Rainford High

Behaviour for Learning Policy

Everyone Matters

We expect our community to be kind, polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Policy Owner	Principal
Scope of the Policy	This policy applies to all of the school community
Last reviewed by governors	**September 2026**
Next review due	**September 2027**
Summary of key changes	Reference to mobile phone pouches. Updated detention section. Added sentence explaining that we use metal detection wands.

Purpose of Policy

This policy aims to:

- Make expectations clear and to continue to improve standards of behaviour to enable everyone to learn
- Defines our school ethos and expectations
- Provide examples of unacceptable behaviours
- Give details on consequences and praise/rewards
- Explain the rights and responsibilities of stake holders
- Provides details on actions that be taken by school to tackle unacceptable behaviour
- Explain how students are supported

Key Requirements/ Legal Duties

This policy responds to the requirements of the DFE Behaviour and Discipline in Schools Advice to Headteachers and School Staff 2016, the Education Act 2011, the Education and Inspections Act 2006 and Independent Schools Standards Regulations 2010. This includes the requirement that all schools, academies and free schools must have a behaviour policy, which must be available to all parents and prospective parents.

The school acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEN.

The policy is based on advice from the Department for Education (DfE) on:

1) Searching, screening and confiscation at school
2) The Equality Act 2010
3) Use of reasonable force in schools
4) Supporting pupils with medical conditions at school

In addition, the policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Introduction

Rainford High endeavours to provide a safe learning environment in which students can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is everyone's responsibility.

To achieve these outcomes, teachers and other School staff will be supported so that they are skilled at managing and improving student's behaviour. The Principal and Senior leadership team will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline anti-social and disruptive behaviours, and the students who exhibit such behaviours, and ensuring that this happens consistently across the school.

Principles of our Behaviour Policy

At Rainford High we strive to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of School life is necessary.

We aim for:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and safe touch policy
- The behaviour policy is understood by pupils, staff, parents and governors
- Students are educated in our school ethos
- Exclusions to used rarely and only as a last resort
- Pupils to be supported to take responsibility for their actions
- Positive relationships to be fostered with families through working collaboratively to manage behaviour incidents
- Develop relationships between staff and pupils based on being **polite and respectful**
- a safe and positive learning environment for all where **everyone succeeds**

School Ethos

Rainford High has the school ethos:

Everyone Matters

Everyone Helps

Everyone Succeeds

School Expectations

Within our school ethos, we have three key school rules that sit above all rules in the school.

They are linked directly to the school ethos strands.

Everyone Matters

We expect our community to be kind, polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

When staff challenge students they are expected to refer back to the school ethos and expectations.

Types of Behaviour
Examples of misbehaviour are:

1) Disruption in lessons, in corridors between lessons, and at break, lunch, before or after school
2) Non-competition of classwork or homework
3) Poor attitude
4) Incorrect uniform or standards
5) Lesson lateness

Examples of serious misbehaviour are:

1) Persistent disruption
2) Lesson truancy
3) Leaving lesson without permission
4) Repeat breaches of school rules
5) Any form of bullying
6) Sexual assault or harassment, which is any unwanted sexual behaviour, pain, fear or intimidation
7) Sending inappropriate images to other students

8) Vandalism
9) Theft
10) Fighting
11) Provoking a fight
12) Smoking
13) Racist, sexist, homophobic or discriminatory behaviour
14) Possession of any prohibited items, such as:

    - Knives or other weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The local governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This list is not exhaustive. It is to be used as a list of examples.

To achieve our aims staff at Rainford High will:

- Place the emphasis on learning and teaching
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention
- Ensure students follow the school expectations during lessons, on corridors and in free time.
- Take responsibility for behaviour initially – seeking support/advice when required
- Ensure sanctions are in proportion to the nature of the incident and the circumstances/ needs of the student
- Work in partnership with parents and carers
- Provide a safe, welcoming environment
- Provide training and support to staff
- Educate students on the school ethos and expectations
- Work with external agencies to support students, where appropriate

Positive reinforcement and rewards.

The school recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

This policy supports the development of the school ethos of Everyone Matters, Everyone Helps and Everyone Succeeds.

The following should underpin all of our interactions with students and each other:

- Respect each other.
- Listen to each other.
- Treat everyone as an individual.
- De-escalate incidents and seek to reconcile.

Our success is tested not by the absence of challenges but in the way we address them. The school uses a range of rewards and positive reinforcement strategies. Examples of these include:

- Praise
- Written comment on work/in book/in planner
- Stickers
- Lesson house points
- Competition participation points
- Service to school points
- Charity support points
- Certificates
- Weekly award
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies
- Rewards Trip
- Phone calls / letters / e-postcards home
- E-postcards

Rewards and Prom Trip Criteria are based on students achieving target amount of house points and achieving the 5 day challenge. The house point target will be released at the start of the academic year and at key points throughout the year where appropriate. Be aware that if a student does not meet the points target or is removed of a trip for a significant breach of behaviour then we may not be able to refund the fee if we are financially committed.

By these means the school seeks to motivate students, create a positive learning environment, raise student self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement

Houses

Students will receive praise points and appropriate sanctions in line with their choices and conduct and these will affect their individual engagement point scores which contribute to their house scores. Each student is allocated to one of our five houses:

1. Endeavour
2. Compassion
3. Determination
4. Resilience
5. Integrity

Winning students and winning houses will be able to attend rewards events.

Uniform, behaviour around the building and out of lessons

Students are expected to behave in a manner that respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow students and staff.

Positive behaviours include setting high standards by wearing correct uniform and moving in a manner that is orderly and respects the health and safety of others. Expectations on uniform and orderly conduct are reinforced in assemblies and by focused drives. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents and removing a students social time that day until the issue is corrected.

Behaviour in lessons

All students are expected to display behaviours that show a respect for their own learning and the learning of others. This includes arriving for lessons on time and equipped for learning. In class, they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviours which place a student at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

In lessons, students and staff follow the below points system:

Lesson Engagement House Points	Behaviour for learning issue	Result
5 Points	Above and beyond	E-postcard
4 Points	Excellent Engagement	0 Warnings
3 Points	Good Engagement	1 Warning
2 Points	Requires Improvement	2 Warnings
1 Point	Unacceptable	3 Warnings – Buddy out and detention issued
0 Points	Sent out with patrol	Placed the Reflect Centre for 1 day if appropriate

These scores add up to their engagement totals, which contribute to their house points.

House Points

House points are awarded through the below ways:

- Lesson engagement points
- Merits
- E-postcards
- Competition participation points
- Service to school points
- Charity points
- Other points

We do not issue negative points. This means that at no point do we deduct points from a child's house points total. Every positive point that a student earns from a lesson or other achievement remains in their house points total.

Throughout the year we run rewards events for students. We encourage students to earn enough points to access the rewards event. Students need to achieve a target number of points to be invited. The points targets are designed to be inclusive and achievable by all. The points targets will be published each term so students know what they are aiming for along with the type of reward event that is being organised. We will make reasonable adjustments where needed for students with additional needs and/or other relevant circumstances on a case-by-case basis.

Each term the student points totals will be reset ready for the new term and a new points target will be announced. This means every term is a fresh start. In the background, all of the student points across the year will continue to be combined to decide who the winning house is for the year.

Disciplinary sanctions

Dependent on student age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct student behaviour. The range of sanctions will include:

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- Telling off/verbal reprimand and correction
- Restorative approaches
- School community service
- Short length detention
- Longer length detention
- Completing the missed or poor-quality work
- Loss of break times or lunch social time
- Removal from the lesson to work under supervision elsewhere
- Use of off-site intervention provision
- Being placed on report
- Setting improvement targets
- Behavioural contract
- Internal Exclusion to our Reflect Centre
- In line with the School's Suspensions and Exclusion Policy, use of suspension
- Governors behaviour and disciplinary panel
- Restoration assemblies, where students apologise to the school community for actions that have led to disruption to the community or have brought the school into disrepute, such as setting the fire alarm off or fighting.

This list is not exhaustive but serves as illustration of sanctions used. Sanctions will be decided on a case by case basis taking into consideration the behaviours, circumstances and wider student needs to ensure decisions that are made are reasonable and proportionate.

Detentions

We operate same-day detentions during breaktime, lunchtime, and after school. These detentions last no longer than 10 minutes and are supervised by the teacher or department that issues them.

Same-day after-school detentions run from 3:15 pm to 3:25 pm and are designed to allow students to catch the school bus or make their usual travel arrangements home.

Students may be referred to a Senior Leadership Team (SLT) detention if they:

- Fail to attend a detention without a valid reason
- Leave a detention without permission
- Disrupt a detention
- Receive repeated detentions without demonstrating improvement in their behaviour

SLT Detentions

SLT detentions take place on Tuesdays and Thursdays. The duration of the detention is determined by the number of SLT detentions a student has accumulated:

Number of SLT Detentions	Time
1 SLT Detention	3:15 pm – 3:45 pm
2 SLT Detentions	3:15 pm – 4:15 pm
3 SLT Detentions	3:15 pm – 4:45 pm

Notice and Communication

Advance notice is not provided for same-day detentions due to their short duration and because they finish in time for students to travel home safely. This approach is in line with Department for Education (DfE) guidance:

"Schools do not have to give notice to parents for after-school detention so long as the pupil can get home safely after. They should consider individual circumstances."

For SLT detentions, parents/carers will receive at least one day's notice via text message, including confirmation of the detention date and its duration.

Failure to attend an SLT detention will result in further sanctions, most likely a suspension.

Communication Channels

- Notifications for SLT detentions will be sent via Synergy.
- All other detentions will be recorded in Synergy using a lesson code of 0 or 1 on the register.
- Where a student is repeatedly receiving detentions, the relevant teacher or Head of Department may contact parents/carers directly to discuss concerns and support improvements in behaviour.

The Reflect Centre

Your child may be placed in the Reflect Centre following an incident or concern.

The Reflect Centre is used to support a student in reflecting on an incident and thinking about how they can resolve the issue and restore the damage and relationships involved. Students are placed in the Reflect Centre if:

1) they have behaved in a way where school deems that a placement in the Reflect Centre is suitable to try and prevent further incidents
2) they have repeatedly missed after-school detentions
3) it is part of their reintegration, following a fixed-term exclusion
4) it is part of a phased admission to Rainford following a managed transfer to us
5) They are being investigated for an incident and they have been placed in there whilst the investigation is ongoing to enable a prompt and effective investigation
6) They have been taken away from a lesson by patrol
7) They are repeatedly not following the school ethos
8) They have been removed from lessons for an extended period of time due to disruptive behaviour or truancy.

Parents will be informed of a student being placed in the Reflect Centre, ideally before the placement begins. However, when incidents occur during the school day it may not be possible to inform a parent first. If a student is placed in the Reflect Centre, they will usually be placed in there until 4:30pm. Staff will inform you if this is the case.

Students who are referred to the Reflect Centre repeatedly will be reviewed for further support. If improvements are not seen, then other intervention or sanctions are considered, including an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP).

Students will complete a reflect piece of work when in reflect to support their learning process before they return to the main community.

Monitoring, support and intervention

Through the pastoral and guidance systems, the school has staff whose role it is to support student welfare and well-being. This includes helping to make explicit, the school's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours, which give rise to concern.

The school accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the school will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short-term placements. Identification of need and progress will be monitored via the SEN team and Learning Leaders, and the involvement of parents.

We will encourage parents to engage with multi-agency support where concerns continue to enable agencies to support to break down any barriers.

We use the behaviour monitoring system called Synergy. We encourage parents and carers to monitor their child's behaviour on this app. We also use electronic report cards which are accessible through this system.

Exclusion and Suspension

While the School will take all reasonable steps to meet individual needs and help individuals to improve, the school will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the School's Suspension and Exclusion policy, suspensions, are fixed term or exclusions which are permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures to protect public health

In line with the Exclusion and Suspension policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances, a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the school will either use a suspension or permanently exclude a student, refer to the Exclusions and Suspensions Policy.

When a student returns from a suspension they will be placed in the Restore Centre for their first day.

Bullying

Every child has the right to be free from bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Examples of this type of bullying
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The school also acknowledges its duties and responsibilities under the DFE Preventing and Tackling Bullying 2013, the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The school participates in the annual Anti–Bullying Week, incorporating strategies and materials into the PSHCRE programme. In respect of anti-bullying, the school seeks to:
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- Actively involve & inform parents
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of school concerns school, including cyber bullying.
- Update policy & practice including new technologies, for instance updating 'acceptable use' policies for computers
- We promote tolerance, understanding and challenge prejudice through the PSHRCE programmes
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- We support our LGBT+ community to 'be yourself' under our school ethos and we will not tolerate any bullying behaviour or use of derogatory language towards students from our LGBT+ community. See the anti-bullying policy for further information. We run support groups and provide LGBT+ students with support being themselves.

The broader element of ensuring that students are able to understand and respond to risk are covered by the school's safeguarding practices and through the PSHRCE programmes.

Behaviour outside the School

Students who breach the School's Behaviour for Learning Policy whilst on School business, such as trips, sports fixtures or a work-experience placement, will be dealt with in the same manner as if the incident had taken place at the school.

Students who breach the school's behaviour policy whilst on their way to or from school, including behaviour on the school buses, will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on School business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student at the school and whether the behaviours could adversely affect the reputation of the school. Examples of when school may become involve in behaviour outside school include; poor behaviour to from school, inappropriate or abusive comments made online, fighting outside school etc. This is not exhaustive.

For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer harm or significant harm then safeguarding procedures may be applied.

Conduct outside of the school premises, including online conduct, that we will investigate and sanction for include misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running od the school
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

Investigating Behaviour Concerns

When investigating behaviour concerns, we may carry out the below actions as appropriate:

1) View CCTV
2) Ask students/staff to write down what they saw, known as taking the **voice of the child**
3) Ask students/staff questions
4) Look at any physical evidence, such as mobile phone messages, screen shots etc.
5) Speak to parents

If your child has special educational needs that effect their communication, then we will ask a member of the special needs department to support this process.

If the issue we are investigating is of a criminal nature, then we will take advice from the Police before continuing our internal investigations. See the 'Managing Allegations Peer to Peer Safeguarding' policy, for further information.

We may place your child in the Everyone Matters Centre for a period of time, during the investigation, to enable us to carry out a prompt and effective investigation. As part of the procedures of the Everyone Matters Centre, your child's phone will be given to the manager until they leave the centre. This is not a punishment and it will be the minimum amount of time necessary.

We will keep you informed of the investigation.

Screening and searching students

The school acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students.

As a result, School staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff, which are the pastoral team and senior leadership team.

We will may use metal detection wands to detect if students are in possession of prohibited items, such as mobile phones, vapes or weapons.

As above, the school may give due regard to police involvement or initiating safeguarding processes.

Confiscation Procedure

Items confiscated by staff will be kept safe until their return to students. Staff must take reasonable steps to keep items safe. High value items such as mobile phones should be taken to the school office placed in an envelope and placed in the school safe until collected by student or parent dependent on the situation. This is in line with Section 94 of the Education Act 2006.

In section 14 of the Searching, screen and confiscation guidance August 2022 from the Department of Education it states that 'where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose.

We will always dispose of the below:

1) Cigarettes
2) Alcohol
3) E-cigarettes
4) Chewing gum
5) Food that is being consumed within a lesson
6) Sweets/chocolate that have been brought in with the intention to be sold
7) Lucozade or any form of energy drink

This list is not exhaustive but represents a list of items that are more commonly confiscated in secondary schools.
Please note that if drugs are found, then the Police will be informed and the drugs will be handed to the Police. This applies for any other illegal items, such as knives/weapons.

Please be aware that if your child is found to be selling sweets/drinks/food in school then they will be sanctioned robustly for this, including loss of social time for a period. Their items will be confiscated disposed of and any proceeds will be confiscated pending a meeting with parents to discuss this matter.

Please read the Searching, Screening and Confiscation Policy 2022 in conjunction with this policy.

The use of reasonable force

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one that requires appropriate training. Please see the safe touch policy.

Malicious accusations against school staff

The school recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff, which are justified. We have procedures for dealing with these concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites, which target members of staff.

Active Involvement of Parents

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting students on reports
- Home school agreement
- Request to attend re-integration meetings
- Student Planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication
- Multi-agency plans

Parents/carers are welcome to approach the school for informal or formal discussions about their child's education.

Monitoring, Evaluation and Review

The Vice Principal – Character and Culture will monitor the implementation and effectiveness of this policy, review it annually with data on exclusions and other consequences such as detentions and report to the Local Governing Body. The policy will be promoted and implemented throughout the school.

Related Policies

Anti-bullying Policy
Drugs and substance Misuse Policy
Exclusion and Suspension Policy
Search, Screening and Confiscation Policy
Safe touch policy
Child protection and safeguarding policy
Equality and diversity policy
Managing allegations child on child safeguarding policy
Mobile devices policy