



St Anthony's Voluntary Catholic Academy

Behaviour Policy



Date Policy Reviewed: September 2021

This policy is to be read in conjunction with other related policies including; Child Protection, Inclusion, Positive Handling, Allegations against Staff, SEND, Anti bullying, E Safety and Lunchtime Behaviour Policy.

Overall Aim of Policy

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 gospel values, 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.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. At all times staff should encourage good behaviour through modelling appropriate behaviour, praise and positive actions. As a school family it is our goal to create an environment where all pupils can show their sparkle. Pupils will be encouraged, praised and nurtured to show off their talents and fulfil their potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Overall Objectives

- To motivate children to achieve their full potential.
- To provide safety and well-being for all children by raising awareness of appropriate behaviour.
- To teach pupils that actions & choices have consequences – consistent praise and sanctions.
- To promote consideration and respect for others.
- To manage conflict and tensions by repairing harm and building relationships
- To ensure all children are treated fairly
- To apply the policy in a consistent way

“Love one another as I have loved you.” (John 16 v12)

Ethos

At St Anthony's VC Academy, we believe that all children have the right to develop their potential and our aim is to create a welcoming, caring environment where children feel safe and happy.

Staff are committed to their responsibility for children's social and emotional attitudes to learning and managing behaviour appropriately, as laid down in the Professional Standards for Teacher

Aims

- To motivate children to do their best
- To create an environment where pupils can show their sparkle.
- To value achievement and raise self-esteem
- To promote safety and well-being of all pupils
- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences restoratively
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour restoratively
- To help those harmed by others actions restoratively

Equal opportunities and inclusion

At St Anthony's all children are treated with equal respect and fairness regardless of gender, ethnic origin or ability. All children will be made aware of the school expectations of behaviour and the consequences of not following them. Awareness is needed of children who might have particular needs and approaches, but there are no variations in expectations.

Behaviour across school (Rules inside and outside of the classroom)

At St Anthony's we have a common consistent set of three basic rights:

The right to:

- * be safe
- * be respected
- * learn

All positive and inappropriate behaviour can be linked to, at least, one of these rights. Staff must always refer to the 'rights' when dealing with behaviours. As staff, we use our STA script to ensure consistency in approach to pupils.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Sparkle Mail

Sparkle Mail is a high-level recognition for making the right choices and 'showing our sparkle.' It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Sparkle Board

Every classroom within school will have their own 'sparkle board.' With the emphasis on positive behaviour, staff can use this to recognise when pupils are making the right choices. Their name will be placed into the diamond as recognition for their efforts which will encourage others to do the same.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

Celebrating Achievement-Rewards for Good Behaviour

At St Anthony's VC Academy, we believe that every child is special and made in the image and likeness of God. We will always seek to reinforce, endorse and praise good behaviour, academic achievement and effort. It is our strong belief that good behaviour should be reinforced at all times and rewarded.

At our school, we offer a variety of rewards, which take the form of:

1. STA Sparkle certificate award by each member of teaching staff weekly
2. Parents are advised of their child's positive behaviours by a Sparkle post card, face to face contact or telephone call

3. Good attendance is recognised and each class will have their weekly attendance displayed on the classroom door and a trophy will be awarded weekly. Every term the class with the best attendance will be rewarded with a special prize e.g. a trip to the cinema.
4. Sparkle stickers. These will be handed out as soon as a pupil reaches the diamond light in their classroom.
5. As part of our ongoing efforts to develop home-school relationships, staff will tweet positive work and classroom celebrations each week. This will be tweeted with #STAsparkle.
6. Each half term, pupils will be awarded with sparkle badges to recognise their effort and achievement.

Behaviour Management-Consequences and Sanctions

Classroom Sanctions-Low Level Behaviours

When rules are broken, children are reminded that **consequences** will be applied.

The series of events is as follows. In the event of poor behaviour then:

1. The teacher will give a warning to the child and explain which rule is not being followed.
2. If the child does not change behaviour, then they are reminded for a second time.
3. If they continue to break the rules a suitable consequence is applied – first the pupil will have a 5 minute timeout within the classroom. If the pupil is unable to settle after this period they may leave for a ten minute timeout in their partner class. This will be logged by the teacher.

If the pupil goes for a timeout in another class this must be purposeful and teacher's will use their knowledge of the child for this. For example, a pupil who needs to emotionally de-escalate may go with some mindfulness colouring or some work they show an interest in eg maths.

When the pupil returns from timeout the class teacher will speak to them appropriately and remind them to show their sparkle from this point. If a child comes into your class for a timeout they are not to be reprimanded.

Low level behaviour must be recorded on a behaviour log in order to help staff identify patterns and times when some children are more susceptible to misbehave.

If a child is frequently sent to another class or to a phase leader, parents/carers should be informed. This must be recorded on CPOMS by the class teacher.

In addition, in recognition of pupils who are making the right choices (and to encourage their peers around them) pupils can move on to the sparkle board.

Classroom Sanctions-Serious classroom behaviour

Serious level behaviours include:

- behaving in a way likely to cause disruption to learning e.g. throwing/moving furniture, messing with equipment
- damaging school or other people's property
- refusing to complete work or comply with a reasonable request
- causing or injury to other children

If any of these behaviours happen then they will be escalated to either the SLT and the pastoral team. In all of these cases, the parents/carers will be informed at the end of the day and a record made on C-POMS. Consequences will be discussed and agreed with the child, the teacher and the parents/carers informed. For some pupils a sanction may be a removal of privileges, for example, missing after school clubs, visits or taken from a pupil leadership role.

Classroom Sanctions-Severe Level Behaviours and Exclusion

These behaviours are very serious and will be dealt with by the behaviour lead with reference to the Head of School.

They include

- Violence directed against another pupil or member of staff
- Significant verbal abuse towards another child or adult
- Refusal to come back to the classroom after leaving without permission
- Leaving the school premises

Parents/carers will be contacted as soon as possible, since these behaviours mean safety of the child or others in school is at risk. At all times the schools tries to avoid exclusion and sees it as a last resort. The school prefers to support children and encourage them to restoratively explore positive behaviour patterns. However, children considered displaying very severe behaviours which are a danger to themselves, the school or other people could face fixed term exclusion.

Internal Exclusion

Where senior leaders believe it is suitable an internal exclusion in school may be used as a consequence for more serious behaviour. This may be where a pupil stays in another classroom for a period of time or be in the behaviour/SLT office. This could also include lunchtime and playtimes. The venue and length of this will be decided by the member of SLT dealing with the situation. A log on CPOMS must be made of an internal exclusion either by the class teacher or the SLT member.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head of School (or the Executive Head) has the power to exclude a child from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, s/he informs the parents/carers as soon as possible, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can appeal against the decision to the Directors and how to do so through the letter of exclusion.

The Head of School informs the Local Authority (LA) and the Directors about any permanent exclusion or fixed-term exclusions. The Directors cannot either exclude a child or extend the exclusion period made by the Head of School. However, the Directors have a committee whose role is set out in strict guidelines whenever a child is excluded from school. If a permanent exclusion is given directors must meet to consider it. At the review meeting, representations can be made. The Directors have the power to reinstate the child immediately or they have the power to uphold the exclusion.

Inclusion

It is expected that this policy will be appropriate for most of our children for the majority of the time. Occasionally it may be necessary to adapt and develop particular strategies in order to meet the needs

of particular individuals. This will usually be done as part of an individual behaviour plan for the child in which adults directly involved with the child will contribute to its implementation.

Sanctions at Playtime

Most situations on the playground require a word from the staff on duty to resolve minor disagreements and fall outs. These are handled restoratively with the children involved. The school actively encourages play and provides playground equipment to avoid boredom.

- **Stage 1:** Rule/ expected behaviour reminder
Choice presented to child – You can choose to or you can choose to If you choose to then you will have time out.
- **Stage 2:** Timeout for 5 minutes – child to stand next to and follow adult around the playground.
- Choice presented to child – You can choose to or you can choose to..... If you choose to then there will be a further consequence.
- **Stage 3:**

From time to time there are more serious offences that take place on the playground.

These can take the form of:

- Aggressive fighting
- Target foul abusive language
- Threatening behaviour
- Deliberately leaving the school site
- Being dangerously out of bounds
- Damaging school property
- Consistent dangerous defiance

In the above cases children are withdrawn from the playground immediately and sent inside to a place of exclusion and dealt with by the SLT or Inclusion Manager. In the case of these more serious offences, parents/carers will be contacted, and behaviour logged on CPOMS. If children are sent inside, they will be asked to reflect on their behaviour restoratively. Sanctions will be given for the above behaviours this may be missing breaks/lunchtime for set period (As with internal exclusion)

Supporting Children and their Behaviours

As a commitment to positive behaviour management, we actively use preventative measures to avoid behaviours emerging. This includes the use of circle time, friendship groups, social groups, Power Training or outside agencies to support children on issues around anger management, improving self-esteem and conflict resolution. We liaise with parents/carers to provide the optimum level of support for both the child and the parent/carer, this sometimes involves accessing support from external agencies, this is always accessed with full agreement from the parent/carer.

Target Cards

Some pupils may require target cards to bring focus to their actions. A template card is used to ensure consistency across school, with teachers of younger pupils encouraged to use professional judgement to make alterations, if appropriate. Within the card are specific targets for individuals and a score chart to record/score the pupil's actions out of three for each session. Good morning, afternoon and day cards are used to support this process. Target scores are agreed which take into account the varying needs of each child. Teachers must then pass the weekly report card back to the Inclusion manager alongside collecting new cards for the week ahead. The Inclusion manager will monitor the intervention including the implementation of any changes in provision as well as action planning accordingly.

Pastoral Support Plan (PSP)

Children may be supported by a Pastoral Support Plan (PSP) this involves setting specific behaviour/emotional targets that the child will work towards. Parents/Carers will be involved in the whole process and working together with staff will support their child to achieve the specific individual targets.

Peer on peer abuse

We believe that all children have the right to attend school and learn in a safe environment (Keeping Children Safe in Education 2021). Children should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or EHaSH. Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy’s Anti-Bully or E-Safety policy. Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. Necessary pastoral support will be offered to all affected parties.

(DfE: Keeping Children Safe in Education 2021))

Use of reasonable force

Section 93 of the Education and Inspection Act 2006, states that staff have the legal power to use reasonable force. There is no legal definition of when it is reasonable to use force and each case must be

judged on its circumstance and those exercising the power to use force must also take account of any particular SEN and/or disability. School staff are aware of the DfE document ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies.’ Staff only intervene physically to restrain children or

to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. The school has a positive handling policy and selective staff have taken part in Team Teach training.

Guidance When Bullying Occurs

The school takes any report of bullying extremely seriously and has a separate anti-bullying/relationship policy which lays down our procedures clearly.

Allegations against staff

The school has a separate policy for allegations against staff

False allegations against members of staff

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. St Anthony's will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

Pupils' conduct outside the school gates – teachers powers

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'. This policy acknowledges the schools legal duties under the Equality Act 2010 in respect of safeguarding and in respect of children with Special Educational Needs.

COVID 19 Addendum

Behaviour Policy

COVID 19

This addendum was originally created in June 2020 and has now been reviewed; the addendum will be updated as and when necessary, in line with both local and national guidance regarding the COVID 19 pandemic. This addendum aims to clarify practice around behavior, as schools start to welcome back all pupils for the start of the academic year and autumn term.

Introduction

Despite the on-going pandemic, we still expect and encourage all of our pupils to aspire to the highest levels of academic, social and physical achievements, so that they will develop independence, confidence and fulfil their true potential.

We understand that this global crisis will have, at some point, affected every member of our community. We acknowledged that many pupils, parents and staff will feel worried, stressed or anxious about returning to school. However, we are confident that if everyone follows the advice and guidance, plus adheres to the new control measures the risks will be minimal.

The health, safety and wellbeing of our entire community has, and always will be an important aspect of St Cuthbert's Academy Trust and this level of commitment will not falter during this period of uncertainty.

It is important that all our pupils continue to adhere to individual school's Behaviour Code, plus schools uphold the Trust's principles, in addition to these revised protocols.

Arrival and Departures

Staff at individual schools will communicate to pupils and parents expectations on start and finish times, plus drop-off and pick-up points will be communicated to pupils, parents and staff by individual schools. When pupils arrive, they should be moved swiftly into the designated area and welcomed by staff. To avoid overcrowding during this time, pupils may be given an allocated time slot, which we will ask parents/carers to follow, in an attempt to keep themselves safe, as well as other pupils, parents and staff.

To aid smooth and safe arrival system, staff should not hold conversations with parents/carers during peak times. However, this does not mean that effective communication will not take place. Individual schools will advise parents/carers on the safest, and best way to share any issues.

Departure from school will take place in the same area as drop-off. Parents/carers arriving to collect their children must be asked to social distance (at least 2 meters apart) in an allocated outdoor area. Younger children will be individually handed over to parents/carers at the allocated area.

All staff should keep interactions with other 'Class Bubbles', including staff to a minimum, as this will help protect all parties, plus prevent cross contamination.

Hygiene

The Government advice has constantly been that regular handwashing is key to help prevent the spread of the virus. It is, therefore, important that this continues to be maintained by both staff and pupils throughout the day, whilst at school.

On arrival, pupils should wash their hands for at least 20 seconds, which will be safely coordinated by staff. In addition, it is imperative that following anytime away from the allocated classroom, pupils wash their hands again at designated stations before recommencing lessons. All classrooms will have a supply of hand sanitizer, tissues, disposable paper towels and waste bins.

Pupils must be reminded about using tissues, for cough and sneezes, plus how to safely dispose of used tissues - '**Catch it, Bin it, Kill it**'. To help contain infection, pupil must wash their hands with either soap and water or hand sanitizer, after disposing of used tissues. Any staff who are supporting children with hygiene, must also ensure they follow the same routine and wash their hands thoroughly.

Restricted movement around the building

In order to operate a safe learning environment, children will remain in the same class, with their fellow pupils, and allocated staff, which will become their 'Class Bubble'. Pupil will learn, exercise and **dine in the same 'Class Bubble'** through the day, as access to other parts of the school site will be limited. Again, this measure is in place to protect each cohort of children accessing the site. If movement to other areas of the school building is necessary, for example to take part in specific interventions, the school will have a planned system, which all pupils and staff must follow. Only in the event of an emergency, would this be altered. Any pupil not following this system must be reminded, at an age appropriate level, of the reasons why these measures are in place, or be warned of possible sanctions if they continually break this rule.

Schools will stagger break/playtimes, plus lunchtime period to allow as much space as possible in outdoor or communal areas. This process will help reduce interactions with other 'Class Bubbles', thus reducing the possibility of cross contamination.

It is possible that in the short term, areas of the building will be out of bounds to both staff and pupils. These areas will be visually zoned off to restrict entry and anyone entering these areas, without permission, will be warned and/or a sanction imposed, in line with the existing Behaviour Policy.

Classroom activities

To ensure classrooms remain as sterile as possible throughout the day, the school will be taking steps to maintain high levels of cleansing on all hard surfaces. All soft furnishing and equipment will have been removed and will remain out of the classroom area for the foreseeable future. It is extremely important that children and young people do not share any personal items or school equipment (pens, pencils, rules etc) with any other member of their 'Class Bubble' or external to their 'Class Bubble' during lesson time, break or lunch. It is an expectation that each pupil will have an individual work tray that will contain all the resources necessary for them to partake in lessons. They will also be provided with a deep tray for storage of their coats and any other personal items. In the event of pupils passing items between themselves, staff should remind them of the expectations and ensure all parties wash their hands with either soap and water or hand sanitizer, as soon as possible. Most classes (from year 2 onwards) will be set out in rows and contact between rows should be avoided if possible. The teaching staff will be required to maintain a 2-metre distance between themselves and pupils whenever possible. The teaching staff will have a designated area in the classroom for their resources and pupils will not be allowed to enter these zones.

We acknowledge that some of our younger population or pupils with special educational needs may not fully understand the importance of social distancing and therefore, staff must educate and encourage pupils to stay at a safe distance from their peers both within the classroom environment and during outdoor activities. Older pupils should have a greater concept of social distancing and must adhere to this at all times. Any pupil/s who persistently and willingly flouts this measure will be warned and/or sanctioned accordingly, as per the existing Behaviour Policy.

Risk Assessments for Education, Health and Care Plan (EHCP)

All pupils with EHCP will have had a risk assessment to ensure their needs are met in the safest of ways.

Any member of staff working with a child, who is in receipt of an EHCP, will be given a copy of the risk assessment and briefed accordingly by the SENCo on how to safely support the child's needs.

There may be children who struggle to self-regulate their behaviour and the added stress or anxiety of returning to school may be difficult for them, which could lead to them displaying behaviours previously not seen. In these circumstances, the SENCo will modify the risk assessments to ensure any new triggers are recorded, plus appropriate actions to be taken to best protect the child and also the member of staff/s who will be supporting them.

If a child's behaviour is placing themselves or others at risk of harm, staff must consider the safest way to de-escalate the situation. This could include:

- Encouraging the child to leave the classroom with a member of staff and be taken to a calm/safe area,
- Safely removing other children from the classroom to a designated area,
- Usage of Personal Protective Equipment (PPE), especially if the child is extremely distressed and physical contact is required.

Following any incident, where physical intervention has been used, the school should follow the normal procedures, as per the physical intervention policy, plus review the risk assessment.

Unacceptable behaviour related to COVID 19

Now more than ever it is important that we unite and show high levels of respect to one another.

The school will not, and cannot tolerate behaviours that may place members of our community at risk of contracting Coronavirus. Any child or young person who spits or coughs at or towards others, or even threatening to carry out this act may be at risk of fixed or permanent exclusion. Furthermore, if any other extreme behaviours are displayed, including hitting, kicking, punching etc, which places pupils or staff at risk, a conversation will take place with parents/carers to determine whether attendance should continue until the school is fully re-opened. Each incident of this nature must be reported to a member of the Trust's senior core team so an appropriate way forward can be discussed and agreed.

Remote learning

Should there be a return to lockdown or a child (for a valid reason) is unable to attend school we will endeavour to ensure that pupils continue to receive a good level of education 'beyond the classroom' by providing a range of resources via our website and home learning systems.

We expect pupils to follow the same principles, as outlined in the school's Acceptable User policy, whilst learning at home.

If schools choose to communicate with pupils via Zoom, Teams, Skype etc then it is important that this is only carried out with the approval of the Headteacher or Senior Leader. Pupils must uphold the same level of behavioural expectations, as they would in a normal classroom setting.

Any significant behavioural issues occurring on any virtual platform must be recorded, reported and appropriate sanction imposed, which may include temporarily suspending access to group online learning. For all minor behavioural incidents, these should be addressed using the normal approaches.

Staff should be mindful that when dealing with any behavioural incidents, online, opportunities to discuss and repair harm will not be the same as if the child or young person was in school. Therefore, it may be necessary to have a discussion with the parents, regardless how minor the incident, to ensure the child is emotionally well supported.

General Note for incident in school or online

- At every stage the child should be involved in or informed of the action taken
- Urgent or serious incidents should be referred straight to the head teacher, or a member of SLT
- If necessary, refer to the other related internal policies eg Anti-Bullying, Child Protection, E-Safety etc
- Normal recording systems on CPOMS should continue. Entries should be factual and action/follow up recorded also.

Rewards

Individual school rewards systems remain in place, but celebrating pupils achievements, or acts of kindness will, in some instances, be revised for the foreseeable future (ie Praise assemblies). However, it is important that regardless of whether the child is attending school, or accessing learning remotely that they are recognised accordingly for their accomplishments.

Mental Health

Pupils and staff mental wellbeing may have been severely affected during to the Coronavirus outbreak due to various reasons.

In times of uncertainty, it is vital that we support, encourage and guide one another, plus look out and care for everyone in our school community.

Each school has dedicated staff to support children, and staff, if they needed.

As children and staff return to our settings, it is important that they are provided the opportunity to talk openly about how they feel, or are feeling as we adjust, plus offer strategies of how to manage any worries or anxieties.

The Department for Education (DfE) have suggested additional ways of how we can support mental wellbeing, which include:

- opportunities for children to talk about their experiences of the past few weeks
- opportunities for one-to-one conversations with trusted adults where this may be supportive
- some refocused lessons on relevant topics, for example, mental wellbeing or staying safe
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
- other enriching developmental activities

If staff have concerns for the wellbeing of any child, they must inform either the school Emotional Wellbeing Officer, or Designated Safeguarding Lead, if they believe that the child is a significant risk.

Monitoring and review

This policy has been issued to provide advice and guidance on managing behaviour effectively, as school commence re-opening. It is not possible to provide guidance on every eventuality and therefore, staff should be encouraged to use their professional judgements and/or seek advice from a member of senior leadership or other designated member of pastoral staff, if required.

This policy will remain under constant review until such times where is it no longer required.

Other related policies

This addendum is for use during the Covid-19 school reopening and should be used and read in conjunction with policies such as: the Anti-Bullying, Behaviour, Bereavement, Child Protection/Safeguarding, Health and Safety, Intimate Care, Physical Intervention and Special Educational Needs.

