



Riverdale Primary School BEHAVIOUR POLICY

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The Aim of Ironstone Academy Trust

The overriding aim of Ironstone Academy Trust is that:

‘Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.’

To achieve this, we ask all schools to offer provision to all that ensures:

‘Every child’s potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by school.’

The achievement of this aim is dependent upon the highest standards of expectation of good behaviour from everyone in each of our schools, including all members of staff, pupils, and their parents.

We value inclusion, resilience, openness and nurture. Therefore, our expectations, and this Policy, apply equally to all School based activity, residentials, visits and extended School events.

The aims of Riverdale Primary School are:

School aims

In order to create and maintain good behaviour we will therefore:

Create a positive atmosphere based on a sense of belonging to a community which has shared beliefs.

Adopt a positive approach towards behaviour that is underpinned by evidenced based practice, promoting pupils’ self-discipline and based on clarity, praise and reward.

Develop close co-operation of our parents in upholding our expectations of behaviour of their children.

Provide a learning environment in which self-discipline and honesty are acceptable norms.

Maintain consistency, showing understanding of the necessity for mutual support and uniformity of approach.

Manage behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.

Adopt and maintain effective classroom management strategies through staff discussion, teamwork, and by providing relevant training as required.

Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.

Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.

Foster good relationships with children by ensuring that our care of children is based on kindness, respect, and an understanding of their individual needs.

Involve children in determining their own behaviour through education, developing mutually agreed class rules and by making explicit our school’s code of conduct.

Equality

Ironstone Academy Trust is committed to taking positive action that will open up the curriculum and its associated activities, services, and opportunities to all, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.

Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. Over recent years, we have worked extremely hard to reduce inequality. Yet we know that people still experience disadvantage and unfair treatment simply because of who they are or the background they come from.

Therefore, Ironstone Academy Trust is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices, or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

Our Schools Code of Conduct

Our core school values are:

- Be Ready
- Be Respectful
- Be Safe

These are further broken down into nine behaviour sub values for clarity and classroom guidance:

Be Ready

- 1. Arrive on time with the right equipment**
- 2. Listen actively and follow instructions**
- 3. Stay on task and try your best**

Be Respectful

- 4. Use kind words and actions**
- 5. Value everyone's ideas and differences**
- 6. Take care of school property and others' belongings**

Be Safe

- 7. Walk calmly and sensibly in all areas**
- 8. Keep, hands, feet and objects to yourself**
- 9. Ask for help when something feels wrong or unsafe**

Shared understanding

Our expectations for good behaviour are shared on the school website, by displays around school and through referral to it by the staff in behavioural education within the curriculum.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated Policy.

Staff should seek the support of their team, when necessary, as an effective strategy for dealing with

behavioural problems and as a means of giving special praise where it is due.

SLT (Senior Leadership Team) and/ or the Head teacher should be informed of any serious breaches of our behaviour standard.

Recording

Recording of serious incidents, will be done using the CPOMS system. This system also enables the Headteacher and SLT (Senior Leadership Team) to analyse diverse types of behavioural issues. Analysis will be presented to governors in termly meetings.

The Head teacher may invite the parents of the children involved in incidents to discuss identified concerns.

Positive behaviours are encouraged through:

- Collecting 'bee points'
- Classroom responsibilities
- Assemblies
- Routines and systems
- Extra-Curricular

Riverdale Primary believes that the effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

The aim is to support children in developing independence, so that their choices are guided by internal motivation rather than external incentives.

Lunchtime Behaviour

Our Lunchtime Supervisory Assistants (LSAs) work in co-operation with the teaching staff and Headteacher in upholding our expectations of good behaviour throughout the lunchtime period and an informative dialogue is maintained. LSAs will receive training on a regular basis and have a (at a minimum) termly meeting with a member of the senior leadership team who is responsible for the LSAs.

Supervisors should be organised so that there is always adequate supervision. Supervisors will place themselves in strategic positions so that the whole of the playing area is fully observed and supervised. Supervisors are not to stand close together.

Supervisors will ensure that children walk quietly and calmly to the dining hall and will line-up in an orderly fashion while waiting to be served their meal.

Supervisors will remind children of table manners to be observed in the dining room, such as using a knife and fork for all meals, not leaving the table until eating has finished, speaking in appropriate voices, walking in the dining room, eating food in an acceptable manner, drinking from a beaker, or using a straw and leaving a cleared space at the end of their meal. Children must not move from one table to another while having their lunch.

In the playground and walking into the dining room, all children are expected to conduct themselves

appropriately and with respect for themselves and others. Children not meeting acceptable standards will be reminded of their responsibility. A reminder with the warning of a sanction will then be given if a child persists in the misbehaviour. If he or she continues in an unacceptable mode, then the sanction will be imposed. Normally a sanction will only be imposed following a warning. Supervisors will be firm and fair and will avoid raising their voices to a child. Sanctions will be appropriate to the misdemeanour and to the age of the child. This may consist of holding a supervisor's hand for a limited period or withdrawal from the group. Children will never be left unsupervised. More serious misbehaviours, which cannot be dealt with by a supervisor, will be reported to a member of the Senior Leadership Team.

Teaching Staff will be informed, at the end of a lunch break of any significant events and SLT will support as needed.

Supervisors are entitled to the same respect as any other Staff member and must, therefore, be addressed by the children in a formal manner. Disrespect towards adults is unacceptable and must be reported to.

Active involvement with the children, organising games and activities on the playground or in the classroom on wet days, talking with the children and playing with them, anticipating misbehaviours, and preventing them will all lead to happier lunch breaks for everyone.

For persistent misbehaviour during the lunchtime period, following failure to comply with our standards of behaviour a consequence will be decided by SLT on an individual basis and in line with the Behaviour Policy.

Sanctions

There is no corporal punishment at any Trust school.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Teachers will use their judgement when issuing sanctions, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will seek to discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school may use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

Verbal Warning

5 minutes missed of break time

10 minutes missed of break time

15 minutes missed of break time and a restorative conversation with a member of SLT

Removal into a different classroom/working environment

Internal exclusion for half a day

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher verbally and via CPOMS.

The headteacher will ensure a record is kept of all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in another classroom whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

Rewards

Rewards can be a helpful way to motivate pupils and reinforce positive behaviours, especially as they learn new expectations.

Over time, however, the aim is to support our children in developing independence, so that their choices are guided by internal motivation rather than external incentives.

Ultimately, our approach is to build resilience, enabling pupils to persist, problem-solve, and take responsibility for their own behaviour and learning.

Restrictive Interventions

Schools should maintain a safe calm environment where staff use prevention and de-escalation to reduce restrictive interventions. Leaders must ensure staff are trained understand expectations and feel confident applying their training within the behaviour policy

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances as long as it is necessary, proportionate and for the shortest time, to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions are trained in its safe and lawful use and in preventative strategies.

Seclusion

There may be times when seclusion is used. Seclusion - a non-disciplinary intervention involving keeping

a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

Schools should be clear about the purpose, place, supervision, length of time and reintegration plan.

Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures.

Seclusion, as defined in this document, is not a disciplinary response to deliberate or wilful misbehaviour.

Recording and Reporting Incidents of restrictive interventions or seclusion

The recording and reporting of restrictive interventions or seclusion will be recorded by the staff member(s) involved and they should endeavour to do this on the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. This will be recorded on the Trust's approved Restrictive Intervention form, available on SharePoint.

The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

We will record the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief rationale of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts when and how parents were notified, and what follow-up has taken place.

Terminology

For clarity, we will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴

Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools

Fixed Term Exclusions and Permanent Exclusions

This Trust supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The Trust supports headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour.

For repeated or various serious acts of antisocial or harmful behaviour, the Head Teacher may permanently exclude a child.

The Head Teacher may exclude a child for bringing banned items (as designated in the policy) onto the school site.

The Head Teacher may also exclude a pupil for serious acts of misbehaviour outside school.

In the event of an exclusion, we will follow the DFE (Department of Education) Guidance as shown on the following link <https://www.gov.uk/government/publications/school-exclusion>.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or

welfare of the pupil or others such as staff or pupils in the school.

If Riverdale Primary School use reasonable sanctions to discipline a child, parents should support the actions of school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concerns remain, they should contact the Head Teacher and/or our Chair of the Local Academy Committee. Alternatively, the complaints policy is available on the website for a parent/carer to action.

Banned items

These items are banned from Riverdale Primary School

Fire lighting equipment:

Matches, lighters, etc

Drugs and smoking equipment:

Cigarettes

Tobacco

Cigarette papers

Electronic cigarettes (e-cigs)

Alcohol

Solvents

Any form of illegal drugs

Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

Knives

Razors

Catapults

Guns (including replicas and BB guns)

Laser pens

Knuckle dusters and studded arm bands

Whips or comparable items

Pepper sprays and gas canisters

Fireworks

Dangerous chemicals

Other items:

Liquid correction fluid

Chewing gum

Caffeinated energy drinks

Offensive materials (i.e., pornographic, homophobic, racist, etc.)

Aerosols including deodorant and hair spray

Mobile phones, Smart Watches, unless handed to staff (and stored away from pupils) Y5 and 6 only.

Any other toys or items which are deemed hazardous.

Searches

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, and classroom trays. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a

witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots, and coats.

A pupil's possessions will be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff or doing so may present a safeguarding risk to the child.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs, tobacco products or prohibited items.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police may be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item, although if it may be required in a future investigation it must be retained by the school/ handed to the appropriate authority (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.

Liaison with others

The Head teacher may contact the Police, Social Care or other statutory agency as required in dealing with any behaviour in school that is of a professional concern.

Levels of Acceptability

From staff discussion we have established what we would regard as unacceptable in terms of pupil behaviour. The School Code of Conduct supports children in understanding levels of acceptability.

Bullying

“There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and schools should seek to provide a safe, caring, protective environment for children” (‘Bullying in Schools – A Positive Approach’).

Data suggests that bullying is not generally an issue in our school, but we are aware of it and its many forms and consequences, and our attention regularly focuses on the need to show respect and consideration to others, particularly through assemblies.

It is our intention to prevent bullying by education, vigilance and awareness.

Therefore we are watchful, and observe the social relationships between our pupils, so that we know what is happening in our school.

Bullying incidents are always investigated and acted upon in a sensitive, thorough way. Incidences of bullying will warrant the involvement of parents.

Attitudes towards adults

We expect a high standard of behaviour from our pupils in terms of the respect they show to all adults in school. This includes all common courtesies such as opening doors for others, not interrupting and exercising good manners.

We do not accept discourteous behaviour, such as answering back, challenging an adult's decision, raising a voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

Unacceptable Language

We set a good example as teachers by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang in our classroom speech. The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff.

As with all aspects of behavioural management in school we are aware that there may be a conflict of dual standards when those of the home do not meet our expectations in school. It is essential, therefore, that we communicate our aims to our parents.

Good Manners

The values and standards of the home are brought into school, and these are by no means universally equal. If our expectations are different from those of our parents, then our task is harder, and indeed so is the learning process for the children.

We expect the children to say "please," "thank you," "excuse me" and we will reinforce their usage at every opportunity.

Noise

The level of acceptable noise in a classroom is dependent upon the type of activity the children are engaged in at the time. There will be times when the children are expected to be silent, whereas on other occasions a "working hum" would be appropriate.

Children are always expected to move around school in a quiet, orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

Respect for the property of others

We do not tolerate stealing or any infringement of others' property. When such incidents occur, they are dealt with swiftly, positively, and sensitively in terms of the accused, as it is our policy to investigate every situation thoroughly, and not respond to emotive accusation.

Consideration of Special Educational Needs or additional vulnerability

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils.

Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion.

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school's SENCO (Special Educational Needs Coordinators) to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the Behaviour for Learning or Educational Psychologist Service will be sought as necessary and with parental permission. Children who have any form of special educational need or additional vulnerability, will be treated without prejudice.

Health and Safety

The physical environment in each part of school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting, and the building is maintained to the high standards. Our Health and Safety lead and LAC make regular checks on the standards of Health and Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the school's recreational facilities.

Our Corporate Health and Safety Policy recognises the need for careful supervision of pupils by duty staff at all times during the school day. The use of skipping ropes and ball games is encouraged to divert children away from aggressive play and to encourage good sportsmanship, co-operation, and responsibility. These privileges can also act as sanctions when required

Monitoring

Monitoring the behaviour of the children in our school is the responsibility of all that work within it.

Each teacher is responsible for monitoring the behaviour of their class and of all children in and around school and will act immediately if undesirable behaviour is witnessed.

Lunchtime Supervisory Assistants are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with our co-operative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances, which may give rise to uncharacteristic behaviours.

Formal analysis of our Behaviour Policy will take place at regular intervals in each school and at least once a term through the analysis of CPOMS and other data.

Each school will ask parents and carers, as well as pupils, for their thoughts and concerns at least once per year.

The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings, as necessary.

Role of the CEO and Trust: Reviewing the Policy

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

The CEO will ensure that a Termly Review is included in the Local Academy Committee Agenda, that includes consideration of the frequency and nature of bullying and behaviour in general. Key issues will be reported to the Trustees.

The CEO will act to ensure that the Trust Behaviour Principles are enacted followed in each Trust School.

Appendix :

Code of Conduct/ School Rules

Restrictive Intervention Form/Seclusion

Examples of these where applicable:

Behaviour pathway - Time out procedures /link classrooms if applicable

Behaviour script

Reflection sheets

Lunchtime Flowchart

Bullying Flowchart