



**STAMFORD
PARK TRUST**

Behaviour Policy

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OWNER/AUTHOR: Deputy Headteacher (Shane Carey)

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GUIDANCE:

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1) Roles and Responsibilities

The Senior Leader responsible for behaviour will:

- Be responsible for the day-to-day management of behaviour, rewards and sanctions.
- Report to the Governors regularly regarding this policy and procedures and its impact and effectiveness.
- Ensure that all staff receive appropriate support and training to support and implement the policy and deal with challenging behaviour and attitudes.
- Ensure that any incidents of poor, challenging behaviour or bullying are dealt with and recorded appropriately.
- Respond appropriately to any issues about this policy raised by pupils, staff, parents and carers.
- Monitor and review the policy and procedures in consultation with staff, pupils and Governors.
- Ensure information is shared regarding pupil individual needs and circumstances for all teaching staff

The Senior Leadership Team and Middle Leaders will:

- Consistently apply the policy across the whole school
Provide support to and challenge staff accordingly
- Regularly discuss the policy in both subject and year group lessons
- Provide feedback to the Deputy Headteacher responsible for behaviour.
- Act as behaviour coaches for staff as appropriate.

Teaching staff will (as outlined in the DFE teaching standards):

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Deliver a suitably planned and structured lesson which meets all individuals' needs.

All staff will

- Ensure that the school rules are enforced throughout the school both in and out of class.
- Have high expectations of the children with regard to behaviour and strive to ensure that all pupils achieve to the best of their ability.
- Enforce behaviour expectations consistently, treating each child fairly, with respect and understanding.
- All members of staff to deal with incidents themselves in the normal manner. However, if misbehaviour continues, they will seek help and advice.

Special Educational Needs and Disabilities Co-ordinator (SENDCO) will ensure a thorough assessment of need through the graduated approach so that pupils receive the necessary additional support to meet their needs

The pastoral team for each year group (form tutor, head of year, link senior leader) creates a year team and class identity where each pupil feels a sense of belonging and responsibility for supporting others and promoting excellence

The safeguarding team will ensure barriers are removed to enable the most vulnerable pupils including those looked after.

2) Uniform and Equipment

The school has a clear uniform policy which has been communicated with pupils, parents and carers. This is permanently available on the school website. We expect that all pupils will wear their uniform fully, and with pride. Should a pupil choose not to wear the required uniform in the required manner, the school will take the following actions:

- seek an immediate resolution, if possible, we hold a small stock of uniform that we can lend to pupils.
- if a resolution is not reached the pupil may be placed in Reflection (in-school sanction) for that day. We expect pupils to wear their uniform and behave in an appropriate manner on their journey to and from school.

Equipment

Pupils are expected to have a sturdy school bag with them each day, which is large enough to hold an A4 folder. To have success in lessons, pupils must ensure that they carry their property with them and are fully prepared with all the equipment that is expected for the lessons that day. The basic expectations of equipment are:

- Two black pens
- Red pen
- Pencil
- Ruler
- Scientific calculator
- Daily Planner

It is expected that pupils will carry a reading book with them.

3) Rewards

Fairfield Values

The reward system centres around the values of Successful Learners, Confident Individuals and Responsible Citizens.

Each Fairfield value is broken down into positive behaviours that speak directly to pupils, teachers and staff and should promote and encourage pupils to live by our values at every opportunity.

Posters outlining the behaviours for each Fairfield value will be displayed in pupil planners, classrooms and across the school.

Each pupil who exemplifies a Fairfield behaviour will be awarded with Rise points (see Appendix).

Praise as a Reward

All adults should habitually narrate the positive. The most effective reward is that which is immediate and delivered by a person who has a good relationship with the pupil. For example, a simple 'well done' can have a huge impact.

Positive interactions ensure rewards outweigh the negative by a ratio of 7:1. With pupils who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 14:1.

The simplest and most effective reward for pupils is praise. For it to be most impactful, it needs to be:

- specific and linked to an achievement or action of merit linked to a Fairfield value
- sincere and genuinely expressed with appropriate language and tone
- personalised through the use of the pupil's name
- consistently used in all lessons as a part of our teaching
- discreet and private at times when appropriate

Within the established positive learning environment, pupils should expect to receive regular praise from adults in school.

Strategies include:

- regular verbal praise and encouragement, specifically focusing on personal gains by individuals
- non-verbal praise - e.g. thumbs up, positive facial expressions
- acknowledgement of good work and instant recognition for good homework produced
- encouraging staff to praise identified individuals and sharing their work
- displaying pupils' work around the learning environment as positive examples
- making a significant contribution to their community by way of service

Praise will also be addressed to parents/carers through a telephone call or a postcard home, which in turn aims to promote a positive working relationship with the family.

Pupils who may receive a disproportionate number of negative behaviour points and phone calls home, may benefit from more regular positive calls home to support a change in behaviour.

Fairfield Rise Points

Fairfield points are calculated by deducting Fall points from Rise points. They are to be used as a driver to secure a positive behaviour culture in the school.

Pupils with the highest Fairfield Rise points will be celebrated on a weekly basis in the form of a leader board.

All points will be reset at the end of each term.

Daily rewards

Daily rewards support a culture of positivity. Each teacher should praise pupils for meeting expectation, following the behavioural norms and demonstrating our Fairfield values.

Rise points are awarded to pupils for demonstrating the Fairfield values throughout the day:

- each form tutor will aim to award at least one pupil with an achievement point during tutor time.
- each class teacher will aim to award at least three pupils within the lesson.
- each Head of Year will aim to award at least five pupils from their year group during social times.
- it is important that all pupils are recognised for their achievements including those with SEND.

Weekly rewards

Weekly rewards recognise pupils who exemplify our Fairfield values throughout the week.

Positive postcards will be sent home by the Head of Year acknowledging when a pupil has:

- reached the following Rise point threshold: 50, 100, 150, 200 etc.
- The top 10 pupils with the highest number of Fairfield points in each year group will receive a positive text message home.
- The pupil with the highest number of Fairfield points in each year group will be named the Star of the Week. Their names will be displayed on screens around the school and social media, where appropriate, to celebrate success.

Half-termly rewards

A half-termly Fairfield assembly recognises the following achievements within each form group:

- Fairfield excellence: Service award - certificate and letter home
- Fairfield excellence: Teamwork award – certificate and letter home
- Fairfield excellence: Ambition award – certificate and letter home
- Fairfield excellence: Respect award – certificate and letter home
- Fairfield excellence: 100% attendance award - certificate and letter home
- Fairfield excellence: Most improved attendance award – certificate and letter home
- Fairfield: 100% attendance, 100% punctuality and zero Fall points – certificate, letter home, roll of honour and a Fairfield experience (bowling, cinema etc).

Golden tickets

We recognise excellent learning and attitudes both in and out of the classroom. At Fairfield High School, we have a great deal to celebrate with pupils demonstrating our shared values in abundance daily.

Staff award Golden tickets for demonstrating our shared values of Successful Learners, Confident Individuals and Responsible Citizens. Golden tickets are a great way of recognising when pupils do the right thing because it is the right thing to do.

Each week, every member of staff has five Golden tickets to issue for the week. The tickets are rewarded throughout the week either in lessons, in corridors or during social times.

The Golden ticket will be placed in each year group post box and a draw will take place in assembly. The Golden ticket will come in two parts, one section to be kept at home and another that is posted.

End of year trips

End of year trips will be in place for each year group. Pupils who have a high number of Fall points (threshold TBC) or have had several referrals to Reflection, will not be permitted to attend.

4) Consequences

We expect high expectations from all Pupils during the school day and have clear systems in place to support staff to protect the learning of all pupils. Our behaviours are categorised into three distinct areas. (Please see appendix)

1. **C1** – These are low level behaviours, when a pupil's behaviour is disruptive to the learning of others, the teacher will deliver a whisper correction in private. If the pupil then fails to correct their behaviour in class, the pupil will be placed in a whole school detention that night. This behaviour then becomes **C2** and should be logged in SIMS. There is no need to record C1 behaviours as this is dealt with via the whisper correction. If the behaviour continues after the detention has been issued, then please use SLT on-call, via the little green button.
2. **C3** – Support has been requested from SLT via the green button. This will lead to an immediate referral to a buddy classroom or to Reflection. Persistent C3 behaviours may lead to a behaviour placement/suspension.
3. **C4** – These behaviours will be fully investigated and may lead to an automatic suspension or a permanent exclusion subject to meeting the conditions set out in the appropriate suspension or exclusion checklist. C4 exhibited outside school can be grounds for suspension or permanent exclusion.

Centralised detentions

A centralised detention takes place at the end of the school day for pupils who have failed to correct their C1 behaviour for a second time.

1. During the detention, pupils will complete the **detention booklet** to help them reflect on their behaviours and to commit to a positive behaviour change in the future. The school will ensure the detention process runs smoothly each day and includes:
2. advance notice to parents/carers that the detention will be taking place that day with reasons why. We will consider individual circumstances as necessary.
 - clear systems and processes for collecting pupils and recording attendance.
 - detention will last for 30 minutes.
 - detentions will be suitably staffed and where possible, pupils have an opportunity to discuss and record in their detention booklet how they will avoid a repeat detention in the future.
 - A restorative meeting will take place during the detention to address specific issues.
3. non-attenders (without a valid reason) will be followed up the next day and referred to Reflection to serve their consequence.

Reflection

Reflection is the space where pupils are referred to for displaying C2, C3 behaviours or when an incident is being investigated. Reflection enables pupils to reflect on their behaviour (both positive and negative) and to understand the reasons for their referral whilst still having the opportunity to access their learning.

The time spent in Reflection will depend on the severity of the behaviour, at a minimum pupils will complete one of the following sessions:

- Morning session = registration, period 1, 2 break and 3.
- Afternoon session = 4, lunch 5 and an after-school detention.

When pupils are placed in Reflection over the course of the day there will need to be a judgment call as the sessions above may not be appropriate. However, the time in Reflection must include a social time or an after-school detention.

During a pupil's time in Reflection,

- Complete the Reflection booklet, to a good standard.
- Successfully complete a restorative conversation.
- Follow the Reflection room timetable

If a pupil refuses to go to Reflection, additional time will be given to help the pupil regulate their behaviour with an adult that is known to the pupil. When the pupil is calm, the adult will encourage the pupil to complete Reflection. If needed, the member of staff will sit with the pupil to discuss any issues. As a last resort, if all strategies have been exhausted to

support entry into Reflection, the school should liaise with parents to discuss next steps, which may include a behaviour placement or suspension for half a day followed by a reintegration meeting with the pupil and parents and re-entry into Reflection to serve their original sanction.

Some pupils with SEND may require additional support and reasonable adjustments to enable them to understand the purpose of Reflection and to be successful. Reasonable adjustments might include:

- Reflection in an alternative space
- shorter periods of time that are supported by a member of support staff as directed by the SENDCo

Referrals to Reflection will be analysed each day and week. This information will inform best next steps to support the pupil and/or the member of staff who made the referral.

If there are concerns around the number of referrals to Reflection for any given pupil, they will be picked up through the behaviour risk register and support provided through our menu of interventions (see Appendix).

If the pupil has complex SEND, has an EHCP or is a looked after child, an emergency multi-agency meeting may be held to determine best next steps for the pupil.

Behaviour in Reflection.

Zero tolerance behaviour – if a pupil walks out of Reflection, they will receive a one-day behaviour placement, if they repeat this behaviour the behaviour placement will become two days. A final time and the pupil will be suspended.

3-strikes – if a pupil fails to meet our expectations in Reflection, staff should seek support in this order:

- Year team
- SLT on Call
- Deputy headteacher or headteacher

If this support is unsuccessful, a behaviour placement will be booked/or a potential suspension put in place.

How do we apply sanctions?

When applying a sanction, we do not have a one size fits all method. It is important that all decisions are made reflectively and not reactively. To do this we need to look at the whole picture; previous behaviour, needs of the pupil, where they are on the graduated response, and in some cases DFEE guidelines, what sanctions they have previously incurred and did the sanction work.

- We also consider the pupil's ACE score
- And make responsible adjustments depending on any SEND needs.

Restorative conversation

The restorative conversation is an essential part of the programme when a pupil is referred to Reflection. It involves the member of staff who made the referral and the pupil. The aim of the conversation is to avoid a repeat referral to Reflection.

The member of staff who made the referral is expected to be self-aware in terms of their own emotions around the incident before attempting to rebuild the relationship and reframe the behaviour that led to the referral by:

- paying due regard to the zones of regulation
- actively listening
- asking empathetic questions
- being understanding
- supporting the young person to find a solution to their behaviour.

The restorative conversation is an opportunity to:

- rebuild the relationship and ensure there is no resentment
- help the pupil reflect on their behaviour (positive and negative)
- provide support for any underlying issues
- move the pupil on from that behaviour so that the pupil does not repeat the behaviour
- reinforce behavioural expectations and positive aspirations
- instil belief and confidence in the pupil
- provide additional support for positive behaviours

If the member of staff who made the referral is not able to attend the restorative conversation, then the Reflection lead may do it on their behalf and relay the information back to the member of staff to ensure there are no further issues.

5) Support for pupils (Menu of Interventions)

It is important that vulnerable pupils who struggle to regulate their behaviour receive the necessary support in a timely manner through behaviour interventions.

The Head of Year with the Link SLT will identify the most appropriate behaviour intervention strategies for pupils who are showing signs that they are struggling to regulate their behaviour as evidenced in the behaviour tracker. These may include:

- Head of Year as a pupil's key worker/mentor (checking the pupil and monitoring their hotspots throughout the day) - Behaviour risk category 2 and 3.
- Fairfield Way report card (3 stages: Form tutor, Head of Year, Link SLT) – Behaviour risk category 2.
- Fairfield Way Support Plan (for pupils who are not SEND) – Behaviour risk category 3.
- Emergency review meeting of the pupil passport (for pupils with SEND) – Behaviour risk category 2-4.
- Fairfield Way half-termly review meeting – Behaviour risk category 3 and 4.

All intervention strategies should be discussed with parents/carers and the pupil.

Role of the SENDCo and early identification

The SENDCo plays a key role in supporting pupils with SEND who struggle to regulate their behaviour as well as non-SEND pupils who may have unmet special educational needs.

- The SENDCo should use core assessment data for all pupils upon entry to the school; this will support early identification of cognition and learning and/or communication and interaction needs.
- The SENDCo should be aware, through robust transition processes, of context that may indicate social, emotional and mental health needs.
- The SENDCo should ensure that an internal referral system is in place so that teachers can refer pupils who may have SEND at the earliest juncture.
- **NB** Pupils who need a personalised approach to support their behaviour do not necessarily have a special educational need and pupils with SEND will not necessarily need additional support with their behaviour.

Role of Designated Safeguarding Lead (DSL)

The DSL plays a key role in supporting the behaviour of vulnerable pupils such as looked after children (LAC), children in need (CIN) and those with a child protection order (CP).

- The DSL will ensure the appropriate multi-agencies are kept informed of any changes to a pupil's behaviour so that the appropriate support can be quickly put into place.
- Any changes in the behavioural patterns of vulnerable pupils will be acted upon with urgency and recorded on the school's safeguarding system and monitored frequently. They will also be discussed in the ESM meeting.

Off-site direction

Off-site direction to another school for a time-limited period may be considered to improve a pupil's behaviour.

- Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to arrange time-limited placements at another mainstream school.
- This must be for a minimum period of five school days. It should only be used if the school is assured that the pupil will attend and that it will result in an improvement in behaviour.
- Where the decision has been made to direct a pupil off-site, parents/carers will be notified as soon as possible, but no later than 2 school days before the provision at the alternative educational setting is scheduled to commence.

Managed moves

A managed move is a permanent transfer to another school, which will take place as part of a planned intervention.

- This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer.
- A school cannot initiate a managed move for a child with an EHCP. If a change of placement is required, it must go through the annual review process and the local authority must agree and then consult with alternative settings. This would be a permanent change in placement due to the school being unable to continue to meet needs, not a managed move.

- A managed move will result in the pupil being registered on a single roll at the new school. Following a managed move, the placement can only be terminated by permanent exclusion.

Alternative Provision (AP)

Alternative Provision involves education outside of school, often arranged by the LA and/or the school. It can be fixed term or permanent.

- In exceptional circumstances, following consultation with parents/carers, a pupil may be placed at an alternative provision where it is deemed to be in the best interests of the pupil. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.
- For pupils with EHCPs, AP must be agreed with the Local Authority through the annual review process. The EHCP funding should reflect the cost of the provision, and the provision should be written into Section F.

6) The use of data

Recording rewards and consequences

Rewards and consequences information must be recorded in real time and accurately. This will enable pastoral teams to be more proactive in their role and help to avoid issues from escalating, particularly for more vulnerable pupils who are known to the school.

- All achievement points must be recorded on SIMS. The member of staff who awards the achievement point, is responsible for recording it live. The reason for the achievement point will be shown, selecting the appropriate category from the list.
- All behaviour points must be recorded on SIMS. It must never be backdated.
- The member of staff who refers the pupil to Reflection will be responsible for selecting the appropriate category from the C2, C3 list.

Using behaviour data

Analysing behaviour data from a senior leader, subject leader and Head of Year perspective helps to identify all potential issues and patterns from a whole-school, subject and individual pupil perspective. More importantly, it enables staff to nip issues quickly in the bud to secure and sustain a culture of excellence.

Whole-school analysis

- On a weekly basis, the senior leader responsible for inclusion/pastoral will analyse rewards and consequences and share the findings with all staff. This information will provide a clear overview of the strengths and areas of behavioural concern within the school.
- Areas of concern will be addressed through 1-2 high leverage actions each week. Feedback against these actions will be shared daily, with all staff.
- The senior leader responsible for inclusion/pastoral should be aware of pupils who are on the SEND Register. If a pupil is not identified as having SEND but is accumulating behaviour points, they should check if an investigation of need has been actioned and discuss with the SENDCo as to whether it is required.

Subject analysis

- On a weekly basis, subject leaders will analyse detentions and Reflection referrals for their subject. They will provide support for teachers who may need it.

Year group and individual pupil analysis

4. On a daily basis, Heads of Year will analyse behaviour data dynamically within their year group, particularly for pupils who struggle to regulate. They will help the pupil to de-escalate their behaviour at the earliest point so that they remain in lessons learning.
 5. On Fridays, Heads of Year will analyse the achievement points for each pupil within their year group and organise the rewards with their link SLT (postcards, text message, Star of the Week).
- On Fridays, Heads of Year will also analyse consequences' information for each pupil within their year group and update the Behaviour Risk Register. They will work with their Link SLT to determine proactive behaviour interventions for vulnerable pupils for the following week.

Behaviour tracking and menu of interventions

The Behaviour Risk Register plays an important role in spotlighting the most vulnerable pupils who struggle to regulate their behaviour. The four behaviour risk categories can help to identify key pupils who are likely to need additional support/behaviour interventions. Year teams should initiate support for pupils in category 2 ensuring a graduated approach if they move to category 3 and 4.

7) Suspensions

A suspension is where a pupil is temporarily removed from school for a specific period of time.

- A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.
- The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.
- The behaviour of a pupil outside the school premises can be considered grounds for a suspension.
- A full investigation

Repeat suspensions

After a suspension, a re-integration meeting must always take place with parents/carers and the pupil. Leaders should complete the Suspension Reintegration Meeting Record.

During the meeting the following may be agreed:

First suspension – A Fairfield Way Support Plan is initiated or updated. A full investigation of need should have been explored prior to suspension, and this should be checked at this point. If the pupil is on the SEND Register, an emergency meeting should take place to review the pupil passport. These pupils will also form part of the Fairfield Way half-termly reviews with parents/carers - Behaviour Risk Category 3.

Second suspension – SLT link will complete reintegration meeting. If the pupil has been identified as having SEND, the pupil passport will need to be reviewed. If the pupil does

not have SEND, the Fairfield Way Support Plan will be updated, and the pupil will be referred to the SEND team to check if there are unmet needs. These pupils will also form part of the Fairfield Way half-termly reviews with parents/carers - Behaviour Risk Category 3.

Subsequent suspensions – The pupil will be discussed in the ESM meeting to determine a team approach to addressing the pupil's needs. If the pupil has SEND, the pupil passport will be updated. Discussions may focus upon whether an Education Health Care Plan is required to provide the appropriate level of support. A pupil's Personalised Plan will be reviewed if accessing an SEMH In-School Inclusion Provision. These pupils will also form part of the Fairfield Way half-termly reviews with parents/carers - Behaviour Risk Category 4.

Permanent exclusions

A permanent exclusion is a sanction of last resort and will be used sparingly.

- The school will provide on-line learning for the first 5 days of the permanent exclusion. E-code should be used during this time.
- The home local authority (LA) will arrange suitable full-time education from the sixth day of the permanent exclusion. D-code should be used at this point.
- If the LA do not provide sixth day provision, the E-code should continue. Daily welfare and academic checks on the pupil should happen until the pupil is taken off roll.

7) Confiscating Items and Searching Students

There are legal provisions that enable school staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. School staff also have the power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996) but this should only be the Headteacher, or a member of staff authorised by the Headteacher.

Where a search is undertaken this will, be undertaken by a member of staff of the same sex as the pupil and with a witness who, if possible is also the same sex. In order for such a search to be undertaken, the school must be satisfied that there are reasonable grounds for suspicion. A pupil that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed.

Prohibited items include:

- fireworks
- drugs
- alcohol
- stolen items
- bladed articles
- tobacco and related items
- e-cigarettes and related items
- weapons or items that may be used as weapons
- pornographic images and videos
- energy drinks

- any item that may be/has been used to commit an offence, cause damage or injury to person or property.

Confiscated prohibited items will not be returned to the pupil, they may be returned to the parent/carer or disposed of at their request. Items may also be passed to the police to form part of their investigation or for their disposal. Further details about the searching and confiscation of children in school may be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The school operates a strict no-smoking or vaping policy across the entire site; pupils may also be sanctioned for smoking on their way to and from the school site and when wearing school uniform or on external visits. This includes the use of e-cigarettes. Pupils who transgress this will be taken to pupil services under the supervision of staff.

The staff may decide that a First-Aid check is required. The pupil will be offered support to stop vaping or smoking (this may be facilitated by an external agency), with education surrounding the health implications also being delivered. Parents/carers will be informed. Sanctions may be escalated for further occasions of smoking/vaping and parents/carers will be invited into the school to discuss their child's behaviour.

8) Mobile phones and electronic devices

Electronic devices such as mobile phones, headphones and smartwatches are not to be seen or used during the school day. Mobile devices (and other electronic devices) are a distraction to learning and it is for this reason that they must be always switched off and kept securely in bags during the school day. If a mobile phone, headphones or smartwatch is seen or heard at any point during the school day, the pupil will be asked to hand their device over to a member of staff. The device can be collected from the pupil services at the end of the day. If there have been incidents of previous confiscation, a sanction will be applied which will be escalated for each subsequent confiscation. If a pupil refuses to hand over their device, a senior member of staff will be called upon to collect the device. The pupil will be placed into Reflection at the next available opportunity. The school may confiscate mobile technology or other items if it forms part of a safeguarding concern. It may not be appropriate to return the item(s) until a discussion with the police has taken place. Staff are not responsible for the loss or damage of any confiscated items.

9) Reasonable Adjustments

The school is aware of its obligations under The Equality Act and are sensitive to the needs of pupils who have diagnosed SEND. Consultation may be made with the SENDCO to ascertain the need for reasonable adjustments to be made to any applied sanction. Any breach of the Policy for Outstanding Conduct and Behaviour that is made because of a child's poor mental health may result in the school insisting that a medical fit note be provided confirming that the child's attendance at school is appropriate. Appropriate professionals who can provide this fit note include CAMHS workers, mental health practitioners or the pupil's General Practitioner.

10) Child on Child abuse

Fairfield High School has a zero-tolerance approach to any form of child-on-child abuse ensuring that we act immediately and proportionally to any disclosures, allegations or

concerns raised or identified. This may include, although not limited to, child-on-child sexual violence, sexual harassment and online incidents. More information and guidance can be found in our 'Keeping Children Safe in Education: Safeguarding and Child Protection Policy'.