

BEHAVIOUR POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

School/Academy Name: Brereton CE Primary School

Date agreed by LGB	Review Date	Signed Chair of LGB
2.10.24	October 2025	<i>Nicola Jenkinson</i>

1. Introduction

This policy sets the framework for all Academies in Chester Diocesan Academies Trust (CDAT). Each Academy in the Trust is required to publish its own behaviour policy and procedures based on this policy and in line, with the Independent School Standards Regulations. This must be reviewed annually. Each Academy will have a Home-School/academy agreement which outlines to parents and pupils their responsibilities in respect of this policy.

It is written with the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with difficulties is a whole School/academy issue not an individual teacher's responsibility
- Christian values provide an effective framework for helping children manage their behaviour

2. Aims

Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect for self and others, and positive relationships.
- To promote respect for the School/academy environment and belongings
- To ensure that the School/academy's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and School/academy in the implementation of this policy.

Staff will:

- project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- have a high standard of pupil expectation in all aspects of work;
- try to raise the levels of pupils' self-esteem;
- provide a varied range of teaching and learning styles to suit the needs of pupils;
- provide an attractive learning environment and quality resources;
- encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness;
- make provision for a happy working atmosphere in School/academy by promoting the pastoral care of children, with staff giving support and guidance to each individual child;
- consistently and fairly implement reward and sanctions systems;
- encourage School/academy/parental partnership, to promote children's education and maintain standards of behaviour;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;

The objective of all involved in the academy is to:

- maintain levels of good behaviour;
- provide a consistent approach in rewarding good behaviour;
- provide a consistent approach in responding to unacceptable behaviour;
- ensure that behaviour does not inhibit learning or impede potential;
- promote, through example, honesty and courtesy
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

3. Approach

The approach to managing behaviour may differ in individual academies, however, the basic expectation is that CDAT academies will take the following approach:

- to involve all of the School/academy community in making and celebrating the rules
- to ensure that everyone knows and practises the core Christian values
- to regularly use a variety of strategies to promote high standards of behaviour
- to use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- to ensure that all staff are conscious of the example they set the whole time
- to focus on the child's behaviour and not the child him/herself
- to seek guidance from outside agencies when extra support is needed
- to take ownership of behaviour issues

It is important that each academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. The importance of training must be recognised, so that children gradually develop self-discipline and opportunities are provided for them to make independent choices and become increasingly responsible for their own actions.

4. Roles

Governing Board:

The governing board has overall responsibility for:

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where Christian values, calm, dignity and structure encompass every space and activity.

Handling complaints regarding this policy, as outlined in the Trust and school's Complaints Procedures Policy.

Ensuring the policy is published on the school website.

Headteacher

The headteacher is responsible for:

The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

Establishing the standard of behaviour expected by pupils at the school.

Being a visible presence around the school and set the expectations of behaviour and support all staff

Determining the school rules and any disciplinary sanctions for breaking the rules.

The day-to-day implementation of this policy.

Regularly celebrate staff and children whose efforts go above and beyond expectations

Encourage positive praise through emails, phone calls, postcards, certificates.

Use behaviour data (CPOMS) to target and assess interventions

Support teachers in managing children with more complex needs or challenging behaviours

The headteacher has the responsibility for considering whether a pupil should be internally and externally excluded in line with the school's policy.

Publishing this policy and making it available to staff, parents and pupils at least once a year.

Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Mental Health Lead

The Mental Health Lead is responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

SENCO

The SENCO is responsible for:

Collaborating with the governing board, headteacher and the mental health lead, to determine the strategic development of behaviour policies and provisions in the school with regards to SEND.

Undertaking day-to-day responsibilities for the successful operation of the behaviour policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching Staff:

Teaching staff are responsible for:

Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, Senior Leadership Team, including the SENCO and, where appropriate, the pupils themselves.

Aiming to teach all pupils the full curriculum, whatever their prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

Being responsible and accountable for the progress and development of the pupils in their class.

All Staff:

All members of staff, including teaching and support staff, and volunteers are responsible for:

Adhering to this policy.

Supporting pupils in adhering to this policy.

Deliberately and persistently catching pupils doing the right thing and praise them for this.

Promoting a supportive and high-quality learning environment.

Know their classes and children well and develop positive relationships with all pupils

Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Modelling high levels of behaviour.

Relentlessly work to build mutual respect

Being aware of the signs of behavioural difficulties.

Setting high expectations for every pupil.

Remain calm and keep their emotion for when it is most appreciated by pupils

Demonstrate unconditional care and compassion

Recording incidents as soon as possible onto CPOMS in accordance with this policy.

Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:- Headteacher ; Deputy Headteacher; Mental Health Lead, SENCO; Safeguarding Lead

Pupils:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil at Brereton will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. SLT will distribute questionnaires annually and meet with pupil councils regularly. Feedback will be evaluated and used to support the evaluation, improvement and implementation of the behaviour policy.

Expectations and processes will be shared with pupils at the start of the academic year and staff will remind pupils of these at the start of each term. New pupils will have these explained to them via our child-friendly Behaviour Policy.

Parents/Carers:

Parents and carers are responsible for:

Working collaboratively with school to ensure pupils receive consistent messages about how to behave at home and at school.

The school vision to 'Love one another' and our School Rules are explained in the school prospectus and on the website and the school expect parents/carers to read these and support them. Parents/ carers of all pupils who are new to the school sign our home/school agreement which details what each party in the child's education may expect from the other.

Parents are expected to support their child's learning and to co-operate with the school, as set out in the home-school agreement. The school endeavors to build a supportive dialogue between the home and the school and will inform parents if the school has concerns about their child's welfare or behaviour.

Parents/ carers should inform the school of any changes in circumstances which may affect their child's behaviour.

Support the school's dress code in line with school policy.

Ensure their child's regular and punctual attendance at school.

If the school has to use reasonable sanctions to discipline a pupil, parents support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

Expectations

The following will be the basic behaviours expected of those involved in CDAT academies

Staff, Governors, CDAT officers and Directors	Pupils	Parents
<ul style="list-style-type: none"> • To lead by example • To be consistent in dealing with pupils • To encourage the aims and values of the school/academy and local community among the pupils • To have high expectations of the pupils • To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support • To encourage regular communication between home and school/the academy 	<ul style="list-style-type: none"> • To respect, support and care for each other both in school/the academy and the wider community • To listen to others and respect their opinions • To attend school/the academy regularly, on time, ready and equipped to learn and take part in School/academy activities • To take responsibility for their own actions and behaviour • To do as instructed by all members of staff (teaching and non-teaching) throughout the School/academy day • To be tolerant of others, irrespective of race, gender, religion, age, ability/disability or sexuality. 	<ul style="list-style-type: none"> • To be aware of and support the school/academy values and expectations • To support the school/academy's approach to behaviour management • To ensure that pupils come to school/the academy regularly, on time with the appropriate equipment • To provide the school/academy with an explanation of the reasons for any absence as soon as possible • To take an active and supportive interest in their children's work and progress • To keep up to date with school/academy developments and share concerns where necessary

These expectations are shared with staff and pupils at the start of each term.

Prohibited Items

The following items are not allowed in school:

- Knives
- Lighters/matches
- Toy guns
- Alcohol
- Cigarettes/e-cigarettes

If staff suspect these items are in a pupil's possession, they have the right to search them. A nominated adult must be present.

Other items not allowed in school:

- Mobile phones (these must be left at the school office and collected by parents/carers)
- Glass bottles
- Aerosols
- Expensive items
- Unnecessary money
- Jewellery (stud earrings and watches are acceptable)

6. Rewards

CDAT is clear that the emphasis is on rewards to reinforce good behaviour, rather than on failures. CDAT believes that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements. This is as true for adults as for students.

Good behaviour and good work is recognised through a system of rewards that include:

- written comments on work;
- verbal comments to children;
- verbal / written comments to parents;
- visit to senior member of staff e.g. Head/Deputy/another teacher
- stickers, postcards

A "Praise Assembly" is also held each week to publicly recognise the achievements of children in behaviour and work.

Dojo points are awarded using Class Dojo for behaviour or achievements which go above and beyond our normal expectations and certificates are linked to our school values:

- Respect
- Wisdom
- Hope
- Community

7. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School/academy community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

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

- It is clear why the sanction is being applied.

- It is clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is punished.
- Any discussion with children relating to behaviour incidents should be carried out in a quiet, calm and non-confrontational manner.

The following sanctions are permitted for use in CDAT Academies:

- Non verbal warnings.
- Informal verbal warning that is not recorded.
- Formal verbal warning that is recorded and this will be recorded.
- Time out in the classroom.
- Time out outside the classroom environment supervised by another member of staff.
- Letter home to parents.
- Separate supervision during break or lunchtime.
- The loss of privileges.

In extreme circumstances Fixed or Permanent exclusions will be considered in line with the Exclusions Policy

The ethos of Brereton teaches children that everyone makes mistakes and everyone deserve compassion and understanding. There are times when children make a wrong choice and Dojo points can be removed. At Brereton we are always discussing how children can put a mistake right and the importance of forgiveness.

Rewards and Sanctions can be added and changed throughout the year based on the needs of the children and with staff collaboration. If a child's individual needs are such that they are unable to follow universal expectations, an individual programme can be made with support of class teacher, children, parent and SENCO as needed.

Below are The Brereton School Rules:

- Be respectful
- Be responsible
- Be safe

Our Rules	Our Expectations	Above and Beyond Recognition
Be Ready Be respectful Be safe	Daily greeting Behaviour for learning Contributing in class Calm and respectful movement around school. Respect for people and property. Listening carefully. Trying their best.	Verbal Praise Stickers e-mail home Dojo points Newsletter Celebration Friday Certificate

The Prevention of Inappropriate Behaviour

Inappropriate or unacceptable behaviour is dealt with at the time by the supervising adult. Persistent poor behaviour can be referred to a senior member of staff. These referrals are at the discretion of members of staff who use their experience and professional judgement to decide upon appropriate action.

Parents are involved from an early stage. Initially this involvement is limited to an informal conversation with the class teacher, but continuation of the inappropriate behaviour can result in parents discussing the problem with a senior member of staff.

There is an agreed system of sanctions within the school. These are used to discourage and correct unacceptable behaviour, and are applied according to the level of seriousness of the problem. The following sanctions may be used alongside the constant recognition and reinforcement of good behaviour:

Step	Approach	Outcome
1	A general reminder of expectations	
2	A verbal warning	specific to the child in question Explain which expectation/ rule is being broken
3	Time out within their own classroom	Move from working space Teacher discusses behaviour with child. Restorative question: What is going on? What is needed?
4	Time out in partner class	(EYFS – Y1) (Y1-Y2) (Y2-Y1) (Y3-Y4, Y4-Y3) (Y5-Y6, Y6-Y5) This needs to be recorded on CPOMS. Restorative questioning time needed with staff member involved with the behaviour
5	Further Warning and discussion.	Phone call with parents. Follow up actions agreed with Headteacher or Deputy Headteacher.
6	If behavior continues to escalate	Class teacher will consult with senior leaders, SENCO and relevant external agencies to consider the development of an individual plan.

The Senior Management Team will be notified of any incidents of racial, homophobic, sexualised or peer on peer abuse. They will also be alerted to incidents that occur more than once and could constitute bullying.

Other sanctions that may be used are:

- unfinished work, due to behaviour, may be sent home;
- removal of privileges e.g. extra-curricular activities etc. (though this should not affect curriculum entitlement);
- unacceptable behaviour at lunch time may result in children being sent home for lunch.

The time allowed for children to show a positive response will depend on the individual concerned and the severity of the misdemeanour but the situation is discussed with parents at an early stage if children do not respond to sanctions. Continued refusal to reflect a change for the better having explored all of the above should lead to the following:

- enquiry into the need for special needs provision;
- referral to governors with the possibility of exclusion

Continued or serious behavior breaches may lead to immediate consultation with senior leaders, a fixed-term or permanent exclusion as appropriate. This will be authorized by the headteacher.

Violent Behaviour

Everyone who comes to school has the right to feel safe. Violent behaviour is any deliberate action which hurts another child or adult. Staff will ensure they explain to the child why their behaviour is unacceptable and interventions such as Social Stories and Nurture will be used to ensure that this behaviour does not happen again. The child will spend time away from their own class to complete this work.

Following an incident, SLT, the SENDCo and the Mental Health Lead will liaise with parents and external support, if necessary, in order to ensure the correct provision is in place. A risk assessment and RAMP (Reducing Anxiety Management Plan) may be completed by SLT and the class teacher. These will be shared with all staff.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. CPOMS will be reviewed by the class teacher, SLT and SENCO to get an overview of the pupil progress. This will enable targeting support for vulnerable pupils.

Staff at Brereton will endeavour to anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

This information will contribute towards Individual Education and/or Behaviour Plans. The SENDCo is responsible for engaging with external agencies and with the class teacher to ensure these plans are fulfilled, reviewed and adapted.

Bullying

School statement on bullying:

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

For guidance, our definition of bullying is;

"Persistent physical or psychological intimidation of one (or more individual(s) to another."

Bullying, in any form, is contrary to all the values reflected at Brereton and will not be tolerated. Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment. The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying can be based on any of the following things:
 - Race (racist bullying)
 - Sexual orientation (homophobic or biphobic)
 - Special educational needs (SEN) or disability
 - Culture or class
 - Gender identity (transphobic)

- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Everyone is involved in the detection of bullying, children, parents, teachers, ancillary staff etc., but in order to maximise its severity, school procedures will be carried out by the Senior Management Team e.g. Head or Deputy. Here at Brereton we aim:

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

The following are just some of the signs to be aware of:

- Not wanting to come to school
- Not wanting to go out to play
- Change in behaviour / mood swings
- Attention seeking - disruptive or withdrawn
- Standard of work falling
- Avoiding contact with people - voluntary isolation
- Physical signs eg. tears, bruising, changing story
- Perception of racism (MacPherson Report)

Procedures to follow:

1. Referral to senior management who will then inform other staff to be alert.
2. Recording of incidents that have led to decision of 'bullying taking place'.
3. Senior Management record discussions with both parties.
4. Victim records events if able or by dictation to an appropriate adult eg. class teacher.

5. Perpetrator records events if able or by dictation to an appropriate adult eg. class teacher.
6. Parents of both parties informed and invited into school for discussions.
7. All parties sign an agreed document in recognition that the situation is resolved after an agreed period of time.
8. Support is put in place for both the victim and the perpetrator.
9. Risk assessments will be compiled and put into place. These will be reviewed regularly.
10. Advice from external agencies will be sourced if necessary.

What pupils should do:

- Be aware of what bullying is and know that it should not be tolerated.
- Be responsible. If someone is making you unhappy try to deal with it but if they persist take action, tell someone.
- If you know someone else is being bullied - tell someone.
- Never resort to violence yourself but rather portray the message of Christ through your actions.

What parents should do:

- Watch for any changes in your children that seemingly have no reason.
- Talk with your child to see if there is anything troubling them.
- Record information gained and act on it - tell the school immediately.
- Above all, reinforce the 'Role of the Child'. Encourage your child to recruit friends rather than to hit back

School strategies to prevent and tackle bullying

- We use a range of measures to prevent and tackle bullying including:
- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with school council, ethos council and safeguarding council.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Child-on-Child Abuse

Incidents of Child-on-Child Abuse are dealt with in line with our separate policy. Staff are aware of the importance of taking such incidents seriously and not dismissing them as ‘banter,’

Training

Staff receive annual training on bullying and a staff meeting each term is dedicated to reviewing behaviour and our approach.

Staff new to school will review the policy with a member of SLT as part of their induction.

Any staff member struggling to manage behaviour will be supported by SLT and, where necessary, external agencies.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on [the incident log (see appendix) and uploaded to CPOMS. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMS.

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

Safeguarding:

All incidents of bullying, peer on peer abuse and sexual harassment or abuse are recorded on CPOMS. Staff are aware of the need to treat all such incidents seriously and not dismiss it as ‘banter.’ Staff follow the guidance laid out in our Safeguarding Policy.

The Designated Safeguarding Lead is responsible for reviewing incidents and identifying actions.

8. Code of conduct

Each CDAT academy will have ‘School/academy rules’ or ‘code of conduct’ drawn up in consultation with staff and children and based on this policy.

Our Code of Conduct can be found on our website and in each classroom.

9. Monitoring and Evaluation

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Local Governing Body and CDAT with regular information on how effectively the behaviour policy is working. The

academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

10. Home/School/academy agreement

The Home/School/academy agreement will be based on this policy and have the Christian ethos as its basis.

Every parent is expected to sign the Home/School/academy agreement when their child starts School/academy as an indication of the partnership between home and School/academy. This will be reviewed and re-issued to parents annually to remind them and their children of its importance.