



ST JOSEPH'S
CATHOLIC HIGH SCHOOL
LIVING • LOVING • LEARNING

Behaviour Policy and Procedures

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INTRODUCTION

This document describes how we expect pupils at SJCHS to behave, how their behaviour is monitored, praised or corrected, and how we expect the school community to function and flourish. It should be read alongside Government Policies (DfE), Catholic Church Teachings and the Mission Statement and other School Policies.

Department for Education

The DfE has published a number of documents to guide schools on aspects of behaviour including the need for Headteachers and governing bodies to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The latest versions of DfE policy used including the guidance used in the development of this policy can be found at www.education.gov.uk/schools/pupilsupport/behaviour.

These include:

- Ensuring good behaviour in school
- Guidance for Headteachers and school staff on behaviour and discipline
- Guidance for Governing Bodies on behaviour and discipline
- Use of Reasonable Force; Screening, Searching and Confiscation
- Preventing and Tackling Bullying
- Statutory Guidance and Regulations on Exclusion
- Dealing with Allegations of Abuse against teachers and other staff
- Equality Act 2010
- Safeguarding Child Protection Policy
- Other relevant DfE policies.

Mission Statement

Our behaviour policy is designed to reflect the Mission Statement of St Joseph's Catholic High School (SJCHS) and the official teachings of the Catholic Church. We are a loving caring family and as such we uphold the theological virtues of the faith, hope and love (charity).

- Faith: At SJCHS we Love God, serve others, work hard are polite and responsible citizens.
- Hope: They are pro-active, respectful pupils who are spiritually and culturally alert and able to contribute to the communities in which they live
- Love (Charity): Our aim is to develop pupils who love their neighbour, have a care for our common planet, achieve to their potential and treat everyone with compassion and respect.

Other School Policies that must be taken into consideration:

Our behaviour policy should be read in conjunction with:

- Anti-Bullying Policy
- Attendance Policy

- On-Line Safety
- Child -on-Child Abuse Policy
- Safeguarding Policy
- Positive Handling Policy
- Suspension and Permanent Exclusion Policy
- Policy and Learning & Teaching Policy
- Other relevant school policies

Core Principles and Values

- At SJCHS we believe that our children and staff should live a life of abundance and as such we have a duty to cultivate a climate where each person is seen as unique individual created in 'Imago Dei'.
- At SJCHS we believe in positive behaviour ensuring that all our pupils learn to the best of their ability and every member of our community are free from all forms of discrimination, harassment or bullying and are safe.
- At SJCHS we believe in formation of the individual (Character Education) that builds self-respect and self-discipline regardless of age, gender, colour, race, sexuality or academic ability.
- At SJCHS we believe that we are part of a local, national and international family that is inclusive and built upon respect for one another, for property and for the environment. This results in a behavioural curriculum of honesty, trust, fairness, respect and compassion.

Aims and Objectives

- a. To encourage a whole-school approach to behaviour
- b. To promote the building of good relationships, and the mutual respect and understanding of each other's needs and feelings
- c. To display positive attitudes to learning
- d. To reward those pupils who always try hard and behave well
- e. To manage behaviour effectively and in a way that enables purposeful learning to take place
- f. To maintain the entitlement of staff to dignity, respect and a safe workplace
- g. To support teachers to ensure that effective Teaching and learning is taking place
- h. To support those pupils whose learning is negatively affected by the behaviour of others
- i. To foster and encourage self-control, resilience, responsibility and self-management among pupils
- j. To give pupils confidence in themselves and pride and recognition in their own achievements and those of their school
- k. To promote equal opportunities in learning
- l. To promote courteous and polite behaviour to each other, to all staff and visitors both in and out of school

Expectations

At SJCHS we have clear expectations:

- We are respectful

- We are polite
- We are ready to learn
- We are safe

Praise and Rewards

SJCHS appreciates the importance of recognising, acknowledging and encouraging good behaviour amongst its pupils. Positive contributions by pupils can be recognised in a variety of ways: Firstly, SJCHS has an achievement system that allows staff to recognise pupil achievement on ClassCharts. Staff receive guidance on how to enter achievement points on Arbor and should follow this advice carefully.

Other ways in which pupil achievements can be recognised include:

- a. Positive attitudes to learning are rewarded with achievement points every lesson
- b. 'You've been noticed' forms given for positive acts; a weekly draw takes place in assembly and merits are given
- c. Oral praise given by a member of staff. This is an important first step in recognising a positive contribution by a pupil and building a positive relationship
- d. Written remarks in pupils' books or on Arbor rewards can also be used by staff to communicate recognition of positive behaviour
- e. Pupil's achievements will be recognised by the awarding of special awards at the end of each half term
- f. Departments celebrate the good work of pupils through class displays and contact with home
- g. Departments can also highlight positive contributions through initiatives such as departmental praise letters being sent home
- h. SJCHS encourages the rewarding of pupils of all ages and abilities. It acknowledges that academic ability alone is not the only way to earn recognition or achievement points. This can encompass extra-curricular activities and a range of personal skills and qualities which SJCHS wishes to value, promote and record
- i. Pupils who have made positive contributions are recognised in the prefect system
- j. Best attendance is celebrated weekly through our House Saints Competitions
- k. Special Presentation Evenings for both our Year 11 leavers and those still in school are held annually to celebrate success and praise achievement
- l. The achievements of pupils both in and out of school are promoted in the local press/social media/website and highlighted in a prominent display of media stories
- m. Rewards trips/In School events will be organised to highlight the achievement of those meeting the expected criteria.

Roles and Responsibilities

The Governing body of SJCHS is responsible for the development of the behaviour policy in consultation with the Headteacher, staff, parents, pupils and parents. The Governors of SJCHS are committed to ensuring that the school has the highest aspirations and standards for all of our young people and staff in order that they can fulfil their potential. The Governors are aware of their responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination.

The Headteacher/Assistant Headteacher behaviour in conjunction with all stakeholders will develop the Behaviour Policy with reference to DfE guidance documentation. The Headteacher will decide

the standard of behaviour expected of pupils and how that behaviour will be achieved. The Headteacher will also decide on disciplinary penalties for breaking the rules and rewards for good behaviour.

Teachers, teaching assistants and other paid members of staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid members of staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents also have a clear role in making sure their child is well behaved at school. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or local authority from the sixth day of any exclusion. It is expected that parents attend a re-integration meeting following any fixed period exclusion.

Support Systems

Pupils at SJCHS are supported via the pastoral support system, this may include referral to Pupil Panel to access additional support. Pupils displaying persistently disruptive behaviour may be referred for additional assessments including multiagency assessment and it may require the involvement of the school SEND provision.

Management of poor behaviour and sanctions

The information below sets out the escalation procedure that staff should follow and pupils should expect, when events fall below expectations.

Certain principles exist:

Behaviour management at SJCHS should be based on a positive and non-confrontational approach. It is not necessarily the severity of the sanctions which are applied but the inevitability that these sanctions will be applied with consistency and fairness.

Teachers need to build positive working relationships with pupils. The rules and standards apply to all pupils, so no pupil should be treated more leniently or more severely than any other. However, SJCHS acknowledges its legal duties under the Equality act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability. The sanction used should be in proportion to the offence. However, the previous history of the pupil may be taken into account.

When issues have been resolved, each lesson should begin with a clean slate. Where appropriate SJCHS will encourage a restorative approach to encourage the rebuilding of relationships and prevent further issues. Importantly even the most sensible and well-adjusted pupils can, at times, be mischievous, over-exuberant or disruptive. Therefore, SJCHS will apply sanctions where it is reasonable to do so.

However, wherever possible, pupils should be given the opportunity to apologise for their actions and likewise experience forgiveness as befits a Roman Catholic school.

It is important that whenever it is necessary to issue a sanction, they:

- are applied consistently and fairly and are proportionate to the behaviour displayed;
- respect the dignity of the pupil;
- take account of any particular circumstances of individual pupils;
- make reasonable adjustments should the situation require them.

This policy is designed to create an atmosphere where pupils recognise boundaries and behave appropriately. There may however be instances of such a serious nature that it is necessary to invoke sanctions up to and including permanent exclusion.

All examples of behavioural misconduct are for illustrative purposes only. SJCHS reserves the right to apply any behavioural sanctions where it is deemed reasonable and appropriate to do so.

Management of poor behaviour

When class-room behaviour becomes unacceptable, staff should follow the steps set-out by the Behaviour Procedure: Stages (See Appendix). This highlights the process for staff in addressing discipline issues. It is important for consistency that when using the procedure in class, staff use the appropriate language to the pupil so that they experience uniformity in how the policy is applied. The use of whole class detention is not good practice and individuals preventing the learning of others should be dealt with following the policy.

- a. Initially a member of staff should look to diffuse a situation using their professional judgement and any technique they feel comfortable with. If the member of staff deems it necessary, the pupil will usually be given an informal warning that their behaviour is unacceptable.
- b. Should disruptive behaviour continue; the member of staff should give a formal warning to the pupil. This will be recorded on Arbor and an appropriate sanction given in consequence.
- c. Should unacceptable behaviour continue after this, staff must call for 'on call' who will ordinarily place the pupil in another classroom (shadow timetable), following the departmental removal timetable. Staff must inform the parent of the removal, record the incident and the sanction issued in Arbor.

N.B. Removal from the classroom is not, by itself, an appropriate sanction and other follow-up action would be expected.

- d. Finally, should a pupil continue to disrupt in the classroom they have been removed to, the member of staff should call for the member of staff 'on-call' to remove the pupil to the Inclusion room. The Curriculum Leader will then issue a sanction in line with departmental procedures.

Occasionally, an incident may be serious enough to warrant the pupil being immediately placed in 'On Call'. Staff should use their professional judgement in deciding if this is necessary, the member of staff 'On Call' will then decide upon the most appropriate course of action. This may involve removal in line with the departmental removal timetable or escorting the pupil to the inclusion Room.

Tracking Poor Behaviour

Data is analysed to ensure the learning of pupils is not interrupted consistently and should it be necessary Curriculum leaders may remove a pupil from their timetabled lesson for a period of up to 2 weeks. Parents will be informed of this should this be necessary. Repeat removals are identified daily and additional sanctions are put in place for those pupils i.e., 2 removals in quick succession will

mean those pupils will lose their lunch, 3 removals in quick succession will be put into a SLT detention and 4 removals in quick succession will result in a period of exclusion and pupils being placed on a monitoring report.

Restorative justice/Reflection on actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and establish a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

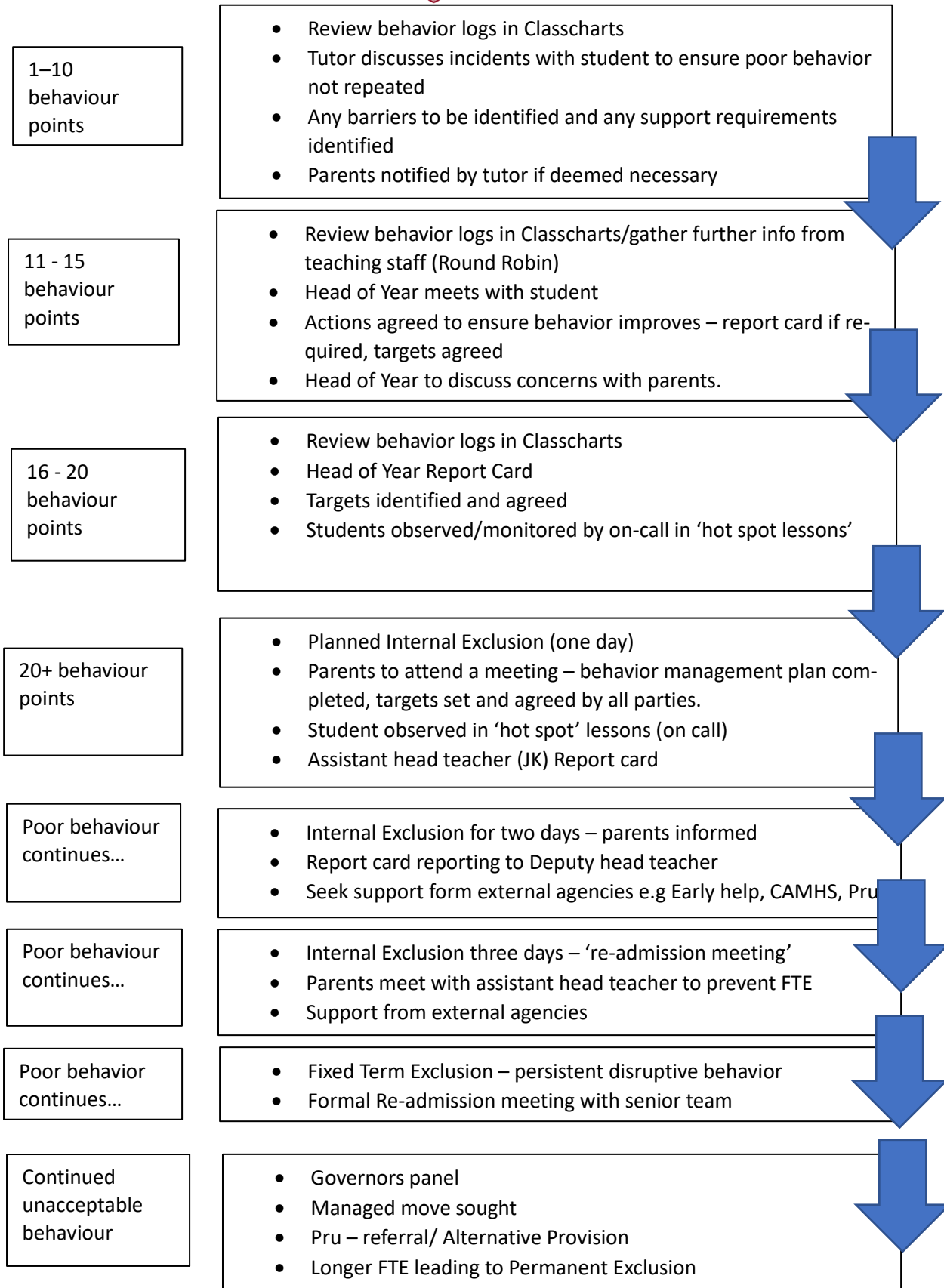
Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This may ultimately include advising the perpetrator to apologise to the relevant person, if appropriate.

In any event, it is absolutely crucial to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

Behaviour Ladder Threshold (Points values may be adjusted annually)

This ladder operates on a half termly basis and restarts at the start of each half term. This ladder runs alongside our sanction system. (This doesn't include homework or uniform issues)

Significant behaviour events may mean additional or separate process/sanctions where appropriate.



Sanctions

The use of sanctions is a necessary step in ensuring that SJCHS has a calm and purposeful atmosphere. Sanctions include the imposing of after-school detentions and the confiscation of pupil belongings. Parents will out of courtesy be given 24 hours' notice of any after-school detentions. SJCHS does not require confirmation from parents for the detention to proceed. There is no requirement for parental consent for a detention to take place. Activities which might occur during a detention include the completing of outstanding classwork, homework or coursework. Pupils may also be asked to assist staff in creating class displays or preparing materials. Where appropriate, pupils may well assist staff with reparation tasks. At all times, pupils must not engage in any activity that raises health and safety or child protection issues.

Detentions issued at lunchtime should not be of such a nature as to deprive either staff or pupil of a reasonable opportunity to eat, drink or use toilets. Special consideration must be given to pupils who have permission to go home for their lunch and staff must consider deferring the sanction to another time in these situations.

Systems and Steps to be Taken to Resolve Serious Disciplinary Breaches

Serious discipline breaches may be dealt with in the following ways:

Pupils can be placed in the Senior Staff After School Detention Behaviour that can result in this detention includes truancy from lessons, smoking/vaping on school grounds, leaving School premises without permission, refusal to attend Curriculum / Year Leader detentions. The detention can last up to 1 hour 30 minutes. Only Curriculum / Year Leaders, in consultation with members of the Leadership Team, can place pupils in this detention. Parents will be informed by a phone call and/or letter if their child is placed in the Senior Staff Detention. 24 hours' notice will be given for pupils in the Senior Staff Detention.

Pupils can be placed 'On-Call' Pupils can be placed in the inclusion Room for breaches of the Behaviour Policy.

They may also be placed in the inclusion room for incidents outside of the five teaching periods, for example for dangerous play on the yard, reckless behaviour on the corridors / stairwells, persistent refusal to follow instructions.

Pupils will be placed in the inclusion Room for a period (including break / lunchtime where appropriate) or consecutive lunchtimes dependent on the nature, time and location of the incident. Appropriate arrangements will be made for lunchtime provision.

Only members of the Leadership Team, Heads of Year and members of staff 'on-call' can place a pupil into the inclusion Room.

Pupils can be referred to the inclusion Room pupils for incidents such as persistent disruption, using foul / abusive language, being removed regularly from lessons, repeated truancy from lessons or being in direct breach of school expectations Pupils may be placed in the inclusion Room for up to a maximum of ten days. Only a member of the Senior Leadership Team or Year Leader can refer a pupil to the inclusion Room. Parents will be informed by telephone call if their child is placed in the inclusion Room and, if deemed appropriate, will be asked to come into school to discuss the incident.

Ordinarily, the inclusion Room operates in normal school hours (8.45am – 3.15pm). However, for persistent behaviour breaches or a more serious offence, SJCHS will operate the Inclusion Room from 10.00am – 4.00pm.

No personal items such as bags or mobile phones are permitted inside the inclusion room. They will be stored securely and returned at the end of the day.

On-Call Process

On Call is used:

- To calm a class where a disturbance has occurred, or are slow to settle/work on arrival;
- For student behaviours where standard strategies within the classroom and department have been tried with no effect;
- When a zero tolerance has occurred – absolute refusal to comply with teacher requests, swearing, physical assault, threatening or dangerous behaviour;
- When any serious incident/accident has occurred;
- When a student has left the lesson with permission and has not returned within five minutes;
- When a student leaves the lesson without permission;

There is an On-Call rota which includes the headship team, senior leadership team and heads of year.

When on On-call duty, the member of staff will be visible around school and drop into 'hot spot' lessons. If you would welcome a drop in, please add to the Hot Spot list on key documents in the Hub.

Once a call has been received, the On-Call member of staff will assess the situation, by speaking to the teacher and the student calmly. **Ideally, the default is for the student to remain in lesson, with a reminder of expectations etc or to remain in the department (good neighbour).**

Please note, it is not appropriate for the member of staff to demand removal in front of the students.

If the situation requires a student to be removed, the pupil may be taken to the head of department where appropriate. For more serious incidents, the student will be taken to IR for the remainder of the lesson or if appropriate, for the rest of the day.

A student removed from a lesson to IR results in a 30-minute detention after school that day, for the student.

If a student receives a second On-call removal, this will result in the student being taken to IR for the remainder of the day, and will result in an after-school detention that day of 45 minutes.

It is the member of teaching staff's responsibility to enter the details of the incident into Classcharts, including the outcome.

Pastoral staff will record the On-call on Classcharts (zero-point tariff).

Pastoral staff will check that appropriate information has been entered in Classcharts by the class teacher.

If appropriate, staff may be asked to take part in restorative practice with the student, supported by their line manager, head of year or JK.

Outline the process and the different consequences

Pupils can be directed to be educated off site where a pupil's behaviour is such that SJCHS has tried several strategies but is unable to effect a change, alternative provision may be considered as an early intervention strategy to facilitate an improvement. If a pupil is to be directed to attend alternative provision in order to improve behaviour, a written direction will be issued by the governing body to the parent/s. However, parents' approval is not needed for the direction to be put in place. A suspension from alternative provision could result in a permanent exclusion from school.

Pupils can be suspended from school for a fixed period Suspension is reserved for serious cases of ill-discipline. This is at the discretion of the Headteacher. Only the Headteacher can suspend a pupil. Parents will be informed by both telephone and letter/email detailing the reasons for the suspension and their right to appeal any such decision. Parents will be asked to bring their child into school after the suspension to discuss the incident and to discuss how the child will be reintegrated back into school. Any suspension exceeding five days will result in the school seeking 6th Day Provision at another school – arranged on an informal basis in agreement between schools, student and parents/carers. The length of the 6th day provision is for the remainder of the suspension.

Pupils can be permanently excluded. Permanent exclusion would be considered for pupils who show themselves incapable of reforming their ill-discipline. Permanent exclusion will be considered in the event of one-off incidents of serious misconduct regardless of the pupil's previous history. Serious incidents that endanger the health and safety of pupils and/or staff may result in permanent exclusion e.g., selling or bringing drugs into school or possession of a weapon or bladed article. A pupil can be permanently excluded for incidents that occur whilst being educated with one of our alternative providers. N.B. All exclusions from school take account of Local Authority Procedures, DfE guidelines and Diocesan guidelines.

Monitoring of the Policy

All exclusions (as well as On-Call and Inclusion Room data) will be monitored to take account of the impact of this policy on pupils by racial group, gender and educational need.

The policy as a whole will be monitored and reviewed annually by members of the Behaviour Leadership Team. Reviews will take into account the views of pupils, staff and parents. Views will be sought through the use of media such as Parent Forums and questionnaires at Progress Evenings.

The governing body of SJCHS will be asked to monitor the policy annually. Supplementary Information Off-site Behaviour The provisions of this policy will be applicable in relation to behaviour outside school-on-school business (for example school trips, sports fixtures, work experience etc.) and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school i.e., where the behaviour of the pupils may have repercussions in school or may affect its reputation. In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of pupils when they are not on school premises and not under the control or supervision of a member of staff. SJCHS expects the highest standards of behaviour from its pupils when representing the school offsite. This includes behaviour when pupils are on school trips, sports fixtures, work experience, travelling to and from school, or behaviour when recognisable as a member of our school. The school reserves the right to use its reward system to recognise good behaviour, or implement sanctions to pupils whose behaviour spoils the reputation of SJCHS.

Anti-Bullying

SJCHS does not condone any form of bullying including those on the grounds of race, religion, culture, homophobic, SEN, disability, sexist, sexual, or on-line. The school has an Antbullying Policy available in the Hub and should be taken as being part of this overall document.

SJCHS records instances of bullying and reports these to Governors regularly.

Racist Incidents

SJCHS does not condone the use of racist language or incidents of racist behaviour. Where a pupil is found to use racist language or be involved in a case of racist behaviour, a 'Racist Incident' form will be completed. All racist incidents are recorded. The forms will then be held on the school's Racist Incident File detailing the incident and name of the perpetrator(s). Should the incident be severe enough to warrant disciplinary action being taken, a copy of the racist incident form will be placed on the pupil's file. Parents will be contacted to inform them of their child's behaviour and, if deemed necessary, asked to come into school to discuss the incident. Racist incidents can occasionally occur through the ignorance of the pupil(s) involved. In these cases, pupils will be spoken to by a senior member of staff to highlight the error of their behaviour. Where the pupil is wilful and knowledgeable in their actions, they can expect an appropriate sanction to be issued.

Child on Child Abuse

SJCHS does not condone any incidents of child-on-child abuse. For further information on sexual harassment, sexual violence and sexual assault please see the Safeguarding Policy and separate Child on Child Abuse policy on the Hub.

Each case will be reported to the governing body.

Confiscation and Searching

SJCHS has the right to search, with their consent, pupils and their possessions, for items banned under the school rules ([hyperlink to banned item list](#)). In other situations, Senior Leadership has the right to search, without their consent, pupils and their possessions, where they suspect pupils may be in possession of prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or images that could have been or may be used to commit an offence or harm. SJCHS can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. They will also involve other authorities where necessary. Staff may reasonably ask pupils to turn out their pockets / bags etc. or hand over any item which may contravene the school's expectations or cause disruption. Should a pupil unreasonably refuse to cooperate, SJCHS will use its legal power to discipline the pupil.

In the case of mobile phone confiscation, staff must not search through the phone or access text messages without the pupil's permission. It may be reasonable for staff to ask a pupil to reveal a message / video but if the pupil refuses, the request cannot be enforced. Again, staff can legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

Electronic cigarettes must not be brought into school under any circumstances, suspected use of electronic cigarettes will result in the pupil being searched. Any pupil found in possession of an electronic cigarette will be sanctioned, sanctions for repeated offences will include time in inclusion room or suspension. Any electronic cigarettes brought into school will be confiscated and will not be returned to the pupil.

Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline and order in the classroom. The Head teacher 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 images that could have been used to commit an offence or harm. Should a member of staff use reasonable force it is expected that they will inform the Headteacher immediately of the circumstances of the incident and provide a written report of the event.

Criminal Law

It is important to recognise that some types of harassing or threatening behaviour – or communications – could be a criminal offence. Under these circumstances SJCHS may refer a matter to the Police for investigation. If school staff feel that an offence has been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be taken with the agreement of the Headteacher.

Awarding Achievement Points / Recording Behaviour Incidents

Appropriate support and training will be given to all staff to achievement and behaviour incidents to be reported, A paper copy of this information is available upon request.

Grievance Procedure

SJCHS seeks to apply the principles of this policy fairly and consistently. Should parents and/or pupils feel cause to complain about the application of sanctions they should, in the first instance, seek to resolve the matter with the member of staff concerned. If this fails to resolve the matter, then the next step should be to bring it to the attention of the pupil's Head of Year and, if necessary, a member of the Senior Leadership Team should the matter not be resolved. Whilst parents and/or pupils have the right to make a formal complaint about disciplinary matters to the Headteacher, the school would always first urge complainants to contact school to resolve matters in an informal manner. Should this prove unsatisfactory, complaints can be escalated to the governing body, the local authority or other agencies as appropriate