

STATUTORY (A,C) POLICY & STATEMENT

COVID-19 School Behaviour Policy & Behaviour Principles Written Statement

Addendum 28.05.2020



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Role / Author	Headteacher / P Shaw
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Governing Body/HT Approval Date	
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Note:

Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'. Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.

Elson Junior School

School Behaviour Policy



Introduction

Elson Junior School's Behaviour Policy has been developed in consultation with staff, students, parents, Governors and cluster schools. It reflects our school values and the Teacher Standards. In light of the COVID 19 pandemic, there is a need for children to behave differently when they return to school following a period of 'lock down', which require new systems in place to support this. These changes are reflected in this Behaviour Policy which were initially implemented during the partial opening of school during the summer term, 2020. It has been developed taking the views of staff, students, a selection of parents and Governors into account. We have also made adjustments in line with Government and Local Authority guidance, in line with our own risk assessment in order to manage the risk to the school community.

Routines

From 3rd September 2020, there will be revised routines in school for the following:

- arrival or departure from the school site
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- telling an adult if you are experiencing symptoms of coronavirus or feeling unwell
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- our rewards and sanction system

These routines and expectations are reflected in our Home School Agreement. Please read this carefully to ensure you are aware of the expectations. These routines will be taught and reinforced during the school day by the Teaching Team in a positive way.

Safeguarding Statement

At Elson Junior School we value the development of all children. We recognise that children have a right to an education and are committed to providing a safe, caring and friendly learning environment for all our pupils. We believe that every pupil should be able to participate in all school activities in a safe and enjoyable environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Elson Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Safeguarding at Elson Junior School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education. This policy should be read in conjunction with the school's Safeguarding, Child Protection and Staff Code of Conduct Policies.

1. Introduction

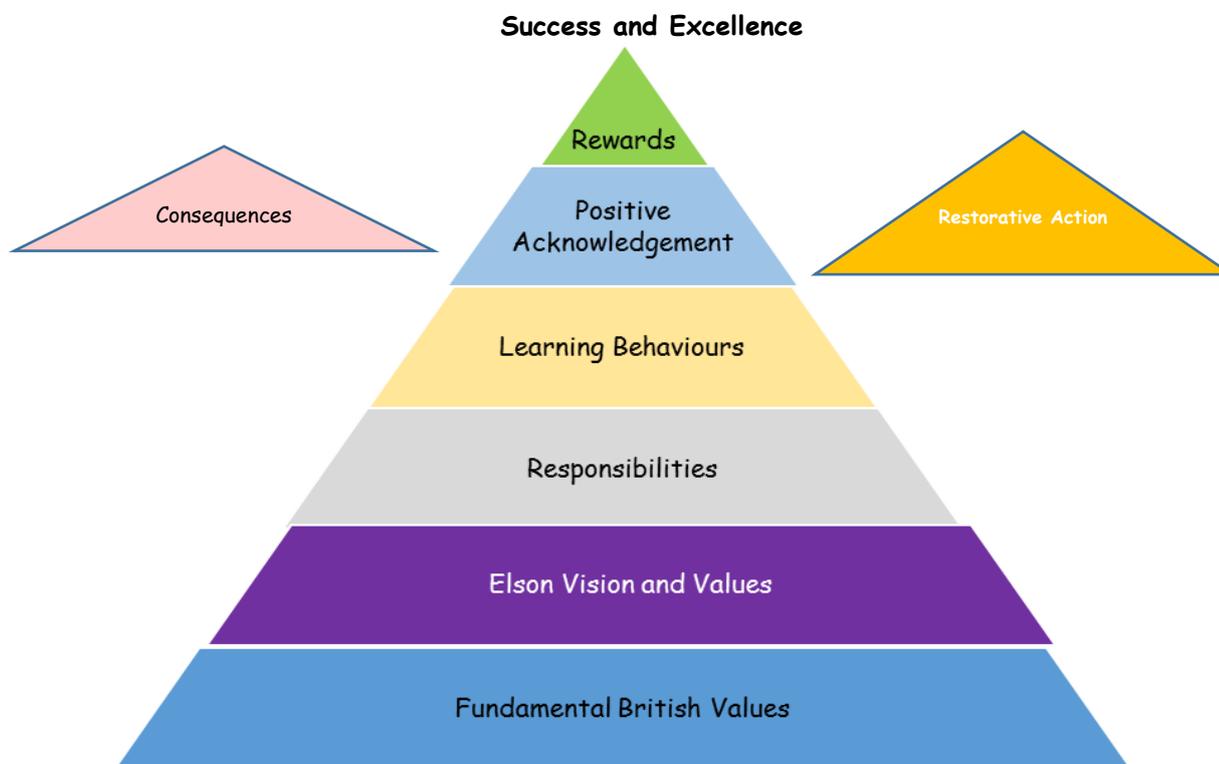
Our core values drive the actions that we take at Elson Junior School to prepare everyone in our community for the future. We want everyone in our school to be equipped with the skills, knowledge and understanding to participate as successful members of our community both today and in the future. When we refer to learners, we are using that term to include both adults and children.

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At Elson Junior School, we believe that all children have the right to learn and adults have the right to teach. Our Behaviour Policy is a system in our school that aims to be fair, consistent and clear in order to support learning in our classrooms. It is underpinned by the principles of British Values outlined in the National Curriculum.



2. Aims of the Behaviour Policy

At Elson Junior School we aim to:

- Ensure our school values of aspiration, compassion, adaptability, integrity and creativity are underpinned by high standards of behaviour from all stakeholders;
- Develop learners' understanding of personal responsibility;
- Have a clear and shared understanding of what good behaviour looks like;
- Have a clear and shared understanding of what unacceptable behaviour is and that there are consequences for our choices;
- Fully involve parents and carers;
- Ensure that rewards and sanctions are clear, understood and applied consistently and fairly by all stakeholders;
- Regularly monitor, review and act upon patterns and trends in the school to support individuals and improve outcomes for all.

3. Principles

We believe in the power of education to broaden all learners' horizons and raise expectations. At Elson Junior School, we work with all learners in order to develop positive learning behaviours that will enable them to have the skills, knowledge and understanding to plot a safe and hopeful map to the future.

Learners are encouraged to be responsible for their learning and choices in and out of school, by recognition of their good behaviour and attitude, through positive acknowledgement, praise and a system of rewards. Pupil voice and responsibility is encouraged through School Ambassadors, School Council, School Monitors such as Librarians and Eco-Monitors, Team Captains, Head Girl and Head Boy and the Eco Council.

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We recognise the importance of positive partnership with parents and caregivers. Parents and carers are encouraged to take an interest in their child's progress. Children will be recognised for their hard work, effort and positive attitude in a variety of ways: post card home, Headteacher and Assistant Headteacher Awards, team points and special assemblies. Teachers and parents will work together at an early stage to support the child when behaviour is at odds with our school expectations. Our Home School Link Worker is available to offer support to families in our Elson Community.

Adults in school will model good behaviour themselves and remind children of the behaviour that is expected from them. They will endeavour to investigate and evaluate any incidents in line with this policy. In the first instance, the class teacher will manage behaviour effectively to ensure a good and safe learning environment in line with this policy. Therefore, any questions parents have regarding their child's behaviour should be directed to the class teacher. The Senior Leadership Team is available should parents wish to discuss their child further.

We have high expectations at Elson Junior School, including the behaviour of all our stakeholders. Our policy and expected learning behaviours are developed around the Elson Junior School core values: aspiration, integrity, compassion, adaptability and creativity. These values provide a framework and guide for desired learning behaviours and characteristics. These are resilience, focus, independence, self-regulation, respect and boundaries.

4. Expected Outcomes of our Behaviour Policy

- A purposeful and calm atmosphere in school
- Clarity of purpose and understanding from everyone to uphold our school values
- Clear boundaries and expectations for acceptable behaviour to ensure physical and emotional safety for all.
- Increasing evidence of the development of 'growth mindsets' amongst staff and pupils
- Children who are growing in personal responsibility and independence.
- Caring, positive attitudes towards each other where achievements at all levels are valued and celebrated.
- A collectively shared responsibility amongst the school community for addressing barriers to pupils positively engaging with school and their learning.

5. Parental and Carer Engagement

We believe that outcomes for our pupils are most successful when we are able to work in partnership with parents and carers. We will listen to the views of parents and carers and respect their views. In turn, parents and carers should support the aims of the school and seek to support the key elements of this policy. Staff will keep parents informed about expectations and procedures surrounding behaviour and part of routine procedure will inform parents of any further support required to guide behaviour. If a child's behaviour has been unsafe, violent or disruptive to learning, parents or carers will be asked to come in to school and support their child in the classroom or as part of an inclusion. Our expectations of all members of our community are detailed within our Home School Agreement. This can be seen in appendix one.

6. High Quality Teaching

It is vital that teaching and planning for learning is of the highest quality. When the learning opportunities and teaching are strong then pupil engagement is highest. It is the class teacher's responsibility to ensure that lessons are well planned and resources. At Elson we provide continuing professional development to our staff to ensure they are able to reflect on their practice and pursue improvement.

7. Learning Environment

We recognise the importance of a well organised and calm learning environment to support productive learning behaviours and aim to provide a safe, well organised space for children to learn in. It is the responsibility of school staff to ensure that the school is well organised, tidy and safe to enable children to learn and access resources. Pupils are expected to contribute to this by keeping their learning areas tidy.

In order to keep our school community safe, dangerous items (weapons, alcohol, tobacco, drugs, solvent based products, cigarette lighters, matches and aerosols) should not be brought on to the school site by pupils. Offensive weapons, or items used as offensive weapons, will be immediately confiscated and their origin investigated. Unless the parents are thought to have condoned the child bringing the weapon into school, they will be immediately

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informed. The weapon will be retained and the police informed. In all circumstances, the first priority will be to ensure the safety and well-being of the children. Any such incident will be dealt with directly by the Headteacher.

8. Special Educational Needs

We recognise the importance of acknowledging the causes of poor behaviour, especially where these are linked to special educational needs and/or emotional difficulties. In these cases, strong home/school links and partnership with other agencies are vital. Our aim is to ensure that pupils in difficulty are enabled to control their behaviour through appropriate support and education. However, where the health and safety of pupils and/or staff is compromised, or wider school discipline undermined, these pupils are not considered exempt from exclusion due to their special needs or emotional difficulties.

9. Bullying (see separate policy)

Bullying is not tolerated in our school. The Headteacher and Assistant Headteachers deal directly with bullying incidents in line with the policy.

10. Routines and Procedures that Support Positive Engagement with School and Learning

It is the professional responsibility of the class teacher to manage the day to day behaviour of their class. This includes instances outside of school such as trips, visits and sports events. The following procedures outline expected standard procedures in our school.

Expectations of pupils and staff:

- High expectations should be set that are consistently enforced.
- Pupils will walk quietly, calmly and safely around school. The children will make reference to walking 'silently, sensibly, single file which means we are walking safely'.
- Pupils will not talk during assembly or when they leave assembly.
- All pupils will go out for break and lunchtime (except those who have alternative provision directly supervised by an adult).
- All classroom doors will be closed at break and lunch time.
- All teachers and LSAs will greet their children at the start of the day in classrooms. The school operates a 'staggered start' system at the beginning of the day which enables children to come into class from 8:35 in order to maintain social distancing, organise themselves for the day and start their learning calmly.
- All staff will engage positively with all children making them feel wanted and valued
- All staff will go through the visual timetable in every class at the start of each morning and afternoon session following registration.
- The conservatory areas will be checked at the end of **every transition** to ensure that it is tidy and safe
- There will be a calming five minute session after break and lunchtime to enable pupils to settle ready to start their learning.
- Teachers will read to their class from a class book every day for at least 10 minutes.
- Staff will not talk about children's behaviour in front of them or in front of other children. Reflection on their behaviour needs to be discussed at a time when the children's behaviour has de-escalated.
- Children are required to wear school uniform. Trainers and hoodies are not acceptable uniform.
- Children should wear PE kit and appropriate footwear for PE.
- Children not participating in PE will be given an activity to complete that allows the children to reflect on the learning that is taking place in the lesson.
- Children are not permitted to borrow other children's PE kit including shoes.
- Staff are not permitted to remove pupils' earrings for PE. Pupils are expected to remove their own earrings for PE. If they are unable to do so, pupils should not wear earrings to school.
- Children are not permitted to leave their class or learning space without the express permission of the teacher responsible for their learning.
- Children who need to use the toilet during lesson time will be given a hall pass on a green lanyard which permits them to leave the class. Children not wearing a hall pass out of learning times will be taken back to their class.

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- During the cold winter months (typically November to March) pupils will be expected to wear their coats outside at break and lunchtime.
- Staff will familiarise themselves with the medical needs of children in school. The details of these children are available in class registers and on the notice board in the meeting room.
- It is everybody's responsibility to keep the school tidy and look after all communal areas.
- All staff are responsible for following up behaviour and contacting parents when appropriate to ensure a positive and productive communication flow between home and school.

11. Expectations and Responsibilities

We expect that all children will aspire to demonstrate the following responsibilities and meet our school expectation that they are Ready (to learn), Respectful (to all) and Safe:

Ready to Learn	Respectful to All	Safe
Do my best in all things	Be kind and helpful	Follow hygiene rules in school.
Work hard	Look after property	Talk over any worries or concerns I may have with a teacher or other adult in the school.
Complete my homework and hand it in on time.	Be honest	Listen to and carry out instructions.
Come to school each day and arrive on time.	Listen to people	Be gentle.
Pass on spoken and written messages between school and home	.	
Keep to the school dress code		

12. Children leaving the class without permission

It must be made clear to pupils that leaving the class is unacceptable unless planned provision is in place and the pupil has the express permission of the class teacher. A member of Senior Leadership should be notified. The child should be observed by a member of staff at all times. It is the responsibility of the class teacher to record each of these incidents in their behaviour monitoring records.

13. Children leaving the school grounds

If a child leaves the school property without permission then an adult must, having made all reasonable efforts to prevent it, keep the child in sight. **The police must be informed immediately.**

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14. Playtimes/Lunchtimes

During playtimes, the behaviour policy will be applied accordingly. Lunchtime staff will inform class teachers of positive behaviour and instances of poor behaviour. Children are expected to interact with all adults and fellow pupils in the same respectful and kind manner as during time in class. The lunchtime staff award team tokens in the same way as classroom staff when they see children actively demonstrating behaviour linked to the school values.

Midday supervisors:

- Follow the agreed procedures and rota with regards to circulating the playground and promoting positive play. This will help support pupils' positive engagement and productive behaviour.
- Check out a situation before acting.
- Ascertain facts before issuing sanctions.
- Follow the school rules: Ready to Learn, Respectful to All, Safe.
- Don't give sanctions that you can't carry out.
- Be consistent and keep calm.
- Speak to the child away from others when resolving a situation.
- Praise the child for telling you the truth if they have made poor choices.
- Give children the opportunity to follow the instruction without a confrontation, e.g. 'Come off the grass please,' and walk away to allow them to do so. If they don't comply, go back to calmly repeat the instruction.
- Ensure that children stay off the 'out-of-bounds' areas and away from the perimeter fencing.

15. Recognition

Adults are expected to consistently and positively acknowledge pupils for demonstrating good learning behaviours and personal responsibility in the following ways:

- Verbal and written praise;
- Headteacher and Assistant Headteacher awards;
- Respect badges as part of the Lord Mayor's Gosport Respect Scheme;
- Sharing work;
- Displaying work;
- Nomination for end of term trophies for good manners, sport, effort, music and contribution;
- Team points;
- Postcards home;
- Positions of responsibility such as team captains, school librarians;
- Membership of the School Council or Eco Council
- School Ambassadors;

Class teachers may also develop class incentives in line with the Elson Values e.g Integrity Bear or class marbles to complement the school behaviour system.

Consequences

Because of the unusual climate we find ourselves in, there has been adaptations to the sanctions for not following the rules and routines. This is in line with our risk assessment as the highest priority is keeping our school community safe. Therefore, when children do not meet the expectations regarding their personal conduct and responsibility, there is a clear sequence of consequences which are intended to support children to keep them safe.

Talk and keep going	Ensure all communication is clear, positive and concise with appropriate language and/or visual prompts where possible. Teaching and encouragement to learn and remember the new routines and
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	expectations.
Reminder	If the pupil still does not make the correct choices, a reminder will be issued. Encourage pupil to make the correct choices, reiterate expectations and notify pupil of consequences should the correct behaviour not be modelled within set boundaries e.g 5 second count down.
Consequence	<p><i>Please note: Because we have the maximum number of children in school that is safe to do so, we do not have capacity or space for children to work in isolation in our setting. Furthermore, we are not able to use alternative classrooms as time out options. Therefore, if a child is unsafe and increasing the risk for themselves and others, parents or carers will be called to come and collect them from school.</i></p> <p>After a reminder, if the pupil has still not been able to correct their behaviour, then a consequence will be issued in line the Actions and Consequence chart that is displayed in all classrooms. The class teacher is responsible for dealing with the majority of situations that will result in a consequence. SLT will be available to support teachers as necessary. Consequences may include a phone call to parents/carers to collect the child from school to complete the work set at home for the remainder of the day if the child has been unable to adhere to the requirements set out in the school risk assessment.</p> <p>Any serious incidents, such as coughing or spitting at or towards any other person or object, an isolated episode of violence, minor damage to property, and some distress caused to others or brief disruption to school routines, will result in an immediate consequence. This will be a phone call to parents or carers to come and collect the child. Any work missed must be completed at home. In order for the child to return to their class bubble, the Headteacher will need to be satisfied that the risk assessment precautions that have been put in place can be met.</p> <p>Any unproductive behaviour at a very serious level will be referred to SLT and will include coughing or spitting at or towards any other person or object; physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to others; or disruption or violation of school routines and preventative measures set out in Government guidance. This will result in a period where the child is unable to return to school for the safety of themselves and others at the discretion of the Headteacher. In order for the child to return to their 'class bubble', the Headteacher will need to be satisfied that the risk assessment precautions that have been put in place can be met by the child.</p> <p>Sanctions in these very serious circumstances may include internal exclusion, fixed term exclusion or permanent exclusion.</p>

Children with Individual Behaviour Management Plans

Individual Behaviour Management Plans (IBMP) are a positive approach in recognition that some children may have specific needs or circumstances that are barriers to them being able to conform with the expectations of the School Behaviour Policy. We recognise that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of needs and circumstances. We believe that we achieve fairness by meeting each child's individual needs rather than by treating each child the same. Whilst this is not an excuse for inappropriate behaviour, we seek to understand the reason for the behaviour and plan to

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support the pupil accordingly and improve the behaviour. Where children feel that it is unfair if other children are treated differently to enable them to access their learning, staff will endeavor to explain why this is necessary in an age appropriate way whilst maintaining the confidentiality of the child.

An IBMP sets out agreed strategies for children who have continuing needs. These plans are based on a wide range of evidence including observations of the pupil in class and analysis based on behaviour records. Such plans are usually prepared by the class teacher and the child in consultation with the SENCo/Inclusion Leader and the pupil's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made. These documents have been updated in line with guidance from the Government, the local authority and with the school risk assessment in mind. It is expected that safety measures put in place by the school, in line with the risk assessment, will be adhered to.

Exclusion

Exclusion is used in rare circumstances. These could include when a pupil is either, not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others, or if the pupil has behaved in a way deemed as particularly extreme (such as being violent towards another pupil or member of staff), unsafe or has used foul or abusive language towards any member of staff. The school follows the Hampshire County Council policy for exclusions and guidance can be found at <https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>



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Aiming for Excellence



Elson Junior School Home School Agreement

If you have any questions or concerns, please talk to a teacher, member of staff, Headteacher or Assistant Headteacher – we will always make time for you.

School will:

- Provide an enjoyable, broad and balanced education that meets the needs of your child's well-being, mental health and academic needs.
- Provide a safe and secure environment, which has been risk assessed, in response to the COVID-19 pandemic.
- Adhere to the social distancing rules as set out by the government as much as we reasonably can.
- Provide online/remote home learning to support and develop your child's education and development.
- Encourage the children to respect themselves and others at all times.
- Communicate between home and school through notices, newsletters, text, email, Facebook, Instagram and the school website.
- Endeavour to meet parental needs and concerns.
- Contact parents/carers immediately if your child displays symptoms of COVID-19.
- Inform you if a member of staff or child in your child's 'pod' has a positive result of COVID-19 in line with current government guidance.

Home will:

- Support the Home School Agreement, social distancing measures that are in place, the school's policy for managing behaviour and the Behaviour Policy addendum.
- Understand that if my child is unsafe as per the risk assessment and Behaviour Policy addendum, school will call me and I will come and collect them immediately.
- I understand that the Headteacher will need to be satisfied that the risk assessment precautions that have been put in place can be met by the child before they return.
- Make sure if my child, or anyone in my household, shows symptoms of COVID-19, that I do not send them to school, and we self-isolate for 14 days as a family, arrange to be tested and let the school know the result as soon as possible via telephone.
- Ensure if my child shows symptoms of COVID-19 at school, I will collect my child from school immediately.
- Inform the school of any reason for absence before 0900 in line with the school's absence procedures.
- When commuting, and dropping my child off and picking them up, adhere to the 2 metre social distancing and staying safe rules.
- Strictly stick to the school timings for dropping off and picking up my child, not congregating in the school grounds.
- Ensure that my child will not bring any additional items into school with them. The only items to be brought to school are packed lunch, a water bottle which will be sent home daily for washing, sun hat, sun screen and any hand gel for children who may be allergic to the school's soap or hand gel. Please do not allow children to bring bags, toys or pencil cases from home.
- Support school to remind my child about social distancing rules and good respiratory and hand hygiene.
- Contact the school if there are any concerns that may affect our child's learning. For example: parent away from home for a while, family bereavement, family break up, death of a pet etc.
- Read all letters/messages/emails that are sent home.
- Keep emergency contact details up to date.

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- Recognise I need to support all the adults in school with their efforts to create an 'as safe as possible' environment during this crisis.

Children will:

- Show integrity and follow the school routines, even 'if someone isn't watching me'.
- Listen to and carry out instructions as asked.
- Adhere to the social distancing rules in class and during break and lunchtimes.
- Follow the rules when going to, when using and returning from the toilets.
- Tell an adult if I feel unwell.
- Not bring things into school from home, or take things home from school.
- Keep ourselves safe and happy in our class 'pod' and around school by following the 'current climate class charter'.
- Follow instructions for arrival or departure from the school site
- Move around school safely, following social distance guidelines and instructions from my class teacher.
- Only use the learning resources provided to me by my school and no other.
- Not mix with other children in the school that are not in my class 'pod'.
- Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it), follow tissues disposal rules and avoid touching my mouth, nose and eyes with my hands.
- Follow good hand hygiene – use soap and water for 20 seconds.
- Follow the school expectations of behaviour: Ready to Learn, Respectful to All, Safe.
- Know I will receive a sanction for not following the rules.

Sickness: If your child has been unwell in the night, please inform the school before 0900. They should return to school in line with current guidance available through the school office and detailed on the school website. If they develop any signs of COVID -19 government guidance should be followed for testing and self isolation.

Attendance: Attendance at school is mandatory. If your child is absent we will follow our safeguarding procedures and phone home. If you do know that your child won't be at school please let us know due to being unwell please follow our attendance procedures and contact the school office before 9am.

Emergency Contact: Your contact details are vital in case of emergency; please keep us informed of any changes as soon as possible. We require three emergency contact details of close family and friends to contact in the unlikely event of an emergency.

Headteacher 

Date 3rd September 2020





Aspiration

Integrity

Compassion

Adaptability

Creativity

- Ready to Learn
- Respectful to All
- Safe at all times

Steps Towards Positive Behaviour

<p>Talk and Encouragement</p>	<p>Clear, encouraging calm instructions stating expectations for behaviour and learning.</p> <p>Positive encouragement to support the learning of the new routines and social distancing requirements.</p>
<p>Reminder</p>	<p>Quietly remind the pupil of task to be achieved or the behaviour expected.</p>
<p>Consequence</p> 	<p>If the behaviour has not been corrected or the child is unsafe and poses a risk to others, implement consequence in line with consequences chart.</p>

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Please follow our policy consistently at all times.

Consequences Chart Addendum to use in conjunction with consequences chart.

Rule	Behaviour	Consequence
Be Safe	Continued or deliberate violation of the social distancing rules	Removed from the pod, to be collected from school and complete learning at home.
Be Safe	Continued or deliberate unsafe contact with others	Removed from the pod, to be collected from school and complete learning at home.
Be Safe	Continued or deliberate actions that put others at risk e.g not staying sat in own seat, movement around the room without permission or using other people's equipment without the permission of the adult	Removed from the pod, to be collected from school and complete learning at home.
Be Safe	Spitting or coughing at another person or object	Removed from the pod, to be collected from school and complete learning at home.
Be Safe	Violence or hurting others – contact (Provoked or unprovoked)	Removed from the pod, to be collected from school and complete learning at home.
Ready to Learn	Not trying my best 	5 minutes timeout to reflect in conservatory and re-join lesson
Ready to Learn	Avoiding work	Minutes wasted to be made up in break/lunchtime.
Respectful to All	Provoking others 	10 minutes reflection time with adult at break or lunchtime.
Respectful to All	Not doing as I am asked 	5 minutes reflection time with adult at break or lunchtime.
Respectful to All	Not using kind words 	10 minutes reflection time with adult at break or lunchtime.
Respectful to All	Not respecting property 	10 minutes reflection time with adult at break or lunchtime.
Respectful to All	Swearing or inappropriate words	Time out in conservatory and 10 minutes reflection time with adult at break or lunchtime.

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