

Behaviour Policy

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Draft Policy to Governors	September 2018	Review Date:	September 2019

Introduction

At South Shields School, we believe that good behaviour is essential, if we are to guarantee excellent teaching and learning. Students are expected to behave appropriately at all times and follow reasonable instructions in order to assist their learning and in achieving their potential. In order for this to happen all students must take responsibility for their own learning behaviours to ensure that they make good progress in all lessons.

Students are responsible for their behavioural choices. South Shields School actively support students to develop their independence and ability to engage with learning, and support others to do the same. Students are asked to:

- Be punctual to school in the morning.
- Arrive on time and be prepared for lessons wearing full uniform at all times, including a bag with pencil case, accelerated reading/DEAR book and planner.
- Respond to staff instruction first time, without argument. There will be no negotiation.
- Show respect to all members of the school community.
- Show positive behaviour for learning and not disrupt their own or others learning.
- Show respect and care for their, the schools' and others property.
- Talk to staff and each other calmly, politely and using Standard English.
- Not use or direct offensive language/swearing to other members of the school community.
- Not chew gum or eat inside of lessons. Chewing gum is forbidden on school site – indoor and outdoor.
- Not smoke or use e-cigarettes at anywhere on site or anytime while wearing school uniform, and not associate themselves with those that do.
- Switch off/power down all mobile phones and keep them out of sight during the school day (this includes headphones). Electronic devices and equipment seen during this time will be confiscated by staff and held at the front reception for collection at the end of the day.
- Complete all homework on time and complete to their best standard and effort.
- Move around the school calmly and with consideration for others. This includes not shouting or running.
- Not bring any banned item onto the school site – items include any item that may be considered to be a weapon, drugs, alcohol, or illicit substances. Any items caught bringing in prohibited items could be permanently excluded.

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Behaviour in the classroom

In all classrooms we aim for praise and reward to outweigh the consequence by at least a ratio of 75% /25%. We aim to focus on positive behaviour first.

When students don't behave in the correct manner, staff are equipped to respond to them in a way that will de-escalate the problem not escalate it. They stay calm, emotionless and point out how they can make the correct choices.

Teachers and Support Staff will:

- **Model positivity** – Staff should be at the door, smile, and welcome students into their learning space as friendly as possible. They should be enthusiastic about what is going to happen in lesson.
- **Follow routine** – Staff should Invite pupils in, remind students behaviour for learning starts at the door, (signposts will be on door). Remind pupils to place planner on desk open at today's date. Equipment should also be on desk. On exit pupils should stand behind chairs quietly and be dismissed on merit.
- **Praise** – At every opportunity staff praise pupils and reward them with Credits when they deserve it.
- **Start EVERY day as a clean slate.** – Staff make sure all incidents have been dealt with appropriately and as much as possible staff should have restorative conversations with the student to help build relationships.
- **Refrain from sending pupils out of room** – It may feel at times that sending a student out of the room is the only option available. However, for many students this will further increase their poor attitude and make co-operation in future more difficult. Give the students a minute to think over their behaviour with a clear instruction as to how they should improve. Only as a last resort and once the 'C' system has been properly followed should this be considered.
- **Be consistent** – If staff use all of the above strategies consistently alongside planning well thought out lessons that will enthuse students, it should result in excellent behavior for learning.

Praise, Credits and Rewards.

When students follow the School's expectations they will maximise their learning potential and continue to make progress. This is the school's primary goal. Associated with this, the students will be rewarded following the school reward system: Credits which are collected can be cashed in for rewards at the end of every half term. At the end of the school year Credits will also be used in conjunction with attendance for our award ceremonies and passports to success.

Student achievement should be recognised in as many different ways as possible, through assemblies, displays in classrooms and corridors and through publication of student's work. However, the impact of much 'smaller' rewards such as compliments or a friendly smile cannot be underestimated. Students who are praised and encouraged will want to be in lesson and to do well. Creating a positive classroom ethos is essential to creating a learning environment.

South Shields School seeks to reward students for positive behaviour, through showing Courage, Respect, Effort, Discovery, Independence, and Teamwork. Students should be given;

- Praise and verbal encouragement
- CREDITS
- Positive written feedback on a piece of work. (A in PAIR)
- Contact home through; Classcharts auto e-mails, postcards, texts, phone calls or through our social media platforms.
- REWARDS
- Award Ceremonies.

Students will receive credits when a teacher feels that they deserve credit or praise for particular qualities or values the student has shown in and out of lessons. Credits are counter balanced against consequences. If a student gains 1 credit but then receives a C1 your total credit will be 0. At various times in the year you get to spend your credit on different rewards, or save up for bigger termly rewards.

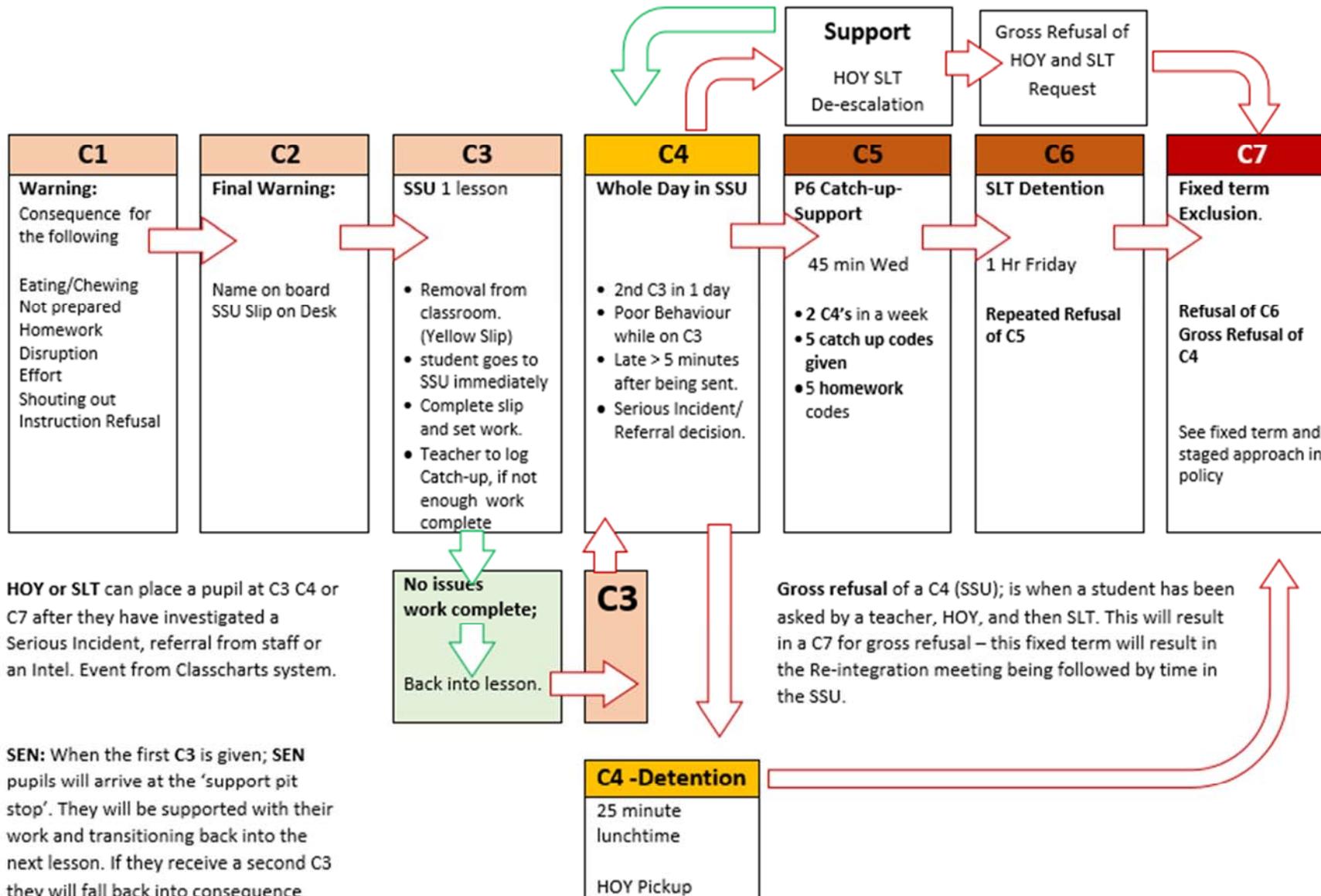
Credits		Examples of what it looks like
C	Courage	Public Speaking Personal Bravery Willing to fail
R	Respect	Caring for surroundings Kindness to others Understanding different view points
E	Effort	Determination Resilient Going above and beyond
D	Discovery	Research Deeper learning Showing a love for learning
I	Independence	Homework Student Leadership Self-Motivated
T	Teamwork	Collaboration Communication Reliable

Consequences.

Credits and Consequences are designed to give students choices. It's main role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others, that if it is not checked it will spoil lessons and undermines the authority of the teacher.

The consequence system is detailed below and will work in conjunction with our staged approach of support and tracking systems.

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HOY or SLT can place a pupil at C3 C4 or C7 after they have investigated a Serious Incident, referral from staff or an Intel. Event from Classcharts system.

SEN: When the first C3 is given; SEN pupils will arrive at the 'support pit stop'. They will be supported with their work and transitioning back into the next lesson. If they receive a second C3 they will fall back into consequence system at stage C4.

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Staged approach of Support.

When students are found consistently involved with the Consequence system, South Shields School will strive to support students in correcting their behaviour so they can get back to learning and progressing as soon as possible. We will provide additional support throughout the following stages:

Stage 1 – Advisor Support

If a student receives an unacceptable amount of consequences over a period of time
If a FTE has had to be given.

Support

Advisor Report
E-Focus with Double Points.
Parental Updates

Stage 2 – Pastoral Support

If a student has not improved their behaviour for the duration of stage 1
If the behaviour has escalated severely while on stage 1
If an advisor discusses escalation with HOY
If an extreme event occurs that needs immediate stage 2 support

Support

HOY Report
E-Focus
S2 PSP
Parental updates
Governors Panel before S3

Stage 3 – Final Warning

If student has reached 12-15 days FTE in one term and therefore failed stage 2.
If behaviour has not improved after a governors panel.

Escalation or further FTE will mean a permanent exclusion will be sought.

Support

SLT report
E-focus
S3 - PSP
SLT Weekly Log Scrutiny

Stage 4 – PEX Panel

Possible Support throughout the stages:

Place2be referral.
EP referral
Early Help Request
Managed Move

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Detentions

Detentions are a time when students should reflect on their choices from previous day.

Whilst in detention at lunch time students will be silent. Failure to follow this will result in the student being placed into the SSU for the remainder of lunch and repeat offenders placed on an SLT Friday night detention.

A C4 Detention is given when a student has been placed in the SSU and has been unable to fix their behavior and is given a C4, if a student has been given a C3 twice in one day, or if a student is refusing to move from the classroom in good time. C4 Detentions are sat at lunch time and are 25 minutes long. C4 detentions will be picked up by HOY during P4. Refusal will result in a C7 – fixed term exclusion.

C6 SLT detentions are 1 hour long and are sat by students who repeatedly fail to attend C5 Catchup Support on a Wednesday evening or Punctuality Support on Monday Evenings.

Parents are expected to support the decision made by the school and to encourage and ensure their child follows the expectations set out. Parental consent is not a requirement for any school to keep a student in detention. Parents can see the detentions given on their Classcharts as can any child. If you have any concerns about a detention please contact your child's head of year.

Student Support Unit (SSU)

The student support unit is a place to support students with their reintegration back into lessons. When a student has reached a C3 they are required to go direct to the SSU. If a student misbehaves during C3 they will move onto C4; meaning they spend the remainder of the day in the unit receiving support. If a student receives two C3 codes in a day then the student moves to C4.

While an incident is being investigated, the SSU may be used as a base to hold the student until investigation is complete. Being placed in the SSU is non-negotiable, refusal to go into the SSU or pit stop is gross refusal and will be dealt with in discretion of SLT.

At times students will be sent to SSU during unstructured time for more serious unstructured time offences like, smoking, throwing water bottles, fighting etc. it will be on the HOY or SLT discretion if the student moves to a C4, C7 or is allowed back into circulation.

SEN SSU Support – 'Pit Stop'

Pupils who are on the SEN register will not be exempt from the consequence system, however if a SEN pupil receives a C3 they will go the Support Pit stop where a member of the SEN support team will be waiting to have a discussion and support student with the work.

The pupil will then be escorted to next lesson, if a pupil then has a second incident after that pit stop the student will be moved to a normal C4.

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Exceptions to behaviour policy and extreme behaviour.

On the rare occasion students show more extreme behaviour where exceptions to the policy which could result in investigation leading to a C7 Fixed Term Exclusion or a Permanent Exclusion, are listed below.

- Fighting/Assault
- Bullying
- Gross refusal
- Possession of illicit substances
- Theft
- Making a false allegation toward a member of staff
- Bringing the school into disrepute
- Any other extreme behavior – see below.

Extreme behaviour

The Head teacher will respond on a case by case basis to isolated incidents which are of an extreme nature and may require varied sanctions. The priority in these decisions will always be safeguarding of students and staff. Parents and Carers will be informed for any issues that arise and will be expected to support the school in any decision that is made. Where appropriate students will be given C4-C7 Consequences.

Screening, Searching and Confiscation

The need to screen, search or confiscate is rare as South Shields School.

The School bans the following items and as a result are able to search students for such items, school staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline such as:

- Any item brought into school with the intention of the item being sold, passed on to other students or which could be used to cause harm or disruption.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the School can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves.
- If a student has their mobile phone confiscated they can collect from reception at the end of the school day. Any repeat offenders then their parent/carer can collect the phone that evening or a subsequent day.
- Where alcohol has been confiscated school will retain or dispose of it. This means that the School can dispose of alcohol as they think appropriate.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them.
- Where school finds other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline
- Where school find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner
- If a member of staff finds an inappropriate or pornographic image, they may dispose of the image unless its possession constitutes an offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as possible.

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Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the School carries out its own investigation.

- 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 of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst school carries out its own investigation.

Use of reasonable force

On the very rare occasion that reasonable force is needed, South Shields School will follow the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

Discipline beyond the school gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspectors Act 2006 gives head teachers a specific statutory power to regulate student's behaviour in these circumstances "to such extent as is reasonable".

Teachers may discipline a student for any misbehaviour when the student is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- Poses a threat to another student or member of the student
- Adversely affect the reputation of the school

Bullying

South Shields School is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Principles.

- Students have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- Schools will not tolerate bullying behaviour.
- Bullied students will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

Definition of Bullying

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of students.

Homophobia and Racial Discrimination

Homophobic, racist, discriminating language and actions are unacceptable. As a result, we do not tolerate at South Shields School language or actions that exclude our students to thrive. We believe in empowering all members of our school community and supporting them, it is important that all students are given equal opportunities to reach their full potential.

If a student is subjected to language or actions that target their sexuality, cultural, religious heritage or background, then the aggressor will be subject to the same actions stated in the anti-bullying document, including being at risk of fixed term or permanent exclusion.

Throughout the academic year, we work with students in assemblies, pastoral time and lessons to celebrate diversity.

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Forms of bullying

- Physical violence such as hitting, pushing or spitting at another student.
- Interfering with another student's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another student. Including Homophobic and racial slurs.
- Teasing or spreading rumors about another student or his/her family.
- Belittling another student's abilities and achievements.
- Writing offensive notes or graffiti about another student.
- Excluding another student from a group activity.
- Ridiculing another student's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

In cases of alleged bullying we will investigate the issues to ensure that we can put in place specific support for all students involved. We will work closely with the students involved using restorative coaching techniques, to ensure that all students are listened to and supported. Contact will be made with parents to inform them of the issue and they will be invited to be support the de-escalation of the issue. Where a case involves bullying that is organised and intentional where student engaging in this activity is refusing to cooperate and continues to bully; a C7 fixed term exclusion will be put in place.

Malicious accusations against school staff

If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

Students that are found to have made malicious allegations will have breached the school behaviour policy. An appropriate sanction may include fixed term and permanent exclusion dependent on the seriousness of the incident. In all cases the safety of staff and students will be considered.

All allegations should be reported straight away to the head teacher. In the absence of the head teacher or where the head teacher themselves is the subject of the allegation, reports should be made to the chair of governors. The designated officer (LADO) is responsible for providing advice and monitoring cases and should be contacted.

Drugs, Knives and Dangerous Items

Drugs, Knives and Dangerous items are very rare at South Shields School so we take them very seriously. It is our policy that any student found on the premises with any of the prohibited items listed below be immediately removed from the premises either by parents or police as appropriate. This is followed by a thorough investigation. The sanction for this offence will be permanent exclusion. The school retains the right to search and confiscate as described in law.

Under guidance from the DFE Document 'Exclusion from maintained schools, academies and pupil referral units in England' updated 10th February 2015. The guidance is clear that in each case the prime concern is the well-being and safety of all those students and staff on the site. Whilst each case will be investigated, any initial concern or evidence or suggestion that any prohibited item will result in an immediate fixed term exclusion. The investigation outcome will be presented to the Head Teacher. In all cases were these serious issues occur, a permanent exclusion will be applied. The decision by the Head Teacher is final.

Senior teachers or staff instructed by the Head teacher can search students without their consent if they suspect the rules have been broken. The senior staff and those authorised by the head teacher have the power to search students or their possessions, without consent if they suspect a student has a prohibited item. There will always be two members of staff present, at least one of whom will be the same sex as the student, that teacher will conduct the search.

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Prohibited items are:

- Illegal drugs* and associated paraphernalia – grinders, rolling machines, compromised bolt and lugs etc.
- Knives and weapons
- Alcohol
- Stolen Items
- Tobacco and cigarette papers
- Fireworks
- Pornography
- Offensive weapons or objects, anything deemed to be used or commit an offence.

*Prescription Drugs must be declared and given to HOY or office staff at the start of the school day. Students will be able to retrieve medicine at the stated prescription times. Failure to declare prescribed drugs and medicine and later found in a search will be liable to the same sanctions set out above.

South Shields School Prevent Policy – see the school safeguarding policy for further information

South Shields School is committed to providing a secure environment for all of our students, staff and stakeholders. The current threat from terrorism and right wing extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

The 2011 Prevent Strategy has three specific objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that we need to address

As of July 1st 2015 there is a statutory duty for schools to report on extremist's behaviours or act upon concerns they have related to extremism. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism".

There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views

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justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

South Shields School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

South Shields School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and this is noted with our Safeguarding Policy.

In adhering to this policy, and the procedures therein, staff, governors, volunteers and visitors will contribute to South Shields School delivery of the outcomes to all children, as set out in the Children Act 2004.

School Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources – school community, external agencies or individuals.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at South Shields School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

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We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views.

Use of External Agencies and Speakers

At South Shields School, we encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our students.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

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- Any messages communicated to students support fundamental British Values
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Risk reduction

The school governors, the Head Teacher, Safeguarding and Pastoral leader will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, E Safety policy, visiting speakers, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual report to governors that is monitored by the local authority and the local safeguarding children board.

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Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC at South Shields School will be the Head Teacher, Allie Denholm.

Staff at South Shields School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). Therefore, all adults working in South Shields School (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism. They should speak with the SPOC, Allie Denholm, or to SMT members. **Disclosures should be reported without delay in line with guidance in our safeguarding policy.**

Website Links

Keeping Children Safe in Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

<https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0ahUKEwjvNK3yrfRAhVILMAKHR6VB0MQFggzMAQ&url=https%3A%2F%2Fwww.education.gov.uk%2Fconsultations%2FdownloadableDocs%2FBehaviour%2520and%2520Discipline%2520in%2520schools.doc&usq=AFQjCNFvkdd1dr4eyRS2Rt1m5y5Gjafi5w>

BEHAVIOUR AND DISCIPLINE IN SCHOOLS

<https://www.education.gov.uk/.../Behaviour%20and%20Discipline%20in%20schools>