



## SHS B05: Behaviour for Learning Policy

This policy is applicable to all pupils, including those in the EYFS.

### **Aims and Expectations**

This policy aims to promote good behaviour, self-discipline and respect, enabling pupils to become positive, responsible and increasingly independent members of the school community. The policy will support pupils by helping to promote a strong and healthy mental wellbeing so they will be able to:

- Feel relatively confident in themselves and have positive self-esteem
- Feel and express a range of emotions
- Build and maintain good relationships with others
- Feel engaged with the world around them
- Cope with stresses of daily life
- Adapt and manage in times of change and uncertainty

It is designed to underpin the school's values and promote a system in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy has been developed in line with the non-statutory advice contained in [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#).

The primary aim of our school is that every member of the community (including each child in EYFS) feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We aim to create an open environment in which children feel confident to communicate with one another and with adults to discuss worries and anxieties as well as celebrate successes. Children are fully involved in the decision-making processes and encouraged to make their own choices and to learn from these.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, but also to enable children to understand that there are consequences if they participate in unacceptable/antisocial behaviour. This includes any form of bullying which will not be tolerated at St Hugh's. For further details on anti-bullying or safeguarding see our separate policies.

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We treat all children fairly and apply this behaviour policy in a consistent way. We recognise our duties under the Equality Act 2010 guidance here: [Equality Act Guide for schools - FINAL.pdf](#), including issues related to pupils with special educational needs/disabilities and reasonable adjustments will be made for these pupils. Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

**Core Values**

The school community has six core values which should underpin the way we approach all that we do.

**Kindness**

**Respect**

**Independence**

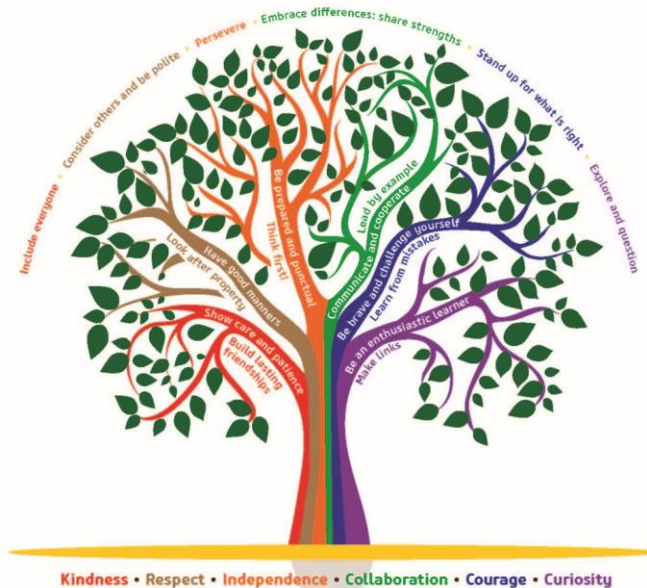
**Collaboration**

**Courage**

**Curiosity**

Each of these values feed desired learning behaviours which mature through the different stages of the school. There are three versions of a tree which displays the values and learning behaviours. Below is the Upper School and Senior School version showing the full set of learning behaviours.

Upper School



Senior School

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### Expectations of Staff who should:

- Uphold the six core values
- Endeavour to arrive on time to their lessons
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Promote and reinforce positive behaviour in the classroom
- Deal with incidents of inappropriate behaviour by following the school's procedures

### Expectations of Parents who are asked to:

- Work in partnership with staff to ensure good behaviour
- Inform the school of any concerns they may have
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work

### Expectations of Pupils

## Kindness

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St Hugh's children will.....	Remember the branches on our Values Tree <ul style="list-style-type: none"> <li>include everyone</li> <li>show care and patience</li> <li>build lasting friendships</li> </ul>
	Remember to use 'please and thank you'
	Be considerate when moving around school <ul style="list-style-type: none"> <li>always walk when inside or near school buildings</li> <li>hold the door open for others</li> <li>stand when an adult enters a classroom</li> <li>allow others to come through doorways first</li> <li>offer to help people who are carrying heavy things</li> <li>greet adults and keep eye contact</li> </ul>
<b>Respect</b>	
St Hugh's children will.....	Be respectful of our learning environment and school resources <ul style="list-style-type: none"> <li>Only use things with permission</li> <li>Put away anything that we have used</li> </ul>
	Be respectful to adults <ul style="list-style-type: none"> <li>Speak to adults in a courteous manner</li> <li>Answer teachers with 'Yes, Mrs Smith'</li> <li>Say 'Hello' to staff and visitors</li> </ul>
	Be respectful of other children's <ul style="list-style-type: none"> <li>Feelings and emotions</li> <li>Culture and beliefs</li> <li>Belongings</li> </ul>
	In the classroom <ul style="list-style-type: none"> <li>When the teacher is talking, pupils should stop, look and listen</li> <li>Hands up if you want to speak or say something and wait for the teacher to reply</li> <li>Only one person to talk at once (listen to others first)</li> </ul>
	In the dining room: <ul style="list-style-type: none"> <li>Appreciate the efforts of the catering staff</li> <li>Talk in a low-level voice to people around us</li> <li>Keep elbows off the table</li> <li>Finish our mouthfuls before speaking or moving around the dining room</li> <li>Use a knife and fork where appropriate</li> <li>Clear up after you have finished your meal</li> </ul>
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Independence	
St Hugh's children will.....	Be responsible for our organisation <ul style="list-style-type: none"> <li>• tidy locker and changing-room kit area</li> <li>• arrive at lessons on time and wait quietly outside the classroom</li> <li>• know where to go for games and when your matches are</li> <li>• know when your lessons, clubs, lunches and assemblies are</li> <li>• bring the correct equipment to lessons</li> <li>• hand in preps on time</li> </ul>
	Be responsible for our own appearance <ul style="list-style-type: none"> <li>• hair styles must be of a sensible nature and hair should be tied back if longer than shoulder length</li> <li>• Shirts and blouses should be tucked in</li> <li>• Always wear the correct shoes and keep laces tied</li> <li>• jewellery is not allowed other than gold stud earrings or a necklace for religious reasons</li> </ul>
Collaboration	
St Hugh's children will.....	Embrace differences and share strengths Communicate and cooperate On the sports field <ul style="list-style-type: none"> <li>• Listen to each other</li> <li>• Always be positive</li> <li>• Captains should lead by example</li> <li>• Always have the correct kit</li> </ul>
Curiosity	
St Hugh's children will.....	Take responsibility for our own learning <ul style="list-style-type: none"> <li>• Take on board our teachers' feedback</li> <li>• Try our hardest to improve</li> </ul>
	Take advantage of opportunities
	Show enthusiasm in the classroom and beyond
Courage	
St Hugh's children will.....	Be brave and challenge yourself <ul style="list-style-type: none"> <li>• Just 'have a go' even if you think you will fail</li> </ul>
	Learn from mistakes
	Stand up for what is right <ul style="list-style-type: none"> <li>• Report unkindness to an adult</li> </ul>

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- Say 'No' to bullying behaviour

## **Behaviour Management**

The school aims to reward positive behaviour at all times to foster a friendly, safe, nurturing learning environment.

Below are some suggestions about how one can take a graduated approach to managing behaviour.

### **Strategies for Managing Behaviour**

Tactical Ignoring	This is the least intrusive strategy and refers to the conscious ignoring of a low-level behaviour. E.g. ignoring low level attention-seeking behaviour such as crawling around at the back of the carpet whilst you are telling a story. The idea is that it avoids giving the pupil the attention they are looking for in carrying out the behaviour. It also tells the other children that you are not impressed by this behaviour so you are not going to react to it.
Non-verbal Cueing	The use of a non-verbal gesture to remind a child what they should be doing, without having to draw attention to them by using your voice. This method is also very good for children whose understanding of spoken language is limited (e.g. use fingers to indicate walk don't run, place a finger to your lips for quiet voices). A setting could make up a range of your own signs to reflect your rules (like tidying-up, lining up, being kind, using a quiet voice and so on) and to use them with the children on a regular basis, rather than always having to use your voice.
Take-up Time	This refers to the adult first giving a direction or reminder to a child and then moving away to give them time and space to do it. So for example, "I'd like you to give that ball back to John and I'll come back in a minute to see if you're how you're getting on with the game". It allows the child to save some face in potentially confrontational situations. It also gives the child the message that you trust them that they will respond appropriately without you forcing them to. It is important to go back to the child after a few minutes to check they have responded to your request and to praise them if they have.
Giving choices	This is really effective way of making a request to a child whilst avoiding conflict with them in a range of situations. By giving a

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	<p>child a choice as to what they do, you are helping them feel that they can stay in control of what they are doing, and they are not being backed into a corner, so they are less likely to defy you. E.g. Would you like me to help you build a tower or do it by yourself? "Would you prefer to give you plate to me or put it in the sink? Would you like to come and help me or go to the quiet room?"</p>
Positive Direction	<p>This is when the adult gives the child a direct instruction about their behaviour (eg "John, keep your hands to yourself, thank you"). The key is to:</p> <ul style="list-style-type: none"> <li>• Focus on the expected behaviour</li> <li>• Use positive language (e.g. "keeping hands to yourself, now", rather than "stop hitting Ben")</li> <li>• Keep the instruction brief and finish with a firm, "thank you" or "now"</li> </ul>
Rule Reminder	<p>This is when the adult briefly reminds the child what the rule is eg "remember our rule for using the paints?" The adult does not need to spell out the rule each time, but may also give out the reminder in a question form (eg "What is our rule for using the paints?").</p>
Distraction/ Diversion	<p>Distracting children from their behaviour can be a good way of preventing a situation from getting out of hand by focusing on the positive rather than the negative. For example, you see a pupil snatching a piece of equipment away from another pupil, so you go up to them and say, "Lucy, instead of taking Jake's hoop, why don't you come and play with this one with me? Can you remember the game you learnt using the hoops, can you show me it? Well done!"</p>
Conditional Direction ('When' and 'Then')	<p>A choice is given by the adult within the already-known setting rules. For example, "Yes you can go outside, when you've cleared up those cars you were playing with". Or "When you've said sorry to Harry, then you can come back and join the group".</p>
Choices and Consequences	<p>This strategy would come after the adult has already tried a 'rule reminder' and a 'conditional direction' for the unacceptable behaviour. If the child does not respond appropriately to either of these or any other less intrusive strategies then here the adult</p>

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	<p>makes the consequence of continued unwanted behaviour clear within a choice, so for example:</p> <p>“If you choose to keep the sand in the tray you can stay here, but if you choose to carry on throwing the sand I will ask you to go and play somewhere else”.</p>
Command	<p>This should only be used when it is necessary to immediately stop the unwanted behaviour. If the situation has got this far that you have to use a command, then it is essential that you have the backup of the other staff and the setting behaviour policy to be able to act appropriately if the pupil refuses your command. Some settings may have a traffic light system where a child is given a warning and if they refuse to carry out an instruction on the second occasion, then they are given a period of time out in a place with limited distractions.</p>

## **Restorative Practice**

### **What is Restorative Practice?**

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community and can resolve difficulties and repair harm where there has been conflict.

A restorative approach is a culture or ethos with the following practical goals:

- to reduce the likelihood of conflict and/or recurrence of conflict by taking a whole-setting approach to meeting human needs.
- to strengthen relationships by making time for open and honest conversations that need to be had.

Within every teacher-pupil interaction, whether it be positive or negative, there is a teachable moment. Every wrongdoing is a chance to build broken relationships, foster a good learning environment and enhance the culture of the school. The 5Rs is a good basis on how to achieve effective restorative practice.

### **Relationships-Respect-Responsibility-Repair-Reintegration**

The rewards and consequences system set out below must be used in partnership with restorative practice and therefore the chance to secure or build back the relationship and respect with the member of staff or other pupils.

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Children must be given a voice to ascertain why poor behaviour has occurred, enable them to take responsibility and then together with the teacher decide how to repair and, if required, reintegrate into the school setting. Ask questions such as, 'Why do you think this happened today?' 'Is everything ok, can you explain why you have behaved like this?' 'How do you think you can help to repair what's happened?'

Restorative practice may come in the form of a teacher dealing with conflict between pupils, but also poor behaviour from an individual in lessons or indeed from a group of individuals in lessons. It can be very effective when a teacher is experiencing challenging behaviour with a particular group to call 'time-out' in a lesson. This gives the opportunity to remind pupils of expectations and allow them the chance to be heard.

Allowing pupils the responsibility to decide how to repair any damage caused is also important before moving on. Along with any sanction issued they may decide, or it may be suggested for them to write a letter of apology or help the school community in some form. This will help them to feel they have repaired relationships and enable them to make a fresh start.

### **Rewarding Good Behaviour**

The emphasis in the school is on the positive reinforcement of good behaviour and many mechanisms exist for rewarding this:

#### **Senior School Rewards and Consequences**

A range of rewards and consequences which are age appropriate for Year 9-11 will be developed by the Pastoral Leadership Team during the academic year 2025-26.

#### **Upper and Middle School: Rewards**

Examples of good behaviour/work	Reward	Action
Random act of kindness Good piece of work relative to pupil's ability Good effort shown in any area of the school Name appears on 'thumbs up' with a tick next to it	<b>House Point</b>	<ul style="list-style-type: none"> <li>• Staff to add to ISAMS</li> <li>• Stickers can be given to pupils when they do not have their planner with them.</li> <li>• Form Teachers to monitor House Point totals</li> <li>• Middle School House Captains to post house-coloured tokens into house boxes</li> </ul>
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		<ul style="list-style-type: none"> <li>A House flag will be raised each week for the house point winner (inc. golden)</li> </ul>
<p>An outstanding piece of work relative to pupil's ability</p> <p>An incident where a pupil has demonstrated exceptional maturity, or one of the six core values</p>	<p><b>Golden House Point (5 points)</b></p>	<ul style="list-style-type: none"> <li>Staff to add to ISAMS</li> <li>A House flag will be raised each week for the house point (inc. golden) winner</li> </ul>
<p>Accumulation of House Points in a term for Year 3,4,5,6</p> <ul style="list-style-type: none"> <li>Bronze = 20</li> <li>Silver = 40</li> <li>Gold = 60</li> <li>Platinum = 80</li> <li>Titanium = 100</li> <li>Diamond = 150</li> </ul>	<p><b>Headmaster's Award</b></p>	<p>Awarded at:</p> <p>Bronze- in Form time Silver- in House assembly Gold and above- School assembly Parents notified through ISAMS</p>
<p>Accumulation of House Points in a term for Year 7 &amp; 8</p> <ul style="list-style-type: none"> <li>Bronze = 20</li> <li>Silver = 40</li> <li>Gold = 60</li> <li>Platinum = 80</li> <li>Titanium = 100</li> <li>Diamond = 150</li> </ul>	<p><b>Headmaster's Reward Voucher</b></p>	<p>Headmaster to issue a reward or privilege</p> <p>Awarded at:</p> <p>Bronze break time treat- Form time Silver Lunch Pass- House assembly Gold Games Room pass- School assembly Parents notified through ISAMS</p>

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### Pre-Prep and EYFS: Rewards

Examples of good behaviour	Reward	Action
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<p>Random act of kindness</p> <p>Being helpful towards others</p> <p>Using good manners</p> <p>Having a good attitude to learning</p>	<p><b>Recognition &amp; praise Stickers</b></p> <p><b>Written comment to be shared at home</b></p> <p><b>House points</b></p> <p><b>Keeper of the Pre-Prep Values plaques</b></p>	<ul style="list-style-type: none"> <li>• Staff notice, recognise and praise individual behaviours. Stickers may be awarded.</li> <li>• Comments are written in the Home/School Diary to be seen by parents.</li> </ul> <p><b>In PP:</b> House points are collated within each class. The winning House is announced each week in Gold Awards Assembly. The House Cup is presented to House Captains and Vice Captains and appropriately coloured ribbon affixed.</p> <p><b>In Nursery:</b> children are awarded house-coloured balls which are collected in a large jar. When full, the children can vote on a treat to celebrate their achievement.</p> <p>Keeper of the Pre-Prep Values are awarded to individual children each term.</p>
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### Dealing with Poor Behaviour

Where necessary, teachers have at their disposal various sanctions, which can be applied using discretion and common sense. Our goal always is to encourage the pupils to improve or correct their behaviour before issuing a sanction. Teachers will always support a sanction with some form of restorative practice. The examples used for each sanction is a guide and particular care must be taken with pupils with learning special educational needs or a disability (see Equal Opportunities Policy) as a sanction may not be appropriate. Pupils with specific needs may have an individual behaviour plan which staff should be familiar with. All behaviour plans can be found in *Teaching Staff-Learning Support-Behaviour Plans*. Staff should use their knowledge of the children and their individual needs or circumstances before applying the sanction.

### **Pre-Prep, Middle and Upper School: Consequences**

Examples of unacceptable behaviour	Consequence Points	Action
Low level poor behaviour	Yellow level Behaviour	Staff to log minus points on ISAMS within 24 hours
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<ul style="list-style-type: none"> <li>• Disruptive behaviour in lessons after two warnings</li> <li>• Late for lessons without good reason</li> <li>• Repeated poor organisation</li> <li>• Incorrect attire (wrong footwear, wrong earrings, shirt out)</li> <li>• Untidy locker or changing area</li> <li>• Failure to complete prep without reason</li> <li>• Misuse of ICT</li> </ul>	<p style="text-align: center;">Award 1 minus point</p>	<p>Form teacher notified</p>
<p>Anti-social behaviour including:</p> <ul style="list-style-type: none"> <li>• Rudeness to staff</li> <li>• Teasing</li> <li>• Unkindness</li> <li>• Spitting</li> <li>• Over-physical behaviour</li> <li>• Swearing or inappropriate language</li> </ul>	<p style="text-align: center;">Orange Level Behaviour  Award 2 minus points</p>	<p>Orange Level behaviour must be referred to the Head of Year or Head of Middle School. This may lead to parents being informed. Staff to log minus points on ISAMS within 24 hours. Form Teacher notified.</p>
<p>Major incidents of poor behaviour</p> <ul style="list-style-type: none"> <li>• Any form of bullying</li> <li>• Serious physical incident</li> <li>• Wilful disobedience</li> <li>• Vandalism</li> <li>• Highly inappropriate language</li> </ul>	<p style="text-align: center;">Red Level Behaviour  Award 3 minus points</p>	<p>Red level behaviour must be referred to the Deputy Head Pastoral. This may lead to:</p> <ol style="list-style-type: none"> <li>1. Parents being informed</li> <li>2. Detention with Head of Year</li> </ol> <p>Staff to log minus points on ISAMS within 24 hours</p> <p>Form Teacher notified</p>
<p>Accumulation of <b>three</b> minus points in a week</p>	<p style="text-align: center;"><b>Detention</b></p>	<p>Parents to be notified by a Head of Year or Head of Middle School. Recorded on ISAMS by the above. Detention takes place at lunch break taken by Head of Year or Assistant Head Lower School.</p>

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		<b>In Pre-Prep: the loss of part or (in extreme circumstances) all of Golden Time</b>
Accumulation of <b>six</b> minus points in one half term or <b>eight</b> across a term	<b>Deputy Head's Detention</b>	Parents to be notified by a Deputy Head and recorded on ISAMS Detention takes place at 4.45-5.45 on Friday taken by a Deputy Head.
Accumulation of <b>ten</b> minus points in one half term or <b>twelve</b> across a term.	<b>Headmaster's Detention</b>	Parents to be notified by Headmaster and recorded on ISAMS. To be taken by the Headmaster.
Consecutive weeks of accumulating <b>five</b> points or longer period of poor behaviour	<b>On Work or Behaviour Report</b>	HM and Parents to be informed. Pupil will have report signed at the end of each lesson and/or break time.
Continued poor behaviour after a period on Report	<b>Personal Behavioural Plan</b>	Headmaster and DHP to meet pupil and parents. PBP will be drawn up together with pupil
Continued poor behaviour following Personal Behaviour Plan Extreme incident of poor behaviour (physical, verbal or otherwise)	<b>Fixed or Permanent Exclusion</b>	To be decided only by the HM in consultation with the Chairman of Governors (See 'Exclusion' section)

### **Boarding**

The House Parents reinforce the ethos and underlying principles of the Behaviour Policy. Refer to the Boarding handbooks for specific information about behaviour management in boarding.

### **External Agencies**

The school may seek the advice of external specialists to help inform any behavioural plans. This might include seeking an assessment or ongoing support from an educational psychologist to discover if there are any underlying issues which might be impacting on behaviour, such as specific learning difficulties. An undiscovered specific difficulty can frequently lead to low self-esteem and thus to behavioural problems. We also may ask educational psychologists to help us identify if there are social or emotional problems such as attachment issues or difficulties with relationships, especially for pupils whose parents may have separated or divorced. For example, these specialists can be asked to help a child to build up a toolbox of strategies to call on in tricky circumstances, to help pre-empt problems occurring. In addition to educational psychologists, we have a school counsellor.

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In rare cases, we also might need to support the work in school being done by social services. In all situations of consulting specialists, we would seek to work in partnership with the parents and only with their prior permission to do so.

### **Use of Reasonable Force**

Restraint (reasonable force) is to be used as a preventative measure to control or restrain pupils and the school follows the guidance set out in [DfE advice template](#). All members of staff have the legal power to use reasonable force in the following circumstances:

- remove a disruptive pupil from a classroom where they have refused an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- restrain a pupil at risk of harming themselves through physical outbursts.
- prevent the pupil attacking a member of staff or another pupil, or to stop a fight.
- prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent serious damage to property.

The use of restraint by the teacher must be:

- reasonable
- non-injurious to the pupil
- for the minimum amount of time necessary

Training of positive handling is given to all staff who are in a supervisory role of the children.

Any physical restraint is only permissible when a child is in imminent danger of inflicting harm on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. The use of force as a punishment is unlawful and should never be used. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded (on CPOMS) and reported immediately to the DSL and Headmaster. Parents should be informed the same day or as soon as reasonably practicable afterwards. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

### **Confiscation of inappropriate items**

Pupils' personal property may be confiscated, retained or disposed of if they are prohibited items, disruptive to the learning environment or potentially harmful to themselves or others within the community. Refer to the Searches Policy.

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### **Exclusion (see separate exclusion policy)**

The Headmaster may temporarily exclude a pupil for failure to adhere to the school's code of conduct. On the first occasion where exclusion is required, a one-day suspension will apply. If such a sanction is required again then another day's exclusion may be warranted, or a week's exclusion from school will apply. If after this, unacceptably poor behaviour continues then, in consultation with the Chairman of Governors, the Headmaster will have to resort to permanent exclusion from school.

### **When help in a lesson is required**

If a situation arises in a lesson when a teacher is not confident about managing the behaviour of a child, then help should be sought. If behaviour is unacceptable, then the sanction system should be used as above. Where a pupil places himself or the class in any danger, or where the disruption caused is so significant the lesson has to stop, then the teacher should send the pupil (or another) to the staffroom and a staff member will contact one of the following: Head of Year, Assistant Head Lower School, Deputy Heads, Headmaster. This person will then come to the immediate assistance of the teacher requiring help.

### **Searches**

It may from time to time be necessary to search a pupil or their possessions for prohibited items or where property has been stolen. *Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff 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).* [DFE Advice f0076897]

In such a situation, the following guidance must be followed:

- It is inappropriate for staff to conduct a personal search. A pupil suspected of carrying an unauthorised item should be asked to turn out their pockets or bag.
- A member of staff should not touch the pupil, search the pupil's person, remove the pupil's clothing for the purpose of searching it.
- School property should only be searched if the search is legitimate and has a reasonable prospect of success.
- The extent and nature of the search should be proportionate to the value of or "risk factor" of the item sought.
- Personal property should not be searched without consent.

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- Where consent is refused, the school may still proceed with the search where there is a strong likelihood that an offence has been committed.
- Usually it is appropriate to ask the pupil to search their own property.
- The school reserves the right to monitor the use of mobile phones and may confiscate these if they have been used inappropriately.
- The school may confiscate any prohibited item found as a result of a search. The school may also confiscate items, however found, which are considered harmful or detrimental to school discipline.
- Property should only be searched if the search is legitimate and has a reasonable prospect of success.
- A search that is carried out in the pupil's absence must be witnessed by a second adult.
- If possible, the pupil should be present during any search of property used to store their belongings.
- A member of the SLT should contact the affected pupil's parents after any search, regardless of the outcome.
- Where boarders are concerned, the school should balance the right of boarders to privacy with the need to search a boarder with consent, where there is a strong reason to do so.

### **Corporal punishment**

There is no form of corporal punishment, nor is it ever used as a threat.

Policy Name	Behaviour for Learning Policy
Policy Number	SHS B05
Owner	Deputy Head Pastoral
Date of Review	August 23, 24, May 24, July 24, 25
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