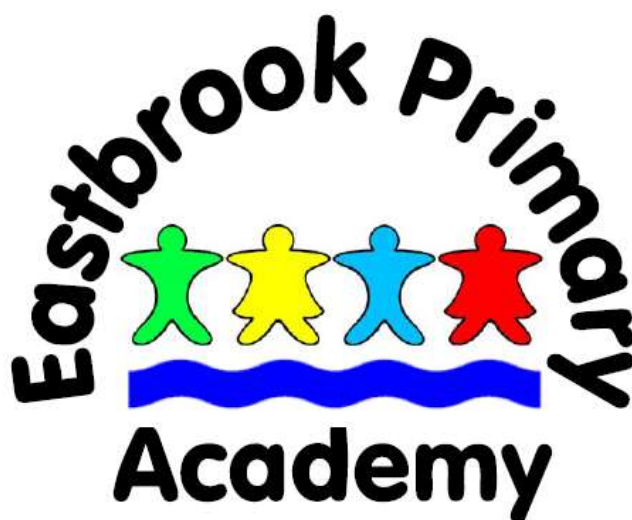


Behaviour Policy



Lead Person/People	Senior Leadership Team
Reviewed	November 2020
Next Review Date	November 2022
Signed – Governor	Marie Willan / Louise Askew
Signed – Headteacher	Julia Sherlock

Foreword

September 2020

With the full re-opening of the school there is an expectation that everyone will need to modify their behaviours. This is to ensure that the new systems we have put in place to support the school's Covid-19 risk assessment are adhered to. As a response to these changes, amendments have been made to our Behaviour Policy. In addition to this general guidance, individual risk assessments will be completed to support pupils who may find the changes particularly challenging. The SENCo will also provide assistance to vulnerable pupils who may need individualised support, such as visual resources and/or social stories to help them understand the new expectations.

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This includes:

- maintaining year group/class 'learning bubbles'
- sitting children at desks that are distanced wherever possible
- ensuring additional space is provided at lunchtimes
- keeping learning bubbles apart when in the playground or doing any physical exercise
- identifying toilets within each toilet block for different year groups and limiting the number of children going to the toilet at any one time
- staggering break times
- putting guidelines on the floor in corridors and implementing one-way systems
- additional signage to remind pupils of expectations
- avoiding unnecessary staff gatherings
- wearing PPE if close contact is necessary, e.g. first aid, physical intervention

For further details, please see our *Parents/Carers Information for the full re-opening* in our News & Events Section of the school website

In line with this approach, we expect pupils as well as adults, to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously

and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

Amendments

The need to maintain social distancing at key points during the school day will have a range of implications for our school. Please find the key amendments to the Behaviour Policy. These will be reviewed regularly to ensure they remain appropriate.

Issue	Amendments/Additions to Behaviour Policy
Lack of Social Distancing	<p><i>-Stage 3: Deliberately breaching social distancing – warning from a member of the SLT.</i></p> <p><i>-Stage 4: Repeatedly deliberately breaching social distancing (despite instruction otherwise) – parents/carers informed as part of the discussion with a member of the SLT, pupil removed from shared learning space (internal exclusion)</i></p> <p><i>- Stage 5: Breaching social distancing with intent to threaten or intimidate other pupils or members of staff (eg, intentionally coughing or spitting at or towards another person) – parents/carers informed (fixed day exclusion)</i></p>
Physical intervention and restraint (including SEND pupils)	<p><i>This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will continue to use physical intervention and positive handling only as a last resort, for the minimum amount of time and following attempts to de-escalate. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. If it is deemed appropriate staff who support pupils who may find it more difficult to follow social distancing guidance will be provided with PPE.</i></p> <p><i>Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.</i></p> <p><i>Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm.</i></p> <p><i>Whilst decisions to use physical intervention may need to be made quickly they should always take into account the precise circumstances of an incident and a judgment should consider:</i></p> <ul style="list-style-type: none"> <i>• Whether physical intervention is reasonable and judged in line with the guidance on social distancing.</i> <i>• Whether it is essential because pupils are at risk of harm (to themselves or others)</i> <p><i>It is therefore expected that physical intervention will only be used in exceptional circumstances and for a minimum amount of time.</i></p>

Additional Expectations, based on DfE Guidance for the full-opening of primary schools

Drop off and pick up routines

- Pupils and parents will be expected to follow the altered routines for drop-off and pick-up, to ensure the safety of all (staff and signage).

Hand Hygiene

- Pupils will be expected to follow school instructions on hygiene, such as handwashing and sanitising.

Respiratory Hygiene

- Pupils will be given clear guidance around sneezing, coughing, use of (including disposal) of tissues. The 'catch it, bin it, kill it' model will be shared through staff instruction with posters to remind children.
- Pupils will be reminded to avoid touching their mouth, nose and eyes with their hands.

Feeling Unwell

- Pupils will be expected to tell an adult if they are experiencing symptoms of coronavirus, so that staff can follow the DfE guidance to minimise the risk of exposure to other pupils and staff.

Socialising with other pupils

- Pupils will be expected to follow all guidance given on who they can socialise with at school.
- Pupils will be expected to follow the amended expectations about breaks and play times, including where they may or may not play and what equipment they can use.
- Behaviour that places other pupils and staff at risk such as intentionally coughing or spitting at or towards another person will not be tolerated. Individual risk assessments will be used to support pupils who need additional support.

Moving around the school

- Pupils will be expected to follow specific instructions, relevant to their location in the school (for example, one-way systems, out of bounds areas, queuing).
- Pupils will be expected to follow the guidance provided on the use of toilets.

Sharing of resources

- Pupils will be expected to follow the new rules around sharing equipment and other items, including drinking bottles.
- Pupils will be expected to follow the new rules around bringing items into school and taking items home from school, including drinking bottles.

Remote Learning

- Pupils will be expected to only access sites recommended by staff.
- Pupils will be expected to use appropriate language in all correspondence with staff and other pupils.
- There is an expectation that an adult is within hearing distance if a member of staff speaks to a pupil via telephone or Microsoft Teams.

The school will continue to work with individual pupils and families to ensure the safety of the whole school community.

The Principles of our Policy

- *The school believes all children have the right to learn and be listened to in a safe, fair and nurturing environment.*
- *The school believes in developing self-esteem, respect for others and responsibility for one's own learning and behaviour.*
- *Emphasis is on positive reinforcement by praise and all school staff model and promote positive behaviour.*
- *The school ensures that children are made aware of behaviour expectations.*
- *The school has a clear rewards and consequences framework that is explicitly referred to and consistently applied.*
- *Effort, achievement and good behaviour are recognised and celebrated.*
- *Unacceptable behaviour is challenged and dealt with appropriately.*

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 In order to achieve this we believe in a consistent approach to positive behaviour management and the setting of clear behavioural expectations.
- 1.3 At the beginning of the academic year each class teacher discusses the school rules and expectations with his or her class. Each class in the school has a behaviour board that displays the behaviour expectations, the rewards (and how to earn those rewards) and negative consequences of children's behaviour. In this way, every child in the school knows the standard of behaviour that we expect in our school. All adults who work with children in the school are given a behaviour handbook, which offers practical guidance on applying our system of rewards and consequences. Any incidents of anti-social behaviour may also be discussed with the whole class during circle or discussion time.
- 1.4 We aim to develop within all our children:
 - An understanding of appropriate behaviour in a wide range of situations;
 - An understanding of the consequences of their behaviour, on both themselves and others;
 - The ability to reflect on their own behaviour and modify it when necessary;
 - A sense of responsibility for themselves and their behaviour;
 - A sense of pride in and commitment to the values of the school;
 - An ethical understanding of how to live in society.
- 1.5 The school celebrates good behaviour, in order to develop an ethos of kindness and cooperation. This policy is designed to promote good behavioural choices, rather than merely deter poor behavioural choices.

2 Rewards

- 2.1 We aim to instil in our children a strong sense of the 'right way to behave' through very high expectations which are consistently reinforced by every member of Eastbrook staff. Most research into motivation shows that intrinsic, rather than extrinsic rewards are most

effective. Therefore the most commonplace reward in our school is praise. We do, however, use a number of more tangible rewards in combination with praise as set out below:

- **Housepoints** – for good academic attainment or progress (could be related to Learning Values - Curiosity, Perseverance, Composure and Aspiration).
- **Golden beads** – for positive behaviour generally relating to one of the Learning or Community Values (Kindness, Respect Honesty and Positivity). A golden bead is placed in a class jar. During year assemblies the golden beads collected that week are transferred to a year group jar. When the year group jar is filled the whole year group receives a reward afternoon (chosen by the pupils).
- **Golden recognition** – for outstanding, consistent contribution towards one of the Community or Learning Values. Behaviour that sets an excellent example to other children

During year assemblies, children (approximately 5) are chosen to receive a golden recognition certificate, which they take home.

- **Star of the week** – for any of the above consistently shown across the week.
A certificate is given to one child from each class during the weekly celebration assembly.
- **Star card** – This is sent by a staff member, to a member of the SLT, to celebrate something 'extra special' that is happening in the classroom.
- **Marvellous Me** – This is an App used to send positive messages and badges to parents and family members.

In addition class teachers may choose to offer other rewards for academic progress or behaviour such as stickers, raffle tickets or star of the day.

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The school's newsletter regularly includes articles detailing pupils' successes. This approach is embedded in EYFS, allowing staff to include home learning in their assessment of pupils (see EYFS Policy).

3 Sanctions

- 3.1 The school employs a number of strategies to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. Whilst there is consistency across the school, the age of the children is always taken into consideration. Some children may need additional support in the form of an Individual Support Plan.

EYFS

1. Verbal warnings are given.
2. If a child's behaviour continues to be inappropriate, their name is moved from the gold to the white cloud and they have 5 minutes timeout in the classroom, on the thinking mat.
3. If the negative behaviour continues, their name is moved to the grey cloud and they have up to 10 minutes timeout in another classroom (Temporary update: whilst Covid restrictions are in place, this will be to the other EYFS classroom to maintain 'bubbles').
4. The child's teacher or TA will talk to them about their behaviour using reflective questions.
5. For more serious incidents (e.g. hitting, biting, swearing or repeated refusal to comply with instructions) the child is taken to a member of the senior leadership team who will reinforce expectations. A parent/carer may be contacted at this stage.

Key Stage 1

1. All children start on the sun (Ready to Learn)
2. Verbal warnings are given.
3. If a child's behaviour continues to be inappropriate, their name is moved from the sun to the white cloud (Learning needs to be improved). Time out may be needed at this point, normally within the classroom or another KS1 classroom. (Temporary update: whilst Covid restrictions are in place, this will be within the classroom to maintain 'bubbles', unless they can be socially distanced in another classroom).
4. If the negative behaviour continues, their name moves to the grey cloud (Stopping others from Learning) and they will usually miss some or all of their break time.
5. The child's teacher or TA will talk to them about their behaviour using reflective questions.
6. If the negative behaviour continues the child misses their next break time (Temporary update: whilst Covid restrictions are in place, this will be in their own classroom with a member of their own teaching team).
7. For more serious incidents such as hitting, biting, swearing as an insult, or repeated refusal to comply with instructions, the child meets with a member of the senior leadership team who will reinforce expectations. A parent/carer may be contacted at this stage.
8. A child will move back to the sunshine when they display positive behaviours again.

Key stage 2

1. A warning is given. This can be recorded informally.
2. If the negative behaviour continues the child has 5 minutes 'timeout' in their classroom.
3. If the negative behaviour continues this will be noted (against their name) and they will miss all, or some, of their break time. (Temporary update: whilst Covid restrictions are in place, this will be in their own classroom/year group with a member of their own teaching team).
4. For more serious incidents such as: intentional physical harm to another child, verbal abuse or repeated refusal to comply with instructions, a child may lose up to 3 break times and there would normally be involvement of the senior leadership team, depending on the context of the incident.
5. Additionally the child's teacher or a member of the senior leadership team will talk to a pupil about their behaviour using reflective questions.
6. If the negative behaviour escalates, or an incident is more serious, the next stage is an internal or external exclusion. At this point the senior leadership team and parents/carers will be involved.

The school has a very clear and detailed framework for matching a child's behaviour to the consequence to ensure consistency.

Incidents at break time or lunchtime are recorded and reported back to the class teacher.

Occasionally, a child may have to see a senior member of staff if a serious incident of negative behaviour has occurred.

- 3.2 If a child receives a breaktime sanction their name is recorded in the sanction folder and they must go to the Year 5 Group Room or KS1 library during break time on the stipulated day/s. One member of teaching staff is on duty in the Year 5 Group Room or KS1 library each day. The time is used to reflect on the incident and consider what could be done differently next time. The Community Values are used to frame this conversation. (Temporary update: whilst Covid restrictions are in place, this will be in their own classroom with a member of their own teaching team).
- 3.3 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. If a child is found to be bullying another child the class teacher, together with

a senior member of staff, will hold meetings with the parents/carers involved. At these meetings a course of action will be agreed and the teacher will closely monitor the situation to ensure that the bullying ceases. We do everything in our power to ensure that all children attend school free from anxiety (please see our Anti-Bullying Policy for more details).

- 3.4 At times it may be necessary to physically restrain an individual. All members of staff are aware of the DfE guidance regarding the use of force by teachers, as detailed in the *Use of Reasonable Force 2013*. Staff only intervene physically to restrain children if they are deemed to be at risk of injury to themselves or others and/or to prevent significant damage to property. The actions that we take are in line with government guidelines on the restraint of children. Any restraint is recorded on a Significant Incident Form and kept on file by the Headteacher (see Use of Reasonable Force and Restraint Policy). A number of staff, including members of the Senior Leadership Team, have current Team Teaching Certification.

4 The role of staff members

- 4.1 It is the responsibility of all staff to ensure that the school's Values are followed, and that pupils behave in a responsible manner during lessons and break time.
- 4.2 All the staff at Eastbrook have high expectations of the children, with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3 Staff treat each child fairly and enforce the school rules and routines consistently. Staff members treat all children in the school with respect and understanding and will attempt to correct their behaviour, initially with a number of preventative measures.
- 4.4 If a child repeatedly demonstrates inappropriate behaviour in class the teacher will inform the Phase Leader and keep a record of all such incidents in the Class Behaviour Book. In the first instance the class teacher deals with incidents him/herself in the normal manner. However, if inappropriate behaviour continues, the class teacher seeks help and advice from senior members of staff and subsequently the headteacher.
- 4.5 If a member of staff requires support to deal with very challenging behaviour they send a yellow or red card to the office. A yellow card indicates that support is required but does not need to be immediate. A red card indicates that support is required immediately, usually if a pupil's behaviour is deemed to be unsafe to themselves or others. A senior member of staff will go to the classroom or learning area indicated on the card to offer support. At this point there may be a need to positively handle a pupil. Any physical intervention would be as a last resort and proportionate to risk. It would be for the minimum amount of time possible. Please refer to the Use of Reasonable Force Policy for more information. (In the current situation PPE may need to be worn.)
- 4.6 If a pupil is identified as having specific behavioural difficulties then they will be referred to our Inclusion Team (SENCo/Family Link Worker/Learning Support Assistants). Members of the team will work with the child through one-to-one sessions, group activities, playtime and lunchtime sessions, and through collaboration with parents. Some of these children may require an Individual Support Plan and/or a Behaviour Contract. The aims of such interventions are to improve the child's social interactions, improve self-esteem and develop positive relationships with others. Class teachers are responsible for initiating, completing, monitoring and reviewing Individual Support Plans, in conjunction with the Inclusion Team and, when appropriate, the headteacher. Risk Assessments are also produced to support the most vulnerable children, particularly if outside agencies are involved.
- 4.7 The school has developed a range of strategies to support children who find it difficult to keep others and themselves safe in the playground. This takes the form of playtime clubs, where children are encouraged to foster safe and responsible play. The impact is measured in the reintegration within the playground. (Temporary update: whilst Covid

restrictions are in place and 'bubbles' need to be maintained some support needs to take place on the playground).

- 4.8 With the guidance of the SENCo, the class teacher liaises with external agencies, to support and guide the progress of each child. When a child is at risk of being excluded, due to continued challenging behaviour the SENCo will ensure a support programme is in place. The views and ideas of the class teacher, parents/carers, inclusion team and any external agencies working with the pupil will be captured. The aim of the programme is to ensure that the pupil is receiving the appropriate support within the school setting and from external agencies in order to prevent an exclusion from happening. The support programme will then be reviewed via regular Behaviour Meetings (Senior Leadership Team) to ascertain if any progress is being made by the pupil and to determine if further changes to the support are necessary.
- 4.9 The class teacher will report to parents about the progress of each child in his/her class in line with the whole-school policy. The class teacher may also contact the parent/carer if there are concerns about the behaviour or welfare of a child.
- 4.10 Most importantly, staff support the positive behaviour of pupils by modelling the positive values and behaviour themselves.

5 The role of the Headteacher and Senior Leadership Team

- 5.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 A senior member of staff monitors the behaviour books in order to identify patterns of behaviour.
- 5.4 The headteacher keeps records of all reported serious incidents of misbehaviour (SLT Log and Serious Incident File)
- 5.5 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken with the knowledge of the chair of governors.

6 The role of the pupils

- 6.1 Pupils are given every opportunity to take responsibility for their own actions and to make a full contribution towards maintaining excellent behaviour. They also have a proactive role to play through various groups such as the school council, digital leaders or house captains.
- 6.2 At the beginning of each academic year pupils agree what the Class Code of Conduct/Golden Rules will look like in their own class. Pupils are also asked to sign the Home-School Agreement (as they become old enough to do this).
- 6.3 Pupils should feel safe and secure at all times and know the procedures to follow if they are aware of or subjected to any form of bullying (see Anti-Bullying Policy).
- 6.4 Pupils should care for and be considerate of others in the school community (school values).

7 The role of parents/carers

- 7.1 Parental support is fundamental to the success of the school community. School staff work hard to establish and maintain close relationships with parents and carers so children receive consistent messages about how to behave at home and at school.
- 7.2 We send out an information leaflet about our behaviour policy to parents. We share the Golden Rules in the school's prospectus and on the school's website, and we expect parents to read them and support them.
- 7.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents both of their child's achievements and, if we have concerns, about their child's welfare or behaviour.
- 7.4 The Marvellous Me App is used to share positive news and parents have the opportunity to respond immediately.
- 7.5 If the school has to impose reasonable sanctions on a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the phase leader and subsequently the Deputy Headteacher or Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made to the governing body.
- 7.6 Parents must take responsibility for their child if excluded and are expected to attend a reintegration interview following any fixed term exclusion.

8 The role of governors

- 8.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 8.2 The headteacher and staff have the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues.

9 Additional measures to encourage exceptional behaviour

- 9.1 Exceptional behaviour is encouraged through the explicit teaching of the core values that underpin the School's Community Values: Respect, Kindness, Positivity and Honesty and Learning Values: Perseverance, Composure, Curiosity and Aspiration. These are taught in class through PSHE (Personal, Social, Health and Economic Education) and through assemblies.
- 9.2 The PSHE curriculum is used to re-inforce behaviour expectations (Rights and Responsibilities) and to develop confidence and self-esteem.

10 Fixed-term and permanent exclusions

- 10.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Internal exclusions are used as an additional stage in the Behaviour System. These can be informal (this would normally involve working with a member of the SLT for a short period of time, e.g until the end of a lesson) or formal (this would normally be for a morning or afternoon – parents/carers are informed by letter). Only the headteacher (or the person deputising for the headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. A child may also be excluded over the lunchtime period (this counts as a half day exclusion). In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to

convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 10.2 If the headteacher excludes a child, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 10.3 The headteacher informs the LA, REAch2 and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 10.4 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 10.5 The governing body has a sub-committee which is made up of a minimum of three members. This committee considers any exclusions appeals on behalf of the governors.
- 10.5 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated.
- 10.6 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.
- 10.7 For more details please refer to the school's Exclusion Policy.

11 Monitoring and review

- 11.1 The headteacher and senior leadership team monitor the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 Records are maintained to ensure behaviour can be monitored and to check the effectiveness of measures. The class teacher records initial issues in a Behaviour Book including incidents that occur at break time and lunch time. These records are monitored by a member of the senior leadership team (SLT). The SLT record significant incidents and the headteacher maintains a record of all exclusions.
- 11.3 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; checking that all children are treated fairly.
- 11.4 The following will also help to identify the effectiveness of the policy:
 - Monitoring (Lesson observations) including external reviews.
 - Informal discussion and questionnaires to children and parents/carers
 - Discussion at Leadership, staff and governing body meetings
 - A reduction in recorded incidents
- 11.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with Eastbrook Primary Academy's Safeguarding and Child Protection Policy, Use of Reasonable Force Policy, Anti-bullying Policy, and Exclusion Policy.