

BEHAVIOUR POLICY

1. Objectives

"Good behaviour in schools is central to a good education." ("Behaviour in Schools" - DfE – 2022)

"All schools should, in partnership with parents, set high expectations for pupils and staff in all aspects of the school's life and show how they are to be met."

("Learning Behaviour" – the Steer report on School Behaviour and Discipline - 2006)

The Board of Governors accepts this principle and seeks to create a safe environment in the school that encourages and reinforces good behaviour, and where all pupils can learn and reach their full potential. Furthermore, we acknowledge that society expects good behaviour as an important outcome of the educational process.

2. Principles

- Teachers have statutory authority to discipline pupils for mis-behaviour, which occurs in school and, in some circumstances, outside of school.
- The Board of Governors has a duty under section 175 of the Education Act 2002 requiring them arrange to ensure they carry out their functions, with a view to safeguarding and promoting the welfare of children.
- The Board of Governors has issued an agreed statement to members of staff of general principles. This guides the limits of teacher authority in maintaining effective behaviour management.

3. Aims

- To create an environment, which encourages, reinforces and rewards good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To foster a whole school approach to behaviour and discipline
- To promote respect for others within a moral, spiritual and cultural context
- To encourage qualities of honesty, fairness and politeness
- To provide firm action against all forms of bullying

4. The School's Core Values

The school community promotes the following agreed Core Values:

- Good manners: I say please and thank you
- Co-operation: I get along well with others, share and take turns
- Honesty: I tell the truth
- Tolerance and respect for others: other people are just as important as me
- Respect for property: I look after things in school
- Friendship: I am a good friend
- Self-control: I behave myself in school
- Kindness: I say and do kind things
- Courage and Independence: I try and persevere with new things, and do things for myself
- Being healthy: I look after and respect myself

5. Leadership and Management

The roles of designated members of staff:

- All members of staff – every member of staff is responsible for supporting the implementation of our rules and the detail in this policy
- Class teachers – are responsible for showing “unconditional professional love” for the children in their class, championing children’s progress and wellbeing, and giving a strong moral lead on how to be an effective learner and productive member of our community
- Pupil Support Officer – will provide personal support to any child with additional behaviour or wellbeing needs
- ELSAs – will provide personal support to any child with additional emotional or mental health needs
- Safeguarding Team – will oversee reports of new needs and co-ordinate support for children where identified
- Head Teacher – will oversee the implementation and review of this policy, co-ordinate professional development, and liaison with the Board of Governors

The process of supporting excellent behaviour in school – our school rules are displayed in many locations around the school, and our expectations are shared regularly through lessons, assemblies and presentations. Class rules are negotiated each term with children to personalise expectations at an age-appropriate level. Children are involved in drafting these. Our PSHE lessons cover much of the explicit guidance on responsibilities and consequences.

Resources – PSHE resources, assembly materials and books

The role of the Board of Governors – to hold the school to account for effectively implementing this policy, to contributing to the review of policy and procedures, to receive reports of behaviour incidents and how well they have been managed, and for hearing appeals against school decisions and exclusions.

6. The School Rules

Each child will:

1. Be polite
2. Co-operate with others
3. Be honest
4. Be respectful to others
5. Look after school property
6. Be a good friend
7. Behave themselves
8. Be kind
9. Persevere in their learning
10. Respect themselves
11. Not fight
12. Not use “bad language”

We will teach children what unacceptable behaviour is and the consequences of breaking the rules. All types of bullying, prejudice, and racial harassment are unacceptable.

7. Our Rules of conduct

We have designed our rules and procedures to make clear to the children how they can achieve acceptable standards of behaviour. They are displayed in the classroom and in communal areas e.g. hall.

Classroom management and teaching methods e.g. circle times, reinforce rules and procedures. Curriculum areas such as RE and PSHE provide opportunities to discuss the importance of having rules.

Rules and procedures should:

- Be kept to a necessary minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Be appropriate to the age of the child.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.

At the beginning of each term the children in each class will negotiate the rules for their own class. Each class teacher will send home a copy of their class' rules at the beginning of each term.

8. Rights and Responsibilities

We acknowledge that children and teachers have the following rights in school:

- Teachers have the right to teach
- Each child has the right to learn
- Each child has the right to be successful in their learning
- Everyone has the right to feel safe

The school promotes and supports these rights and encourages children to accept their responsibilities in supporting them as well.

9. The Three Step Approach

Children are taught the "Three Step approach" to managing incidents in school. When they encounter a behaviour issue the following steps should be used:

Step One: child to say to aggressor "Stop it, I don't like it"

If the behaviour persists move to step two.

Step Two: child to say to aggressor "Stop it, I don't like it. If you do it again I'll tell the teacher."

If the behaviour persists, move to step three.

Step Three: tell a teacher

This strategy builds children's self-confidence and develops assertive responses to managing oneself.

10. Our Rewards

Our emphasis is to reward good behaviour, rather than focussing on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. We promote the principle that good behaviour has intrinsic motivation and is an expectation. You do it because it is the right thing to do.

- The commonest reward is **verbal praise**, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.
- Positive behaviour will also be rewarded through **tangible rewards** such as stickers, certificates marking achievements. Children may also share their achievement with parents, the head teacher and with the whole school by being awarded certificates in achievement assemblies.
- Compliance with rules and expectations, and the recognition of effort and positive attitudes to learning will also be rewarded with **privileges and negotiated treats** such as "top table" awards and extra playtime.

- The range of rewards available to children is not recorded in class. This is because they often change after negotiation, and children will be aware of them as they are regularly re-stated verbally.

There is sufficient flexibility within a reward system to allow for children to gain rewards that are pertinent to their individual needs. Other children should be aware of the reasons for differential responses so that such flexibility can "be seen to be fair". As a general principle, teachers should offer praise to children in a greater ratio than criticism, at the rate of 3 to 1. This ensures a positive atmosphere that is focussed on success and prevents a negative climate in the classroom.

11. Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. Disapproval is a powerful punishment.

The use of punishment should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Each class displays its sequence of consequences.

- Children will be asked to **apologise** for unacceptable behaviour and acknowledge that they have done something wrong.
- **Consequences** may range from expressions of disapproval, through withdrawal of privileges, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.
- A serious incident of misbehaviour may prompt a heavier sanction immediately rather than following the normal sequence of consequences e.g. being sent to another class to work.

12. Order of consequences

1. Children will be warned
2. Children will miss some time from a privilege eg Golden Time
3. Children will be moved away from your group.
4. Children will miss five minutes of playtime/lunchtime
5. Children will miss all of their playtime (either walk around with teacher on duty or stay with a member of staff indoors)
6. Children will work in another class and your teacher will speak to your parents at the end of the day.
7. A Deputy Head or Head Teacher will speak to your parents

Consequences should not normally be carried over to the next day as they lose their relevance and cause unnecessary distress to children. However they may be carried over in exceptional circumstances.

Whole-class punishments in response to the bad behaviour of a few children are discouraged as they are unfair and ineffective.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service

may be necessary. This possibility should be discussed with the Head teacher and SENCO. Parents will be consulted before any outside intervention is begun.

13. Reporting serious behaviour incidents

If an incident occurs where the behaviour is serious, the member of staff who managed the incident must report this event and the responses on our designated school report form. This should be given to the Headteacher on the day of the event in order to ensure that responses, support for the victims and punishments for the aggressor and proportionate and appropriate. The Headteacher records each incident on the school's Behaviour Log. A summary of these reports are shared with the Board of Governors each term.

14. Staff Induction, development and support

The Headteacher provides an induction meeting for all new members of staff where our behaviour policy is introduced. Further guidance is provided by line managers during the course of the working week. Professional development needs are reviewed each term and new input provided whenever necessary, either for individuals, groups/teams or for the whole school. Our policy is reviewed with all members of staff and governors every year.

15. Pupil transition

At the beginning of each school year, each class will enjoy a class Induction week. Lessons include a reintroduction to school rules, rewards and consequences. Continuous coverage of policy and procedures is covered in PSHE lessons and school assemblies throughout the school year.

16. Pupil Behaviour on educational visits: school expectations

As stated in our policy on Behaviour, we expect all children to be well-behaved at all times. When they take part in educational visits, they are representatives of the school and have a responsibility to be exemplary in their behaviour. The school's reputation is influenced by how our pupils conduct themselves when off-site.

The vast majority of children are a credit to the school and are often commended on their conduct by members of the public and host organisations when on trips. We are delighted by this, and reward children for such exceptional conduct.

Educational visits play an important part in the broad and balanced curriculum. We will continue to offer these experiences for all children on a regular basis.

In Upper Key Stage 2 (Years 5 and 6), the children are mature enough to take responsibility for their own actions and we expect them to always follow our rules. However if a child chooses to behave in such a way, when on a trip or during an off-site educational event, that they show disrespect for others, themselves or their safety, the school will consider implementing the following sanctions: unacceptable behaviour will result in a decision being made not to allow that child to attend the next visit/s. Participation in any further visits will be dependant on exemplary behaviour in school in the following months. Any such decision will be communicated to the child and his/her parents, after consultation with the Head Teacher. Permission to re-join the rest of the class on future visits will only be made when trust has been earned.

17. Prejudice-based harassment

Our definition of prejudice-based harassment is: words or actions that are intended to hurt or offend others on the grounds of prejudice, including race, sexual orientation, religion etc.

The Head Teacher will record all forms of prejudice-based harassment. The incidents will be summarised in the Head Teacher's termly report to the Board of Governors.

Steps taken to deal with racial harassment:

- We will stress the importance of respect for others and celebrate diversity as often as possible.
- One-off name calling (minor incidents) – the member of staff responding to the incident will talk to the children and encourage them to show greater tolerance and respect
- More serious forms of racial harassment eg racist threats, social exclusion, making fun of, violence etc. – any incident will be immediately reported to the Head Teacher who will interview the children involved and their parents. The victim will be sensitively supported throughout the process.

We will make sure these procedures are applied consistently by:

- reminding all staff regularly of the school's procedures
- reviewing this policy annually
- reporting all incidents to the Board of Governors (through the Head Teacher's report) – the Board of Governors will monitor incidents and responses

18. Anti - Bullying statement

Bullying is repeatedly and deliberately hurting another and can be verbal, mental or physical. Examples of this include name-calling, fighting and exclusion from friendship groups.

The United Nations Charter of Rights states, in part, that:

“Every child has the right to an education, and every child has the right to be safe.”

The school takes its responsibility to tackle all forms of bullying seriously. It aims to promote a consistent approach to handling it and to create a climate in which all types of bullying are regarded as unacceptable.

We aim to prevent bullying by:

- providing stimulating activities for children to engage in at break time eg games equipment in the playground, and lunchtime clubs
- encouraging children and parents to talk about their concerns
- listening to parents and children when they raise a concern
- dealing fairly with all cases
- raising children's self-esteem
- following the school's Behaviour policy
- acting immediately on all reports
- promoting cohesion through common citizenship (see our statement on British Values)
- teaching children how to say “no”
- encouraging children to have an assertive response to any kind of bullying e.g. saying “no”, telling an adult, not hitting back
- holding regular assemblies to teach children the value of tolerance, how to look after yourself in the playground and how to be assertive
- teaching children through PSHE lessons the importance of kindness and how to deal with anger
- Teaching children through RE lessons about right and wrong and the importance of helping others
- Inducting all new members of staff in school procedures on identifying and preventing bullying, and keeping everyone up to date with advice and guidance as and when it becomes available
- Establishing school rules that are communicated widely to children and parents

The school understands that good communication between home and school is extremely important.

How do we deal with bullying?

- The school is keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

- The seriousness of an act of bullying is measured by the degree of the degree of emotional or physical hurt felt by the victim.
- The Head Teacher will investigate all reports immediately
- Bullies and victims are interviewed separately.
- Any witnesses will also be interviewed.
- Everyone involved is listened to and treated fairly.
- All identified incidents are handled firmly.
- The parents of all children involved, victims and bullies, will be informed by the respective class teachers or Head Teacher, as soon as possible and encouraged to support the school.
- The act of bullying is considered to harm everyone involved in it, the victim and the aggressor.
- Appropriate action will be taken to deal with the bully and the victim.
- Victims will be helped to feel safe at school. Initially they will be protected from bullies by the removing the bullies from their vicinity, either in the classroom or in the playground. The bullies' movements and actions will be carefully monitored and reported to the Head teacher and class teacher. The victim will be regularly asked if they are alright and if they are happy with any agreed protection.
- All victims will be told the outcomes of their complaints.
- Identified incidents will be recorded by the Head Teacher and monitored closely.
- Bullies will be helped to change their behaviour through the use of existing disciplinary sanctions. These will be applied only with the view to improving the behaviour of those responsible and to show the school's commitment to its policy against bullying. Also a support programme may be used, including working through the problem behaviours, and identifying how to replace aggressive responses with appropriate behaviour. Bullies will be taught how to co-operate with others, the importance of caring and why fighting is wrong, through games, lessons and study supervised by support staff. Further behaviour is monitored closely by teachers and support staff, and progress on behavioural targets monitored for success.
- The Head Teacher will decide on appropriate action. Responses to bullies will be staged. Initial action will involve confronting and responding to the incident using the sanctions within the behaviour policy. Following repeated offences the bully will be supported by an intervention programme. Further offences may initiate exclusion from the school for a fixed period, followed if necessary by a permanent exclusion.
- Onlookers are encouraged not to ignore any act of bullying, but to report it immediately.

The school will monitor all incidents of bullying. The Head Teacher will record in writing all reported cases of bullying and follow up all cases with discussions with the parents and children involved to check the effectiveness of any action taken. The school's ability to deal effectively with bullying will be reviewed at least annually when this policy is reviewed, or if it becomes apparent they are inadequate through a particular incident.

19. Child-on-child abuse

20. Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as Practitioners.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

21. Pupils' conduct outside the school gates – teachers' powers

What the law allows:

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school

premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

- Teachers may discipline a pupil whilst the child is in uniform and a representative of the school community for:
 - * any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing the school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

22. Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- 2) **Power to search without consent** for "prohibited items" including: weapons, age-inappropriate items, stolen items, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

23. The Use of Restraint

a) Introduction

The safety of the children and staff in the school is of the utmost importance at all times. It is crucial that the school is a secure and safe environment for all who work and attend the school. This policy outlines the purpose, nature and management of the use of restraint, physical intervention and control at the school. The implementation of this policy is the responsibility of all members of staff.

b) The nature and use of restraint

It is sincerely hoped that because of the ethos of the school, the style of management and control and the quality of personal relationships that the necessity of a restraint policy is very much a last resort. It is not envisaged that this policy should affect our day-to-day care practices. The policy statement is to cater for the rare occasions where our normal practices are not sufficient to maintain effective and safe control.

c) The power to use reasonable force

- The legal provisions on school discipline also provide members of staff with 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 in the classroom.
- Head teachers and authorised school 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. Force **cannot** be used to search for items banned under the school rules.

d) Definition of restraint

- to check or control and keep within bounds, behaviour which is unacceptable and which could cause injury or harm to, or by, the person to whom the restraint is applied.

e) Implementation

Appropriate strategies will be used when required, to provide the minimum amount of restraint necessary to avert a "problem" situation.

The attitude of staff is very important when dealing with a difficult situation. The adult should be calm but confident and demonstrate an unemotional but caring attitude at all times. The child should be counselled out of a situation if it is at all possible to do so.

Staff will need to exercise judgement in deciding when it is appropriate to intervene physically. The age, level of comprehension and characteristics of the individual child should be taken into account. Physical intervention is always the last resort.

Reasonable force can be used in the following circumstances:

- where a criminal offence is being committed
- where pupils may injure themselves or others
- where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils
- when the action occurs on the school premises or during an authorised activity off the premises

The Head Teacher authorises all teachers employed at the school to use reasonable force to restrain pupils. Only classroom/teaching assistants who have been specifically trained in the "Team Teaching" approach are authorised to also use reasonable force.

Reasonable force might be used:

- in self defence, where risk of injury is imminent
- where there is a developing risk of injury or significant damage to property
- where good order and discipline are compromised

There is no legal definition of reasonable force, but three criteria are established for guidance:

- if the circumstances of the particular incident warrant it
- the degree of force must be in proportion to the circumstances
- the age, understanding and sex of the pupil

Minimum force should only be used and never as a punishment.

Physical intervention can take a number of forms, for example:

- physically interposing between pupils
- standing in the way of a pupil
- holding, pushing or pulling
- leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back

In extreme cases, more restrictive holds might be used.

Force that should **NOT** be used includes:

- holding round the neck or any other hold that might restrict breathing
- kicking, slapping or punching
- forcing limbs against joints
- tripping or holding by the hair or ear
- holding face down on the ground

f) Specific intervention

The presence of an adult may be enough to defuse a situation. The use of touch may help eg a hand on a shoulder or an arm around a shoulder leading or guiding the child out of a difficult or dangerous situation.

Always tell a child before intervening physically what you intend to do, and why. Do not overreact but stay calm, appear unemotional but caring. Reassure the child that you are in control. Talk the child through the restraint, making it clear that your intention is to keep everyone safe.

A calming commentary is useful. Speak slowly and clearly in a non-threatening voice, then tell the child what you intend to do next.

g) After an incident

- Members of staff involved in the use of restraint should report any incident to the Head Teacher immediately.
- Staff should write a detailed record of the incident in the Log book, which is kept in the Head Teacher's office, as soon as possible. The record should be signed and countersigned by all adults involved.
- Parents/carers should be informed as soon as is practically possible that restraint was used.
- The incident should be discussed with the child involved as soon as possible eg what happened and why restraint was used.

h) Training

The following staff have taken part in training on the Team Teach approach to restraint:

2023 cohort:

N Saleem, M Faez, S Shah, S Mohan, S Denesh, U Hathurusinghe, S Prabhu, H Mann, P Solanki, L Seal, L Smith, L Ciobanu

Previously trained colleagues:

S Begum, S Ahgun, S Ranavaya, G Monk, A Gibson, N Singh, S Parekh, S Faiz, E Vondee, M Umer, H Qureshi, D Lea, N Tharmendraa, B Begum

N. Saleem, S. Kaur, G. Gill, B. Drew, L. Seal, L. Yerosimou, D. Porter, N. English, C. O'Reilly, L. Waters, L. Smith and P. Hassane

Specific guidance on appropriate methods of restraint is available from these members of staff.

i) Corporal Punishment

Corporal punishment is the intentional application of force as a punishment. This includes slapping, punching, prodding, throwing missiles, striking with implements and any other such forms of rough handling. The use of corporal punishment is not authorised. Its use is a disciplinary matter.

24. Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the head teacher and SENCO so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

The schools' Home-School Agreement is included as an Appendix. This sets out clear expectations and responsibilities for all stakeholders.

25. Links

There are links from this policy to the following other school policies: Equalities policy, Special Educational Needs policy

26. Review

This policy was originally written after consultation with the whole staff, parents and Governors at the school, in January 2013. The school and its Board of Governors review this policy annually. The last review took place in 2023.

Appendix A: Assembly rules

- be quiet
- listen carefully
- sit still

Appendix B: HOME SCHOOL AGREEMENT

Each child's education is provided in the context of the partnership between home and school. In order for the partnership to be successful, all members of the school community need to strive to realise the school's aims, and to respect its values.

The School's Aims are:

- to help children develop lively and enquiring minds
- to help children understand the world they live in
- to help children acquire knowledge and skills
- to enable children to communicate effectively
- to encourage tolerance and respect for others
- to live and work in harmony with others

Responsibilities

The school will:

- provide a broad and balanced curriculum
- encourage all children to do their best at all times
- treat all children equally
- promote equality and common citizenship
- prepare children for life in modern Britain
- comply with our homework policy (available on request)
- provide information to parents/carers (eg blog posts, newsletters, annual reports)
- provide regular opportunities for parents to consult with teachers on children's progress

Parents/carers will:

- make sure children attend regularly and punctually
- support the homework policy
- attend parents' meetings and consultations
- make the school aware of particular concerns or problems that may affect the child's progress or behaviour
- comply with the uniform policy
- deal with all members of staff with courtesy
- support the school's behaviour policy, including keeping children safe when they are online

Each child will:

- follow the school's rules
- behave appropriately towards others
- respect property in school
- strive to do their best at all times
- follow school guidance including on keeping safe online

Any complaint should be made in line with the school's complaints procedures (on display in the school and on our website).