

GORSE 3- 11 (Primary) Behaviour & Positive Discipline Policy

Designated Person: Principal

Reviewed by: Governors' Policy Committee

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1. **INTRODUCTION**

- 1.1. The Positive Discipline Policy is Bardsey Primary Academy's behaviour policy and outlines the framework of our approach to encouraging good behaviour known as 'Positive Discipline'.
- 1.2. This policy details the systems which will be in operation to support pupils in making positive behaviour choices, in line with the law and guidance issued by the government.
- 1.3. This policy should be read alongside the additional guidance issued on the academy website and the other policies, including: the academy's Safeguarding and Child Protection policy, The GORSE Academies Trust's: Equality Statement; Attendance and Punctuality Policy; E-Safety and Online Policy; Special Educational Needs and Disabilities (SEND) Policy; Anti-bullying, Hate Incident and Crime Policy; Permanent Exclusions and Suspensions Policy; Dealing with Concerns and Allegations Against Adults in School Policy, Children Looked After/ Previously Looked After Policy, Care and Control Policy and the Complaints Policy. Copies of these documents can be found on the academy's website in the policies section.
- 1.4. During pupil's prolonged absence from school in 2019-20 and 2020-21, children and young people experienced significant changes to their learned routines, daily structure, social and behavioural norms. Leaders and governors remain aware that Covid-19 has potentially impacted upon the mental health of pupils and their family members which may in turn affect a pupil's behaviour. Where appropriate, members of staff may enlist the support of counsellors or other external agencies, for example, to assess the needs of pupils who display continuous disruptive behaviour.
- 1.5. A positive, safe and purposeful culture is created in our academy by establishing behavioural norms and ensuring that these are taught explicitly to ensure that the academy is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.
- 1.6. Where needed, Individual Pupil Risk Assessments (IPRAs) will be completed in partnership with parents/carers and pupils. These will be reviewed at regular intervals and must be adhered to.
- 1.7. The Positive Discipline framework should be successful in:
 - Providing parents/carers, pupils, staff and governors with clarity in respect of the behaviour policy in place.
 - Ensuring that all pupils are treated fairly and consistently, and are involved, whenever possible, in the process of praise, recognition and rewards.
 - Supporting staff in the classroom, ensuring that the classroom environment is one in which teachers are able to teach because pupils are behaving in an appropriate manner
 - Reassuring the school community that we take everyone's health and safety exceptionally seriously and have ensured our procedures and systems are fit for purpose
- 1.8. Without doubt, the essential pre-requisite for the approaches' success is a consistent commitment from all staff to operate within the agreed framework.
- 1.9. Two Positive Discipline Pyramids ('Individual Rewards' and 'Sanctions') support the

consistent implementation of the Positive Discipline Policy. The examples given within the 'Sanctions' Pyramid are not exhaustive and the academy reserves the right to sanction pupils in line with the general principles of the Positive Discipline Policy. The arrows on the pyramid depict that sanctions can be applied at any level from that point upwards.

- 1.10. Copies of the Positive Discipline Rewards Pyramid can be found in the Pupil Planner and displayed around the academy.
- 1.11. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will influence the working practices of all pupils for the better.
- 1.12. All members of staff must look to recognise, praise and reward all pupils as a matter of agreed policy.
- 1.13. Members of staff must understand the importance of operating within the recognised framework for sanctions. If the system is to be successful, the following must be understood by all concerned: when a particular misdemeanour takes place an identified sanction or range of sanctions must follow. These are detailed within the Positive Discipline Policy and accompanying documentation. Pupils' individual circumstances must be considered when identifying the appropriate sanction (e.g. SEND and children who are defined as looked after or previously looked after) and reasonable adjustments made where necessary.
- 1.14. Once the sanction has taken place it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy to support the young person in making positive choices moving forward. Each child's case will be viewed in an individual sense.
- 1.15. Members of staff must follow the agreed framework. The Principal is responsible for ensuring all members of staff receive training in relation to the implementation of this policy. The system must not be allowed to fail; it is imperative for health and safety.
- 1.16. Senior members of staff must also look to operate within the framework at all times.
- 1.17. All parents/carers and pupils must agree to abide by this policy. It is only when we work in partnership that risks can be mitigated. Pupils must follow instructions from members of staff; pupils are expected to do as they are asked – first time, every time.
- 1.18. With enthusiasm, commitment and team-work in its truest sense there is no doubt that we will make this system work and pupils and staff will feel safe and valued as a consequence.
- 1.19. The Positive Discipline Policy is reviewed regularly and will be published annually and updated as appropriate. The Executive Team and the Principal directly oversee the Positive Discipline Policy in addition to members of the Positive Discipline Monitoring Group.
- 1.20. Parents/carers have the right to complain. Complaints should be submitted in line with the academy's complaints policy which is available to view on the academy's website.

2. CODE OF CONDUCT

- 2.1. Parents/carers must ensure they inform the academy of any changes to their contact details, or those of other emergency contacts. Parents/carers/additional contacts must be contactable for the duration that their child is present at the academy in case of emergency.
- 2.2. If, when on the academy premises, a student feels unwell, or they need to be collected for another reason parents/carers must ensure the pupil is collected promptly by a named contact or by a nominated responsible adult.

- 2.3. Parents/carers must ensure their child is prepared for learning at the academy; pupils must arrive punctually, correctly equipped, wearing appropriate clothing and be ready to learn.
- 2.4. Where parents/carers are aware that their child is in need of support e.g. for a pastoral reason, parents/carers must ensure they communicate with the appropriate member of staff in advance of their child arriving at the academy, so that members of staff can appropriately support the child.
- 2.5. At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the academy as a result of:
- Social, Emotional and Mental Health Needs (SEMH) and/or;
 - Adverse Childhood Experiences (ACE)
 - Special Educational Needs and Disabilities (SEND)

Members of staff within the academy, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be guided by the Education, Health and Care Plans (EHCPs) for those pupils who are in receipt of them, or individual education plans/support plans for those with additional needs but without an EHCP.

- 2.6. Where a pupil is completing remote learning and displays behaviour that gives cause for concern, members of staff will follow the academy's Safeguarding and Child Protection Policy.
- 2.7. The Positive Discipline Policy supports the academy to uphold its statutory responsibilities under the Equality Act and any form of abuse targeted towards those with protected characteristics will not be tolerated in any form.
- 2.8. The academy does not tolerate bullying of any kind, including cyber bullying, prejudiced based and discriminatory bullying. If it is discovered that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to entirely eradicate bullying, we always do everything in our power to ensure that all children are able to attend school free from fear.
- 2.9. Child-on-child sexual violence and harassment, which includes the use of sexually abusive language either occurring offline or online is unacceptable and will not be tolerated. Inappropriate language and harmful sexualised behaviour between pupils will be challenged by staff. Pupils whose behaviour falls below expectations will be sanctioned.
- 2.10. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The academy Safeguarding & Child Protection Policy, which is underpinned by part 5 of Keeping Children Safe in Education guidance outlines our approach to investigating reports of such behaviour and highlights the support for victims and for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.
- 2.11. Pupils are encouraged to report any incidents that have made them feel uncomfortable, no matter how significant or otherwise the student feels the incident to be. Equally if a student observes a behaviour that they do not feel is appropriate from another person towards another member of the school community they should report this to an appropriate adult. It is through a culture of openness that we are able to ensure everyone feels safe.

3. VALUABLES

- 3.1. Pupils should not bring any valuable personal belongings into the academy at any time. This includes electronic devices. We acknowledge that there may be circumstances when parents/carers require that their Year 5 or Year 6 child brings a mobile phone to school. This must be switched off by the pupil and handed in to their class teacher. It will be stored in a secure place until the end of the academy day when the class teacher will hand out devices back to pupils. Reasonable adjustments can be discussed with the Principal e.g. medical reasons. Any pupil who does not adhere to the rules will be sanctioned in line with this policy.
- 3.2. Activity watches e.g. Smart watches/Fitbits are not allowed on the academy premises and will be sanctioned in line with this policy.

4. PUPIL DRESS

- 4.1. Pupils must wear academy uniform at all times unless explicitly instructed otherwise. Please refer to the uniform section of the academy website for further details.
- 4.2. Hairstyles should not reflect the extremes of 'youth culture', for example shaved lines and patterns on the side of the head; patterns must not be cut into the hair. Hair should be of a natural colour. Reasonable adjustments can be discussed with the Principal e.g. medical reasons.
- 4.3. Hair accessories must be appropriate in size and colour for sensible and safe working. Hair clips must not be attached to jumpers/shirts/ items of clothing.
- 4.4. Make up is unnecessary and should not be worn unless a reasonable adjustment has been authorised by the Principal. Nails must be of an appropriate length and natural in colour: coloured nail varnish and/or false nails are not permitted.
- 4.5. Mehndi/Henna during Eid: students are allowed to return to school with Henna after Eid but it cannot be added to and must be allowed to fade naturally.
- 4.6. Jewellery: pupils are only allowed one small stud earring per earlobe. Pupils can wear a watch though activity watches are not permitted.
- 4.7. The Principal will use their discretion, if needed, in relation to a pupil's dress. Where a pupil is unable to adhere to the above requirements in terms of 'pupil dress' parents/carers must request approval from the Principal.

5. ACADEMY RULES

- 5.1. There are seven main rules within our academy. The rules are displayed prominently around the academy. They will be revisited with the pupils at the beginning of each term and at other times when necessary.

The Academy Rules are as follows (Golden Rules):

- We always do our best
- We follow instructions straight away
- We are kind
- We keep hands feet and objects to ourselves

- We look after our academy, resources and environment
- We move sensibly around our academy
- We are truthful

6. PROMOTING POSITIVE BEHAVIOUR

- 6.1. We recognise the importance of establishing a culture of positive behaviour and a complimentary rewards framework which supports a calm, orderly and purposeful teaching and learning environment for all.
- 6.2. The rewards framework encourages the active and direct involvement of as many teachers and as many pupils as possible. It is essential that all pupils are given the opportunity to operate within the rewards framework.
- 6.3. Central to the philosophy is the right of staff to praise pupils, including contacting parents/carers and pupils at home, following appropriate protocols, to issue verbal praise.
- 6.4. We praise and reward pupils for good behaviour in a variety of ways in line with the Positive Discipline Reward pyramid (see Appendix 1). The Rewards Pyramid details that all members of staff will:
- congratulate pupils and praise good efforts.
 - give pupils stamps to reward excellent contribution and/or effort in class where:
 - 1 stamp will be given for good work/ good effort
 - 2 stamps will be given for very good work/ very good effort
 - 3 stamps will be given for excellent work/ excellent effort

In addition:

- 3 stamps will be awarded weekly for a clean slate
- 3 stamps will be awarded weekly for correct uniform
- 3 stamps will be awarded weekly for 100% attendance

6.4.1 All staff will:

- Award stamps for positive contribution to academy life, care and concern for the environment
- Award stamps for positive image of the academy in the community, care and concern for other pupils
- Award stamps for following the academy rules
- Award house tokens for positive playtime behaviour
- Award stamps for positive attitudes to home learning
- Award stamps for positive attitudes to Enrichment ++ (Extra-curricular)

- 6.5. The Principal actively encourages staff members to inform them of good behaviour, improved attitudes to learning, and outstanding achievement. Additional stamps will be awarded.

- 6.6. Certificates will be awarded for multiples of 100 stamps up to 400 stamps. At 500 stamps pupils will receive a certificate and a pin badge to celebrate this achievement. Thereafter, pupils will be awarded with certificates for every 250 stamps and at intervals of 500 stamps (so 1000 stamps, 1500 stamps, 2000 stamps and so on) will receive a pin badge with their certificate.
- 6.7. Each week, pupils from each class are nominated to be 'behaviour and excellent work stars' in a celebration assembly to celebrate good behaviour, attitudes and achievement.
- 6.8. Postcards are sent home to parents/carers each half term to celebrate positive behaviour and achievements.
- 6.9. Regularly, members of the Senior Leadership Team will make phone calls home to recognise exceptional work, behaviour and attitudes.
- 6.10. The academy's Major Prize Presentation ceremony, to recognise and reward pupils' contributions, will take place annually.

7. SANCTIONS

- 7.1. It is expected that the great majority of pupils will simply choose to spend their time with us operating within the rewards framework.
- 7.2. It is also expected that, of the pupils whose performances are deemed to be unsatisfactory, only a small minority will move beyond the first 'Verbal Warning'.
- 7.3. It is essential that all pupils, parents/carers and staff understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour/working performance and encourage each pupil to re-join the road to achievement.
- 7.4. For the structure to work it is essential that consistency and flexibility work in harmony.
- 7.5. When a misdemeanour occurs, an identified sanction must follow. The identified sanction is not open to negotiation or debate. Pupils' individual circumstances must be considered when identifying the appropriate sanction (e.g. SEND) and reasonable adjustments made where necessary.
- 7.6. Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility.
- 7.7. For the sake of consistency (for staff and pupils) staff will follow the Primary Positive Discipline Policy and Sanctions Pyramid (see Appendix 2) relating to misdemeanours. For example, deliberately tapping a pencil or speaking over the teacher will result in a clear verbal warning being issued. Verbal warnings will be clearly communicated to the pupil and noted by a member of staff.
- 7.8. The Sanctions Pyramid usually operates within a 'session' of time. At Bardsey Primary Academy the session lengths are 8.45 – 12.00 and 12.00 to 15.30. If a pupil deliberately disobeys the Golden Rules during a session they will receive a Verbal Warning. If they correct their behaviour and have no further incidents they will not receive any additional sanctions. If the same pupil were to deliberately disobey the Golden Rules in the next session, however, they would again be reminded of the need to follow the Golden Rules and be issued with a Verbal Warning. Repeated behaviour within a session will, however, result in progression up the Sanctions Pyramid. In cases of extreme poor behaviour, Senior Leaders may authorise a more serious sanction to be issued. In all cases, members of staff will take into account the individual needs of a pupil and, where

needed, will apply a reasonable adjustment, for example, where the behaviour observed is as a direct result of a pupil's Special Educational Need.

- 7.9. If a pupil does not improve their behaviour following the Verbal Warning, they will lose 5 minutes of their break time or lunchtime. Children will spend this time in an allocated classroom, supervised by staff. The sanction will be noted in the pupil's planner.
- 7.10. If the pupil does not improve their behaviour, they will lose 10 minutes of their break or lunchtime (rather than the 5 minutes at the previous sanction level). Children will spend this time in an allocated classroom, supervised by staff. The sanction will be noted in the pupil's planner.
- 7.11. If this behaviour continues, pupils are caught fighting (equally to blame) or a pupil swears or uses offensive language towards another child, the pupil will spend 10 minutes with a Senior leader and the Senior Leader will issue the pupil with an orange report card. The pupil will also serve their 10 minutes owing from the previous sanction level if they progressed up the pyramid in one session. Irrespective, all pupils will have their behaviour monitored through the orange report card for a minimum of 3 days (unless they progress to the next sanction level). The orange report card will provide more details regarding the administration of this sanction. **Class teachers** will report this sanction to parents/carers at the end of the day and the sanction will also be recorded in the pupil's planner.
- 7.12. Should the behaviour continue, or a pupil displays behaviours such as assaulting another pupil, bullying/HATE incidents, vandalism, theft, defiance or persistent disruptive behaviour then the pupil will serve a half day isolation with a Senior Leader. They will receive a Red report card, meaning that their behaviour will be monitored for a minimum of 5 days. During the first 3 days on red report they will spend breaktimes and lunchtimes with a senior leader. If the pupil displays appropriate behaviour during the first 3 days, they will be allowed outside at break and lunch on days four and five. A senior leader will report this sanction to parents/carers and the sanction will also be recorded in the pupil's planner. The report card will provide more details regarding the administration of the red report card sanction.
- 7.13. Where a pupil accumulates 20 minutes or more of a loss of break/lunchtime within a week they will be issued with an Orange report card.
- 7.14. Where a pupil is failing to improve their behaviour whilst being on Orange report a Senior Leader may review their behaviour and make a decision to progress to the next sanction level.
- 7.15. If a pupil is failing to improve their behaviour whilst on a Red Report and for example, continues to demonstrate defiance, the Principal may make the decision to progress with a further sanction and a suspension may be awarded. Pupils who display behaviour such as assaulting members of staff, abusing members of staff, assaulting other pupils, spitting or refusing to go into Isolation will complete a full day in Isolation and/or will be issued with a suspension by the Principal.
- 7.16. Pupils will serve a day in Isolation on return from their suspension. Pupils who have received a suspension will be required to have a conversation with a senior member of staff to discuss their behaviour to support their positive reintegration back into the academy. Where a suspension and/or full day in Isolation has been served the pupil will automatically be put onto Red report.
- 7.17. All sanctions (apart from Verbal Warnings) will be logged and tracked on the academy's computer systems.
- 7.18. The Principal and governing body retains the right to suspend and or permanently

exclude pupils on disciplinary grounds. All exclusions will be made in line with the government guidance and by following the Suspension and Permanent Exclusions policy.

8. PROPERTY AND SEARCHES

The general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

- 8.1 The powers to search are detailed within the Education Act 1996, and are defined in the DFE Screening & Confiscation guidance (July 2022). Whilst staff have the power to search for any item, the staff member involved must ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If cooperation from a pupil is not forthcoming, the member of staff will consider why this is. If a pupil continues to refuse to cooperate, the pupil may be sanctioned in line with this policy and parents/carers contacted.
- 8.2 The academy holds the power to search without consent for prohibited and illegal items including but not limited to:
- Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and E- cigarettes
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to have been used to commit an offence, cause personal injury or damage property
 - Any item banned by the school rules which has been identified in the rules as an item for which a search can be undertaken
- 8.3 The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited or illegal item, and they believe that the search has revealed a safeguarding risk.
- 8.4 All searches will be carried out in line with the academy's health and safety requirements. Two members of staff will be present at the time of the search and wherever possible one of these members of staff will be a senior leader. The person making a search of a pupil's person should be of the same gender as the student, and will take into account the views of the pupil, where gender identity is a consideration.
- 8.5 It is important that all staff understand the implications of searches in the context of substance related incidents. Anyone who carries out or witnesses such a search may be required to give evidence should Police action follow: it is important that as few people are directly involved in the process as possible. Any findings of an illegal nature (if unsure contraband will be treated as illegal) will be handled as little as possible and will be passed on to the Police as soon as possible; the pupil's parent/carer will also be informed of the incident and the action that will be taken.
- 8.6 The designated safeguarding lead must liaise with the Principal to inform them of specific safeguarding issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an 'appropriate adult' present should police request or

be required to conduct a search of a child, which may involve the removal of more than outer clothing. Further information can be found in the Statutory guidance - PACE Code C 2019.

8.7 Where a pupil purposefully damages academy property an appropriate sanction will be issued, and parents/carers will be contacted with details regarding the amount owing to the academy in respect of the damage.

9. USE OF REASONABLE FORCE: CARE AND CONTROL

9.1. The academy does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil, or prevent them taking the necessary action to prevent a pupil causing harm.

9.2. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

9.3. Principals and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

9.4. The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

9.5. Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then members of staff have a duty of care to intervene. When doing so they will follow the health and safety procedures in place at the academy.

9.6. Following the physical intervention, the pupil may be isolated and parents/carers will be informed of the incident and, following consideration of risk and a discussion with staff, the pupil and their parent/carers, appropriate follow up action taken.

10 PUPILS' CONDUCT OUTSIDE THE ACADEMY

10.1 Parents/carers are, naturally, responsible for their child's behaviour outside of the school day. The academy does, however, reserve the right to discipline pupils for misbehaving outside of the academy premises "to such an extent as is reasonable", where necessary, and as permitted in law. This includes for inappropriate behaviour when pupils are:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a pupil at the academy

or inappropriate behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the academy.

- 10.2 In all cases of inappropriate behaviour, the teacher can only discipline the pupil on academy premises or elsewhere when the pupil is under the lawful control of the staff member.
- 10.3 Where the behaviour of a pupil compromises the safety and wellbeing of other members of the public, other pupils and/or members of staff, and/or adversely affects the reputation of the academy, pupils will be sanctioned in line with Section 7 of this policy. This may result in the Principal refusing entry to the academy



Bardsey Primary Academy

INDIVIDUAL REWARDS

The academy's Major Prize Presentation ceremony will take place annually, to recognise and reward pupils' contributions.

Prize Presentation Ceremony

Every half term each teacher will send home at least 2 postcards to parents/carers to celebrate positive behaviour and achievements.

Every term SLT members will make phone calls home to 3 parents/carers from each class to recognise exceptional work, behaviour and attitudes.

Postcards and Praise Calls

Each week pupils from each class will be nominated to receive an award in the celebration assembly, to celebrate excellent behaviour, attitudes and achievement.

Weekly Recognition

Certificates will be awarded to pupils for achieving 100, 200, 300, 400 and 500 stamps. Thereafter, pupils will receive certificates at intervals of 250 stamps.

From 500 stamps, multiples of 500 stamps will also be celebrated by rewarding pupils with a badge.

Certificates

All staff give pupils stamps to reward excellent contribution and/or effort in class.
1 stamp for good work/effort, 2 stamps for very good work/effort,
3 stamps for excellent work/effort

Class teachers will award 3 stamps weekly for each of the following: a clean slate; 100% attendance and correct uniform. Stamps will also be awarded for; making a positive contribution to school life; showing care and concern for the environment and other pupils; demonstrating a positive image of the academy in the community; following the school rules; showing positive playtime behaviour and having a positive attitude to home learning.

All staff will award house tokens for positive behaviour at playtime, lunchtime and during house events.

Stamps

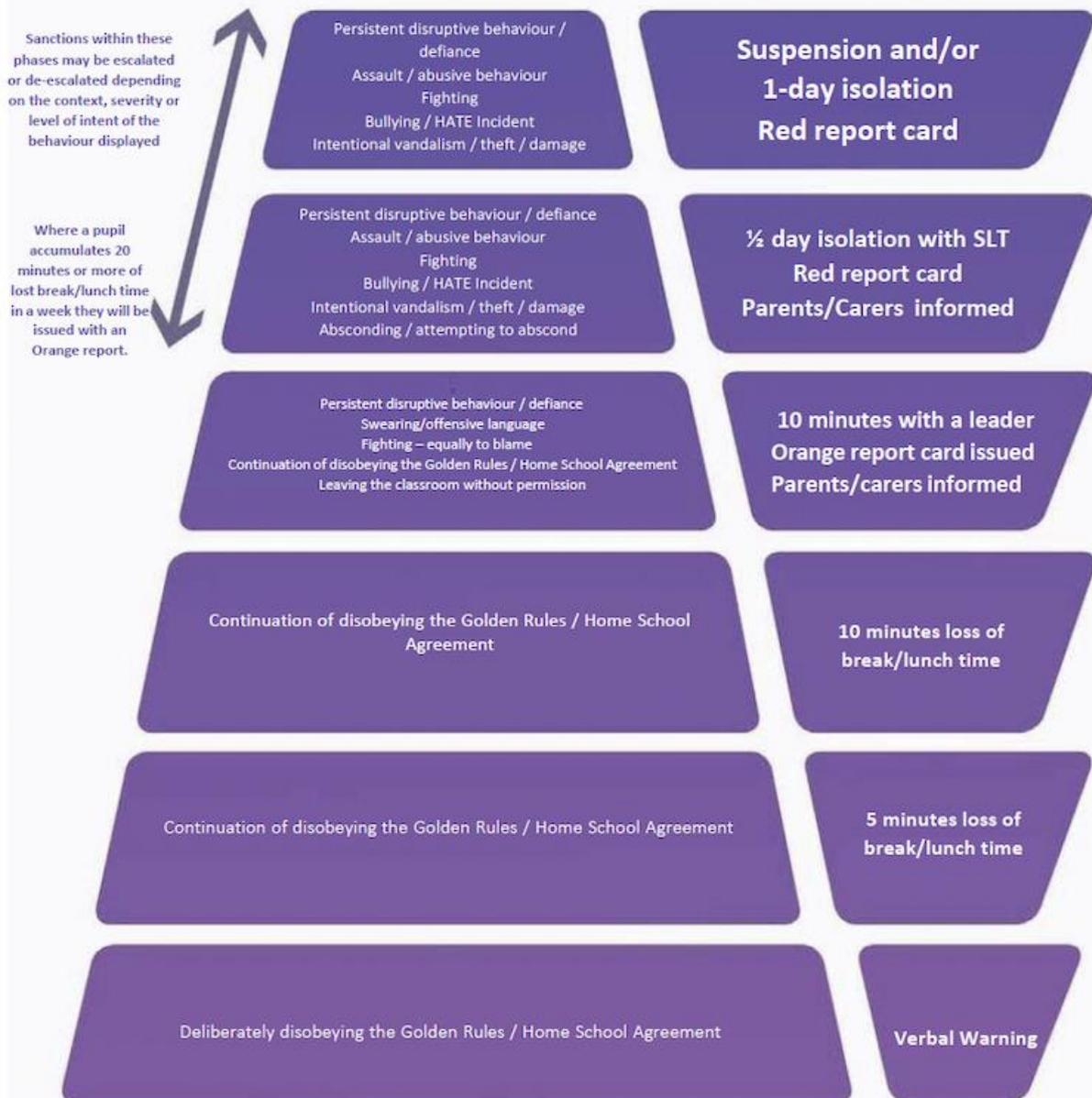
GORSE

Individual Sanctions



Bardsey Primary
Academy

INDIVIDUAL SANCTIONS



Emotion coaching techniques are used to support the development of positive behaviour.
Reasonable adjustments will be made, as appropriate, and overseen by the Principal.

GORSE