularly if someone involved is their friend or sibling). However, we know that more people becoming involved often escalates situations rather than resolving them. Therefore, we teach children the following way of thinking:

1. See someone doing something to somebody else that you think is bad or upsetting
2. Check the situation – is the person really upset? – ask them if you can
3. If they want help, get an adult

**Also see the school's Anti-Bullying policy.**



## 8 Exclusion

We work hard at Grange Farm to ensure that all children can be included and successful. We have a range of nurturing early interventions to support children at the point they most need it.

However, there are times when children make choices or behave in certain ways such that exclusion is appropriate to either:

- Ensure they understand the seriousness of their behavior
- Remove them from the school until a safe reintegration is facilitated
- Remove them from school permanently

Exclusion is a sanction within the School's Behaviour Policy and permanent exclusion is the final sanction within that policy.

Fixed-term exclusions can be an appropriate measure where there are incidents of extreme behaviour. A fixed-term exclusion can refer to a fixed number days of exclusion from the entirety of the school day or from a particular phase of the day (e.g. lunch-time breaks). Following a fixed-term exclusion, a child will have a Reintegration Plan to support their return back to school.

A decision to permanently exclude a pupil is a serious one and will usually be the final step in the process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

There may, however, be exceptional circumstances where, in the **Headteachers' judgment, it is appropriate to exclude permanently a child** for a first or one-off offence.

The Department for Education has comprehensive guidelines covering the exclusion process ([link](#)). These guidelines bring together the relevant legislative framework and give support and practical advice to schools about how to work within the framework.

It is important that our school works in partnership with the Local Authority to ensure a consistency of approach and, as such, we adhere to Coventry City Council guidelines concerning exclusion.



## 9 Parental Partnership

We aim to work closely with parents and guardians in all aspects of school life and this includes in our approach to behaviour.

We share the many successes of our pupils with parents in a variety of ways – **for example, by inviting them to Friday's Achievement assemblies** when they are receiving a certificate and publicising their achievement on the school newsletter.

We also keep in regular touch with parents through formal occasions like **Parents' Consultation evenings and also informally, by being available at** the beginning and the end of the school day. We make a point of sharing positive messages.

Where a child has difficulties with the consistency of their learning behaviour, we work with parents to identify how we can improve this over time. This can include IEPs (where a child has a Special Educational Needs), Positive Behaviour Plans and CAFs. We are happy to support **parents who find their child's behaviour challenging at home, even if their behaviour in school is different.** Our Learning Mentor is the key member of staff for our work with families.

If we do have any incidents in school that we feel parents would want to **be aware of, we get in touch. The threshold of "when to call" depends on** a number of factors but we use the following to help guide us:

- If we are wondering whether a phone call (or other contact) is a good idea, we call. We always err on the side of communication.
- We put ourselves in the shoes of the parent. If it were our child coming home talking about an incident or a situation, would we want to know it was known about by adults in school and had been dealt with? If so, we get in touch.

There are times when children talk to parents about things that they will not talk to school staff about. Also, parents know their children best and can sometimes spot when something is wrong when other people cannot. If a parent has a worry, we encourage them to come and talk to us. We will always listen, takes things seriously and investigate or observe as **necessary. We ask parents not to wait until a "small worry" has turned into a "big worry" – "small worries" are easier to deal with. Even if a child's worry is not something that seems to be a big concern to a parent,** we would still want to know about it.



Developing a partnership of mutual trust with parents is very important within the school community. However, there are times when our statutory duties supersede this. For example, all of our staff are Child Protection trained. If children disclose particular information or if staff observe certain behaviours or signs, we are legally obliged to inform **Children's Services**. **We understand that this can be challenging for parents but it is about our duty, first and foremost, to ensure children's safety.** It does not mean we are making a judgement about who we believe – it is not our role to make that judgement.

## **10 Accountability**

We have a named governor for Safeguarding who conducts a review of procedures and incidents in school each term, including significant behavioural incidents. Levels of reportable incidents (including those **involving racism and/or bullying**) are included in the **Headteacher's Report to Governors** each term so that these can be monitored over time.

Further to this, governors also regularly meet with a sample of children to discuss behaviour and safety in school. Other governors also regularly **conduct pupil interviews on topics such as "Lunch-time Experience" and "Spiritual, Moral, Social and Cultural Development"** which include questions pertinent to how safe and secure children feel in school.

Governors are also a regular presence in school, both informally (e.g. when attending meetings) and formally (e.g. when completing lesson observations or visiting their linked class).

## **11 Policy Review**

This policy is reviewed at least every two years or earlier if the need is identified through a rise in significant behavioural incidents.