



# Behaviour Policy Statement

<b>Policy Review</b>	
Review Schedule	Annually
Reviewed by:	Local Governing Body
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Tring School is committed to equality of opportunity for all pupils, staff, parents and carers. Policies have been written and reviewed with due regard to the Equalities Act 2010.

## **Scope**

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

## **Introduction**

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of Wisdom, Hope and Community underpinned with dignity and respect should be core values that we respect and agree with.

## **For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:**

*'Let no one despise your youth, but set the believers an example in speech and conduct, in love, in faith, in purity.'* 1 Timothy 4.12

*'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.'* Matthew 5.16

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## Policy Statement

Our Behaviour Policy aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. Schools are a microcosm of society in general and students need to appreciate that the policy seeks to demonstrate to students that there are expectations in life that we must learn to adhere to and understand that there are consequences for those who behave outside those expectations. As a church school, we take seriously the place for reflection and repentance.

The policy encompasses our **rules, rewards, logical consequences and restorative actions** and the communication and management framework we use to ensure that students know they are being treated fairly and consistently. Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents, staff, trustees and governors. Collective Worship (where appropriate), Assemblies and lessons are also used to inform students, and to discuss accepted standards of behaviour; positive behaviour is promoted through engaging teaching and learning and the use of rewards.

**ALL** staff accept collective responsibility for the management of good behaviour, in addition to having annual behaviour management training, which is led by the Assistant Head in charge of Pastoral Care. Parents are asked to work in partnership with the school. The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

## Aims

The Behaviour Policy aims to:

- Emphasise the importance of positive behaviour and its relationship to learning.
- Provide a framework for the consistent management of all behaviour-related issues.
- Underline the value of partnership between parents, students and the school in the achievement of high standards of behaviour.
- Encourage consistency and equity amongst every member of each school to show care, courtesy and consideration to other members of the school and to the wider community of Tring.
- To show understanding and respect for all members of our community embracing our differences and celebrating our shared values.

## **Roles & Responsibilities**

The trustees and governing bodies will establish in consultation with the Head of School, staff and parents, the policy of promotion of good behaviour and keep it under review. They will monitor the behaviour policy through the local governing body, and work with the Head of School/LT colleague with responsibility for Student Support Services, to look at data and spot trends.

The Head of School will be responsible for the implementation and the day-to-day management of the policy.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school.

Students will be expected to take responsibility for their own behaviour and will be made aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported; we have a number of channels for this. Students have a comprehensive transition programme and are made aware of the pastoral support system and key staff to support them through their journey.

## **Procedures**

This behaviour policy applies on school premises and during school hours, travelling to and from school, on visits, and school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off-site, on study leave or work experience. In essence, when students are carrying the Tring School brand, this policy will apply.

When students are travelling to and from school in uniform, they are considered to be representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off-site. The school reserves the right to take an interest in and look at logical consequences/restorative actions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. In addition to this policy, further details are given in school policies on Anti Bullying, Equality and Dealing with Drug and Substance Misuse through Education.

## **Tring School:**

### **Staff guidance**

Our behaviour blueprint for staff outlines how Tring School aims to promote prosocial behaviour to create an environment where relationships are fostered, behaviour is taught and positive behaviour for learning is promoted. Staff will take into account the needs and circumstances of individual students with particular identified difficulties, such as a disability when implementing the policy. This involves consistent, calm, positive adult behaviour where students are taught prosocial behaviours through logical consequences and restorative interventions.

Our behaviour policy follows three clear phases:  
Promoting positive behaviour (classroom level)  
Preventing difficult behaviour (classroom and Pastoral Team)  
Dealing with difficult /dangerous behaviour (Pastoral and Leadership Team)

All staff follow these stages and built into these are strategies to promote positive behaviours, scripts for difficult behaviour and restorative justice for the teaching of prosocial behaviour to occur, these are consistent across the school.  
All behaviour is logged centrally on Go4Schools.

### **Parents and Carers**

Parents/carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The school aims to work with parents should difficulties arise and will also inform parents about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Students' tutors are the first point of contact for parents and are the foundation of our pastoral system.

### **Support and Prevention**

Our model for behaviour is based on promoting prosocial behaviours and is a stepped process. Throughout, teaching the right behaviours is paramount, and all sanctions are based around logical consequences and restorative actions.

### **Pastoral system**

Every student belongs to a tutor group and has a tutor who works to ensure that their tutees make the best possible use of the time they spend in school. Tutors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors want each student to fulfil their potential and will take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work during tutor time and encourage students to take increased and increasing responsibility for themselves. Tutors work closely with their Head of House and ensure that any issues that need to be communicated to staff are fed into the staff briefing system and logged on to Go 4 Schools.

The rewards and consequences system, notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents as and when needed.

### **Encouraging good behaviour**

Good relationships underpin our behaviour policy and strategies are in place to foster these and to promote positive behaviour for learning.

Strategies to promote positive classroom behaviour:

- Meet and greet at the classroom door at the start of lessons

- Reinforcing the routines of students being ready to learn. This will vary depending on the subject and nature of the lesson, reinforcing the need to be respectful whilst learning, and reinforcing the learning process itself
- Teachers give positive attention first, e.g to those students demonstrating the correct learning behaviours
- Teachers use recognition boards to recognise those students demonstrating the correct learning and attitudinal behaviours, the aim here is a collaboration between students so all students get their name on the recognition board, rather than competitively.
- Rewards are issued centrally on Go4Schools.
- Non-verbal cues and dealing with issues privately rather than in front of the class are the expectation
- Teachers will follow the Steps process as set out in the behaviour blueprint for teachers
- Behaviour issues are followed up with logical consequences and restorative justice actions
- Everyone is encouraged to acknowledge when they have made mistakes and learned from them and accept they have been forgiven

## **Rewards and Sanctions**

### **Rewards**

Rewards support our behaviour system and are given for a wide variety of reasons by all members of the school community.

Rewards range from excellent classwork, involvement in activities with the school, attendance and behaviour. In rewarding students, we aim to build up their determination, independence and communication skills. The types of rewards used by staff are wide-ranging, from verbal praise, achievement points on Go4Schools, praise postcards, celebration breakfasts, Head's Commendation and Annual prize-giving events.

### **Special Educational Needs**

Other than in the most exceptional circumstances, the school will try to avoid permanently excluding students with statements/EHC plans. Instead, every effort will be made to ensure that support mechanisms are in place to support these students.

In addition, the school will endeavour to avoid excluding students who are being supported at SEN Support under the Special Educational Needs Code of Practice, including those at SEN Support who are being assessed for a statement. Where students have severe and complex SEN, we may ask the LA to consider whether an EHC plan may be necessary. However, if a student's behaviour warrants an exclusion, the school will impose the necessary sanction.

### **Logical Consequences and Restorative Actions**

We aim to promote positive behaviour and prevent difficult behaviour by incorporating strategies that bring out the best in our students. We have a clear step process for dealing with poor behaviour and the focus is always about promoting prosocial behaviours and teaching students how to behave. To achieve this we use a range of logical consequences and restorative actions. All of which are centrally logged on Go4Schools.

Where poor behaviour persists and students behaviour moves through the steps system, they will be required to meet with the classroom teacher, subject leader or leadership link to reflect on the behaviour and complete restorative actions. The aim is to teach students behaviours that are prosocial. This system has a variety of levels depending on the behaviour displayed, this may include a lunchtime or after school intervention, an interview with a member of the leadership team, learning away from the classroom or time away from school otherwise known as a fixed-term exclusion, please see below. During all situations, the students will be asked to reflect, consider and take responsibility for their actions and discuss these with the relevant staff.

Examples of poor behaviour which will be dealt with via our behaviour policy towards staff or students include the following (please note this list is not exhaustive): rudeness, inappropriate language or direct swearing, classroom disruption and lack of classwork, refusal to follow school rules, failure to follow our uniform policy, truancy, out of bounds, smoking, alcohol, drugs or offensive weapons, damage to property, bullying or harassment, which includes physical or verbal, racial, cultural, gender, disability or relating to sexual orientation or sexual harassment. This includes direct or indirect (via social media). Additional detail on some of these can be seen below.

## **Uniform & Appearance**

It is a requirement that all students follow the school's expectations around uniform and appearance. Failure to do so will lead to communication with the pastoral team and parents.

## **Halo Code**

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.

**Confiscated items** – The school will not take responsibility for confiscated items (apart from mobile phones held in the school safe). These items should not have been brought into school and it is the responsibility of the student or parent to collect the item(s) at the designated time.

## **Mobile Phones / Smart Watch**

Phones with cameras and internet access can easily be misused in a school setting. As a school, we try to educate students on the responsible use of these devices and have a clear policy on the use of mobile phones/smartwatches, further information can be found in a separate policy.

To summarise, students should not use a mobile phone/smartwatch/smart glasses to message unless:

A student is waiting for a bus at the end of the school day.

At all other times, mobile phones are not permitted and will be confiscated immediately. Smartwatches are not to be used to message from, these will also be confiscated.

Headphones should be put away at all times unless there is clear permission from a teacher to use them. If students are seen using headphones they will be confiscated.

Confiscated items will usually be returned at the end of the day unless a student has had a previous confiscation. The school operates an escalation system for previously confiscated items.

## **Misuse of Computer Equipment**

The school has a clear policy on the misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident. Students should not be using Chromebooks in lessons, for anything other than the teachers directive, logical consequences will be put in place if they are.

## **Smoking / Vaping**

Smoking/vaping is not allowed on the school site or in school uniform off-site. Students who are caught smoking, or part of a group in which people are smoking will face a range of sanctions depending on if it is their first offence. **Sixth Form students cannot smoke anywhere on-site or within close proximity to the school boundaries which is within the school's discretion. E-cigarettes or Vaporisers are not permitted on the school site** and students will be sanctioned in line with the arrangements for those students who are found with cigarettes on their person.

## **Alcohol & Drug-Related Offences**

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy.

When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction.

In cases where illegal substances are involved the Police will be informed, this could be the possession of illegal substances, supplying illegal substances, being under the influence of illegal substances or purchasing illegal substances.

Being in possession of an illegal substance, supplying illegal substances, being under the influence of illegal substances, (including consuming an illegal substance while under school jurisdiction) or purchasing such a substance, are all serious offences. Any involvement as described above is extremely serious and is likely to lead to permanent exclusion and the police being informed. Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Head of School judges that it is appropriate to permanently exclude a student, even for a one-off or first-time offence

Possession of illegal substances is defined as the state of having, owning, or controlling something. With illegal drugs, this includes anything subject to his / her control, even if it was in the custody of another. E.g if a group of students have

clubbed together to buy drugs all who contributed are in possession even if only one student has custody of the drugs.

Supplying illegal substances is defined as making (something needed or wanted) available to someone; provide. This includes the distribution, redistribution and holding of drugs that someone else has sourced and redistributing.

Under the influence of illegal substances - affected by alcoholic drink or drugs.

Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of the utmost seriousness and may lead to permanent exclusion. A full investigation will be carried out to determine student involvement and sanctions regarding both the possession and supply of illegal substances, both of which can lead to permanent exclusion.

When coming to a decision on the sanction, the class of drug a student was in possession of /under the influence of /supplying will be taken into account in line with the law surrounding different classes of drugs. Police involvement may be necessary at any stage of an investigation into illegal substances.

When interviewing a student who may later be excluded, schools are not expected to follow the requirements of the Police and Criminal Evidence (PACE) act. (Hertfordshire Exclusion Guidance Supplement Sept 2017)

References to:

Misuse of Drugs Act 1971

CPS Drug Offences Guidance

## **Possession or Use of an Offensive Weapon**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances as such are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction. **Police involvement may be necessary.**

## **Possession of other Offensive Items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will be serious and could include a fixed-term exclusion. **Police involvement may be necessary.**

## **Obstruction of Justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who willfully conceal important information will face a consequence. The level of cooperation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

## **Sexual Abuse and Harassment**

Inappropriate sexualised behaviour will not be tolerated in an educational environment. This includes sexist remarks, mistreatment of another student due to their sex and in more extreme situations activities involving coercion, harassment, assault or duress.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All of the above will not be tolerated and will be logged under sexual misconduct and abuse against sexual orientation and gender identity as appropriate, sanctions up to and including exclusion from school may be used. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age. **Police involvement may be necessary.**

## **Exclusion**

Is the most serious sanction that the school can impose and the decision to exclude is not taken lightly. However, the school needs to ensure that students fully understand that where there are very serious breaches of the school's behaviour policy or code of conduct, the school will not tolerate such behaviours and will remove the student in question, from the school, for a set period of time or possibly permanently. This will allow the student to reflect on their behaviours and hopefully allow the school to plan for their successful reintegration into the school. In the case of permanent exclusions, we will need to plan for their education away from Tring School.

Not all exclusions will be for "one-off" events. Where a student has not responded to other sanctions and there has been a pattern of poor behaviour, the school will impose an exclusion.

Where we have concerns regarding student safety or there has been a criminal offence, we will engage with the Police and seek their advice.

The final decision to externally exclude can be made by the Head of School or Deputy (in the case of absence) or CEO. When deciding to exclude a student the Head of School will ensure there has been a thorough investigation and that a record is kept of her actions and those of other students/staff. There are **two types** of exclusion: fixed term and permanent. The length of a fixed-term exclusion will be decided by the Head of School with reference to the age of the student, the student's previous disciplinary record (the school operates an escalating system). The nature of the offence - the more serious breach of the policy, the greater number of days of the exclusion. The home background would also be considered - would excluding the student put them at risk of harm? The school will also try to avoid any clashes with public examinations and will manage the exclusion accordingly.

Whenever a student is sent home for a part of a day as a consequence of their actions, for example, so that they can calm down and regain their composure, we record the incident formally, as a fixed-term exclusion, in line with DFE guidance. If a student is sent home for the lunchtime period it is recorded as a half-day exclusion. The following incidents or offences **may** lead to a fixed-term exclusion (this list is not exhaustive):

- persistent refusal to accept the Code of Conduct
- deliberate damage or vandalism – **possible Police involvement**
- theft – **Police involvement**
- swearing directly at a member of staff
- physical violence towards a student – **possible Police involvement**
- persistent bullying or a single case of extreme bullying – **possible Police involvement**
- bringing the school into disrepute
- bringing an offensive weapon onto the school premises – possible **Police involvement**
- Possession, supplying or under the influence of illegal substances on the school site – **Police involvement**
- Acting in a manner that displays sexualised behaviours and causes anxiety/concern/distress to the victim - **possible Police involvement**
- Behaviours that are not conducive to the school expectations.

#### **Where a student is excluded the school will:**

- Call and notify the parents in writing. The letter will explicitly outline the reason for the exclusion
- Notify parents of their responsibility to ensure that their child is not present in a public place during school hours
- undertake to set and mark work for that student for the first five days of the exclusion
- If the exclusion is over five days, ensure a 5-Day Exclusion Pro-forma is completed
- Provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- Consider how the time out of school might be used to address the student's problems
- Consider what support will best help with the student's reintegration into the school at the end of the exclusion
- If the exclusion is over five days, contact the parents/carers and offer them an opportunity to attend a meeting to explain the exclusion further

For exclusions over six days governors can review the exclusion and will meet within 50 days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 days to review the exclusion.

After a fixed-term exclusion students must attend a readmission meeting with their parents/carers and a member of the Leadership Team. The terms of re-admission are discussed and agreed upon at such meetings and provision for continued support for the student is arranged at this time. Lack of reflection or remorse could lead to further exclusion. **Repeat offences could ultimately lead to permanent exclusion.**

A permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, the permanent exclusion would normally follow after certain single incidents, which are deemed to be extremely serious. These **might** include:

- a) actual or threatened violence against a member of staff - **possible police involvement**
- b) the inability of a student to follow school expectations thus, potentially jeopardising the health and safety of, or causing severe disruption to, themselves and others (eg. but not limited to, setting off the fire alarm)
- c) theft from the school, a student or a member of staff
- d) serious actual violence against another student or member of staff
- e) sexual abuse or assault
- f) Supplying /redistribution or intent to supply an illegal drug
- g) carrying an offensive weapon with intent to cause harm
- h) persistent breaches of the school's behaviour policy

If a student is permanently excluded the school will:

- notify the parents and the Local Authority (LA) in writing, clearly outlining the specific reason for exclusion and that the exclusion is a permanent one
- notify parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents or carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs. Provide information on how to contact the LA to facilitate a meeting with them, in order to discuss their options going forward and what provision will be put in place for their child's education beyond the 6<sup>th</sup> day of an exclusion
- arrange a meeting of governors to review the exclusion and decide whether to uphold it
- ensure that the Head of School's Report is completed ready for the governors' review meeting

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

### **Student Support Systems and Liaison with Parents and Other Agencies Contracts, Pastoral Support Plans, support from other agencies**

We use a range of support systems to facilitate and support student behaviour. We follow Hertfordshire's emotional wellbeing and behaviour strategy 2020 - 2023, see appendices, which has been further adapted for its use at Tring School. All behaviour interventions and support are of a tiered nature and will be applied to suit the needs of the individual student.

These start with prevention and early identification for all students, then there are four further tiers of support. These incorporate inhouse services such as pastoral care and counselling, school-based interventions such as reports and pastoral support plans to external sources of support such as DESC, the school nurse, CAMHS (Child Adolescent Mental Health Services), TYST (Targeted Youth Support) and ADASH (Adolescent, Drugs and Alcohol Service for Hertfordshire)

### **Working with parents and carers**

Working with parents and carers we may also seek input or advice from family doctors, child and family clinics or social services.

We may also alter the curriculum on an individual basis, which could include a reduced timetable, extended work experience, being educated off-site or a combination of these.

### **The Police**

It will be for a member of the Leadership Team to decide whether the Police should be involved in any given incident. The Police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon.

The possession of illegal substances on the school premises will always lead to the involvement of the Police. The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for Police interviews to take place at school only in the presence of parents or guardians. If parents cannot be contacted, or can be contacted but cannot attend school in time for the police interview, the interview will take place with an appropriate member of staff and should not obstruct the Police in the course of their duty.

The Police have the right to enter the site without permission of the Head of School, but should only exercise this right in exceptional circumstances.

### **When to Call the Police**

- Once a case has been established, school-led interviews and investigations should stop and the Police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness
- Once a criminal investigation is underway, school investigations and/or interviews MUST stop

- Offences, where the police may be called, include theft, harassment (bullying), assault, damage, drugs and offensive weapons.

## **Monitoring**

The Trustees will monitor the behaviour policy through the Local Governing Body, working with the Assistant Headteacher with responsibility for Student Support Team, to look at data, spot trends and identify any issues

The policy will be reviewed on an annual basis by the Local Governing Body.

Appendices:

- [Hertfordshire's emotional wellbeing and behaviour strategy 2020 - 2023](#)
- [COVID-19 related Appendix](#)