

# Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,  
within a positive and considerate community.'*

## Positive Relationships & Behaviour Policy

September 2025

Agreed by Governors: 27/11/25

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## Introduction

Our school believes in the positive management of behaviour. We aim for all the pupils to achieve their maximum potential in a caring and safe environment. We accept that pupils make mistakes and believe it is the responsibility of all adults in the school to help the pupils to learn from their mistakes. We aim for our pupils to become independent and self-disciplined learners. Our school will support all pupils including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

This Behaviour and Relationships Policy lays out the core beliefs behind managing behaviour in a nurturing and positive manner and details the key actions all staff will take in creating a nurturing environment (see also Safeguarding Policy, Mental Health & Emotional Well-being Policy, Equalities Policy, Anti-bullying Policy, Attendance Policy and Teaching and Learning Policy). Behaviour management at Brunshaw Primary is built firmly around prevention rather than cure.

Staff and pupils at Brunshaw Primary understand that building positive relationships and creating the right environment is the key to managing behaviour effectively. All Staff at Brunshaw Primary are committed to 'noticing' pupils in a positive way. Staff are highly skilled and trained in understanding how to develop and build positive relationships with pupils. This begins with a phased start to the school day in which all pupils are personally welcomed with a friendly smile from staff. The school recognises the importance of working in partnership with care givers and always aims to engage them in positive behaviour management systems whenever possible.

## Aims and Objectives

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils and carer givers working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels
- Teach pupils to recognise and appreciate appropriate behaviour through our bespoke Learning to Learn curriculum
- Encourage increasing independence and self-discipline so each pupil learns to accept responsibility for their own behaviour and choices
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences
- Enable pupils to feel safe in our school
- Provide an interesting, well-planned curriculum that motivates pupils to learn alongside developing their social, emotional and behavioural skills
- Implement mental health and trauma-informed approach to behaviour in our school

This Behaviour and Relationships Policy seeks to inform, guide and support staff, carer givers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice.

- Consistent trauma-informed approach to behaviour management
- Strong school leadership
- Classroom management

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- Rewards and consequences
- Behaviour strategies & the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with carer givers and other agencies
- Managing pupil transitions
- Organisation and facilities including learning environment

**Our school is invested in supporting the very best possible relational health between:**

- Carer giver and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies

To this end our school is committed to educational practices which **Protect, Relate, Regulate and Reflect;**

**Protect**

Meet and greet at the classroom door and an open-door policy for informal discussions with carer givers. Staff trained in positive interaction e.g. being warm emphatic, playful and curious. Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze). A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Vulnerable children have easy and daily access to at least one named trusted adult, and know when and where to find that adult. School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations when they are not managing their emotions.

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time e.g. Pupil worry Box is provided centrally in school for all pupils to access. Staff respond to this need in a nurturing fashion to ensure pupil feel truly valued and are emotionally regulated, in doing so pupils are supported to interact through the school day in a more positive manner.

**Relate**

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with trauma informed adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

**Regulate**

Staff are experienced and trained in recognising stress in vulnerable children and apply relational intervention specifically designed to bring down stress in vulnerable children enabling them to feel

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calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. The emotional well-being and regulating of staff is also treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

### **Reflect**

To support development of positive relationships staff, receive training and development in the art of good listening, dialogue, empathy and understanding. To empower children to better manage their home situations and life in general, staff support care givers in generating meaningful empathetic conversations with vulnerable children who want to talk about their lives.

Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to discuss and better understand painful life experiences through images as well as words (e.g. Drawing and Talking Therapy, Reflect and Reset opportunities).

Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Our PSHE Curriculum is planned to ensure preventative input and is informed by current research.

### **Consistency & Leadership**

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the children who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of expectations, rewards and consequences through consultation with staff, children, parents and Governors
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school
- ensure that there are consistent nurturing practices across the school
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011

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## Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and children. Expectations and routines are explicitly taught to the children to ensure consistency of approach through the progressive implementation of our 'learning to learn' curriculum.

In our school, all children are expected to:

- Respect themselves and others
- Listen to and follow instructions
- Be kind, fair and polite
- Ignore distractions
- Behave safely

These expectations are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies. Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or care giver will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (*see Anti-Bullying Policy*).

## Rewards and Consequences

We regularly celebrate the success of all children in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including:

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Certificates in celebration assemblies (Brunshaw Best)
- Certificates/stickers awarded
- Attendance awards e.g. Punctuality Pounds
- Headteacher's awards
- Golden Book
- Playground Certificates
- Postcards home
- Celebration of achievements via weekly newsletter
- Brunshaw Masterminds
- Tidy Classroom Trophy
- End of year Rewards ceremony

Although our school aims to focus on positives at all times, there are unfortunately occasions when some children may display unacceptable or inappropriate behaviour. All of our staff will undergo regular training. We want children to take responsibility for their behaviour and will encourage children to do this through restorative approaches which enable children to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for children to understand what is expected of them and to avoid mixed messages. It is vital that children learn

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early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and proportionate. Children are taught to understand that it is their choice to break a behaviour expectation and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal reminders of expectations
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- Use of reflection space to provide 'time out'
- Loss of a privilege
- Extra work/repeating work which is unsatisfactory
- Missing a break time
- Internal reflection time
- Fixed term suspension

Internal reflection time are given with the agreement of the Senior Leadership Team and recorded appropriately in CPOMs. Following an investigation, a fixed term suspension is the decision of the Headteacher, or deputy Headteacher in the Headteacher's absence. This is usually a consequence of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system (CPOMs). Internal reflection or suspensions will be shared with parent and any supporting agencies.

### **Behaviour Strategies and the Teaching of Good Behaviour**

It is recognised that good behaviour needs to be modelled and taught. Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom e.g. regulation areas
- Time out of class with a known adult supporting
- Behaviour Mentor or teaching Assistant intervention e.g. 'work it out wheel' and 'reflect and reset activity'
- Use of a calm/sensory box
- Use of 'regulation station'
- Use of a quiet/calm room
- Use of personalised regulation plans

In order to model appropriate behaviour in the playground, teaching and support staff play games in allocated zones and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

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Staff will only ever use physical intervention if a child's behaviour is placing themselves or others safety at risk. If a child is identified as presenting with significant physical aggression when in crisis, an appropriate risk assessment will be undertaken and shared with all relevant staff to ensure safety of the child, other children and staff. Significant physical interventions will be recorded (on CPOMs) and information passed on to all parties as soon as possible after the event.

### **Searching, Screening and Confiscation of Inappropriate Items**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers, and staff authorised by the Headteacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see list below) or any other item that Brunshaw School rules identifies as an item which may be searched for.

#### **Prohibited Items:**

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

#### **Any article that a member of staff reasonably suspects has been, or is likely to be used:**

- To commit an offence
- To cause personal injury to, or damage to property of any person (including the pupil)
- An article specified as prohibited by Brunshaw School (Mobile Phone, E-Cigarette)

#### **An article specified in The Schools (Specification and Disposal of Articles) Regulations 2012**

- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Staff have the right to confiscate, retain or dispose of a pupil's property as a sanction if the property is considered to be a contraband item according to school rules. Staff will determine what to do with the confiscated item depending on the item confiscated and reason for its removal. Staff will also decide if and when to return an item, or whether to dispose of it.

### **Behaviour outside school premises**

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff.

Regulation must be reasonable and is as follows:

- consequences can be imposed when a child is on the school site or otherwise under the lawful control or charge of a member of staff

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- consequences can be imposed when a child is on a school trip or being transported - in these circumstances the child may have to wait until they are back in school for the consequence
- bullying on-line - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour
- where the behaviour took place
- the extent to which our school's reputation has been affected
- the extent to which the behaviour would have an impact on the orderly running of our school
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion)

### **Staff Development and Support**

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. The use of CPOMs and a weekly welfare briefing enable relevant information to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual/interim appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

### **Malicious Allegations Against Staff**

Any allegations made against staff which are proved to be malicious will be treated very severely. The Headteacher will use professional discretion to decide upon an appropriate consequence.

Fixed term suspensions or permanent exclusion may be used for malicious allegations which result in the staff member's reputation being adversely affected or causes the staff member any distress.

### **Bullying**

The school does not tolerate bullying of children in any form. The schools approach to bullying is clearly explained in the Anti-Bullying Policy. Inappropriate behaviour, including 'Child on Child' abuse and sexual harassment/sexual violence resulting in the bullying of a child, will be recorded in the school's CPOMs system.

A consequence appropriate to the age and understanding of the child concerned will then be agreed. The severity of the consequence imposed will be proportionate and will reflect the level/type of bullying/behaviour which has occurred.

### **Child on Child Abuse Including Sexualised Abuse**

**Child on Child abuse** is defined as abuse between children.

Brunshaw Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse. Brunshaw Primary School will refer to specific guidance in Keeping Pupils Safe in Education Part five:

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All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff report to the DSL if they have any concerns about child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

All staff are clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff are aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff are aware of the heightened vulnerability of LGBTQ+ children, who evidence suggests are also more likely to be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between children of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Children are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children are also reassured that they will be taken seriously, be supported, and kept safe.

Brunshaw Primary School and its DSLs (Gina Smith, Anna Jameson, Jo Cunningham, Helen Bull, Daryl Cooper, Kay Wood, Anna Scurfield and Alisha Pendlebury, will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, school or college staff?

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- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).
- Risk assessments will be recorded and kept under review as a minimum termly.
- Refer to Guidance in Keeping Pupils Safe in Education Sept 2023, Part 5.

### **Well-Being Support**

Where children need more targeted, individualised behaviour support, the school will use a range of strategies to support. **These will be managed by SLT and the School's Pastoral Team** and will include:

- use of the class teacher and support staff for in class support
- referral to the Pastoral Team for individual, personalised support
- Implementation of a Solution Focused Behaviour Plan
- Request for support from the Local Authority e.g. Behaviour pathway document/tool
- Request for external agency support from the Pupil and family Wellbeing Service through the completion of an Early Help Assessment (EHA)
- Use of Burnley Inclusion Voice (BIV) & Acorn Psychology
- Managing transitions. Changing schools and key stages/phases is often a time of increased anxiety for children and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

**Where more targeted support is necessary, the Senior Leadership Team will liaise with class teachers, Pastoral Team and/or SEND Team and will consult with parents to ensure they are kept fully up to date with the school's offer of support.**

### **The Glades**

**When a child is in 'crisis' or in an increasing state of continued dysregulation, our staff will work closely with parents/carers and, where appropriate, external agencies to implement strategies of support. These may include adapting the child's timetable (without reducing access to education), adjusting the learning environment, or providing additional adult support.**

**Our approach ensures that pupils remain included in their education and are supported to re-engage positively, while maintaining a safe and orderly environment for all members of the school community.**

### **Suspensions and Exclusions**

The school will avoid exclusions (both fixed term and permanent). However, in extreme cases, where behaviour has become persistently disruptive and/or violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from receiving their right to education, then a short, fixed term suspension may be implemented. A return to school meeting will take place before the child returns to school. A parent or carer for the child **must** be present at this meeting.

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A permanent exclusion would only be issued if violent, aggressive and disruptive behaviour is prolonged and every other possible intervention and strategy (including external services) had been exhausted and has failed.

### **Sixth Day Exclusion Provision**

The school will use a mix of teaching staff/support staff/pastoral staff to educate and support children off site when sixth day provision is necessary.

### **Disciplinary Power of Staff and Use of Reasonable Force**

#### **Key Information:**

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside school
- The Headteacher also has the authority to sanction a pupil who is on roll at another educational establishment.
- The power to discipline also applies to all paid staff such as Teaching Assistants
- Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of staff, including school visits
- Staff can also discipline pupils for misbehaviour outside school
- Staff can confiscate and dispose of pupils' property

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

### **Parental Involvement**

At Brunshaw Primary School we understand that developing positive relationships with parents is vital to children achieving success in school. Parents will be consulted and involved whenever possible in their child's education.

It is expected that where a child may be in position of possible fixed term suspension or exclusion due to persistent disruptive behaviour, the school will have consulted with parents, or attempted to do so, on a number of prior occasions.

### **SEND Pupils**

Wherever possible, no pupil will be excluded from school where the nature of their need is responsible for their behaviour. Where problems with behaviour occur the Inclusion Lead, Head teacher, or member of the SLT will make every effort to engage in a positive manner with parents.

### **Record Keeping**

Individual behaviour incidents and consequences are recorded using CPOMS. The school has developed the use of CPOMS to include specific categories to ensure monitoring is effective and record keeping remains accurate. Additionally, meetings requested with parents, including outcomes, are also logged in CPOMS.

### **Roles and Responsibilities**

#### **Headteacher**

The Headteacher will ensure that positive relationships and behaviour management training is provided at least every 2 years and that the school's policy is revised and revisited at least annually. The Headteacher will ensure that all new staff receive a copy of the policy during induction and receive further training within their first term of work. The Headteacher will ensure the behaviour policy is regularly updated and made available for staff, parents and pupils to access via the school website.

#### **Governors**

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The governing board is responsible for setting general principles that inform the behaviour policy. Governors will ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school and the needs of all its children regardless of disability, age, SEN, race, equality, religious requirements and human rights need. The governing board is also responsible for ensuring its responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination is upheld.

### **Staff**

Staff will ensure that all children within the school are always treated respectfully and in line with policy. All staff, with responsibility for children, can impose any reasonable consequence in response to unacceptable behaviour. Staff will always ensure that reward systems and consequence are implemented in line with school policy.

### **Care Givers**

Care Givers will support the school in the implementation of the policy to ensure a cohesive and cooperative approach to managing their child's behaviour.

### **Children**

Children will take responsibility for their actions and understand that their behaviour can directly affect their right (and the right of their peers) to an education.

### **Training**

Positive relationships and behaviour management training will be provided at least every 2 years. Training for new members of staff will be provided within the first term of them undertaking their role. Time will be allocated annually in INSET for all staff to revisit the Positive Relationships & Behaviour Policy and the behaviour management strategies this incorporates.

### **Complaints Procedure**

Any complaint regarding a behaviour related incident will always be thoroughly, speedily and appropriately investigated. A complaint should be made directly, in the first instance, to the class teacher responsible for the pupil. If the complaint relates directly to this staff member then the Head Teacher should be contacted. If the complaint is about the Headteacher, then the Chair of Governors should be contacted via letter. Contact details can be found on the school website.

### **Links to other policies**

This policy does not stand alone and should be read in conjunction with the following school policies  
NB: this is not an exhaustive list, further supporting policies can be located on the school website:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- On-line Policy
- Mental Health & Emotional Well-being Policy
- Acceptable Use Policy
- Use of Social Networking Policy
- Mobile Phones in School Policy
- Home-school agreement
- Staff Handbook (including code of conduct)
- SEND Policy
- PSHE Policy
- Single Equalities Policy
- Intimate Care Policy

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- Attendance Policy
- Teaching & Learning Policy
- Off-Site Visits & Outdoor Education Policy
- Health and Safety Policy
- Complaints Policy

**Reviewed: January 2024**

**Next review: Sept 2025**

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