

QUEEN ELIZABETH HIGH SCHOOL

BEHAVIOUR POLICY

This policy is now due for review. However, there is currently a national consultation - *Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Head Teachers, School Staff and Employers*. Once the resulting guidance has been published, the key aspects will be incorporated into the QEHS policy. (July 2011)

The aims of this policy are in line with our ethos and values:

- QEHS is a community school based on the principle that all people are entitled to educational opportunities in their own community at any time of life.
- We aim to promote a school environment that will foster the intellectual, aesthetic, moral, spiritual, cultural, physical and social development of all our students and where students will enjoy their learning.
- We believe that equality of opportunity is an entitlement necessary for our school community to flourish and that students and staff should be treated as individuals with particular needs and aspirations.
- We aim to develop positive relationships between students and staff instead of relying on a long list of rules.
- We seek to achieve an atmosphere of mutual respect where working together and consideration for others are paramount and where all students have structured opportunities to participate in school life.
- We aim to develop effective collaborative practice with other schools, with colleges, training providers and other agencies.
- We aim to use resources efficiently to achieve best value.
- We believe that extra-curricular activities are an essential part of school life and that all students should be encouraged to participate.
- The school strives to produce excellence in all it does.

Central to the policy is the main aim of our equal opportunities policy that reads as follows:

“QEHS will aim to ensure that no student, job applicant or employee receives less favourable treatment than any other on the grounds of sex, parental/marital status, race, ethnic or national origin, religious belief, sexual orientation, age or disability.”

Reasonable adjustment will be made in light of SEN/disability needs and the needs of vulnerable students (see guidance).

In addition, within the whole school community the following occurs:

- Good behaviour is rewarded and sanctions are always applied consistently for unacceptable behaviour including bullying and violence.
- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students. For example:
 - Behaviour for Learning (B4L) input occurs in the guidance programme for all year groups. Parent Support Partners – (PSPs) are in place for all vulnerable students.
 - Data on Student Information Feedback sheets (SIFs) is analysed to ensure early intervention and support via pastoral staff/mentor/Turning Point staff.
- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse or through divorce/separation of parents are identified and supported. For example:
 - Vulnerable students are identified and PSPs put in place. Attendance groups are run.
- All members of the school community are listened and responded to. For example:
 - Mentors meet with young people regularly 1:1.
 - Year and Student Councils operate.
 - Feedback is sought from members of the community in a variety of ways.
- All school staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills via the curriculum, the guidance programme and in school life generally.

SECTION 1

A Consistent Approach to Behaviour Management, Teaching and Learning

Behaviour is managed via [the staged process](#) (See Appendix 11).

We aim to identify students who are persistent offenders or are beginning to be noted due to low level disruption. Where this occurs we:

- Ensure staff follow through issues with students indicating what must be done to improve.
- Ensure that staff discuss with parents the school's concerns and agree a common way of working to help students make improvements to their behaviour.
- Establish the best way of communicating with parents (phone, e-mail, meetings, written or combinations of these) and provide regular feedback on progress being made.

We believe consistent experience of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allow staff to be mutually supportive (Staff to consider B4L documentation/Behaviour Management Strategies documents).

As a school we will:

- Assess staff needs and build into Continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour (Behaviour Management/B4L is part of new staff induction).
- Identify those students who have learning and behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs (as this clearly impacts on the needs of their peers and teachers).
- Ensure senior colleagues are highly visible at particular times of day, support staff and maintain a sense of calm and order. Critical times in a school day are at the beginning of break, lunchtimes, changes of lessons and at the end of the day. (Senior staff carry out duties at all these times).
- Ensure senior managers regularly walk the school building, going into classrooms and monitoring the consistent application of the schools Behaviour Policy and use of rewards and sanctions and support staff if they encounter any behaviour issues (including B4L strategies, the staged process, behaviour management strategies). See Appendices. A structured timetable is to be in place for regular walking of the building by senior staff.
- Ensure that departments have a support timetable in place in case of emergencies. Mentors are also on call to teachers and Heads of Department if there is a need for support. Mentors can contact senior staff if needed.

It is vital this occurs as consistent application is vital if the policy is to be valued.

SECTION 2

School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in managing their behaviour. The Behaviour Policy needs to be understood and applied consistently by all staff. The leadership team and Governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. They have a responsibility to 'lead from the front,' however leadership to support positive behaviour must be shared across the whole staff – including senior and subject leaders, pastoral staff, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school and the Governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will:

- In partnership with parents, set high expectations for students and staff in all aspects of the schools life and show how they are to be met. For example:
 - by the staged process and clear code of conduct (The positive Learning Environment document, formerly Are You Ready to Learn document)
 - by guidance on how to improve their work
 - dress code
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day, e.g. Senior staff on duty every break and lunch times; senior staff on bus duties; senior staff regularly walk the building and go into lessons.
- Ensure senior leaders model the behaviour and social skills they want students and staff to use e.g. around school, in training sessions.
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school behaviour policy.
- Recognise that leaders at all levels require training if they are to act as mentors to less experienced staff.
- Clearly identify the responsibilities and roles of senior staff for behaviour improvement.

SECTION 3

Classroom Management, Learning and Teaching

We aim to ensure an appropriate curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations. Our teaching and learning policy reflects teaching and classroom management strategies to be followed by all staff (the lesson template etc.). We believe that the approach when supported by high quality assessment assists of teaching and learning. By engaging students more effectively standards of behaviour improve.

As a school we:

- Ensure all staff follow the teaching and learning policy and the staged process behaviour policy and apply the agreed procedures (monitored by Heads of Department; Learning & Guidance Co-ordinators (LGCs) and senior staff).
- Plan lessons well, using strategies appropriate to ability of the students. Differentiation is crucial in promoting good behaviour.
- Use commonly agreed classroom management and behaviour strategies (see [Teaching and Learning Policy](#) e.g. waiting outside the room for teacher to arrive, being greeted and objectives being explained).
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class.
- Use A4L techniques, e.g. peer and self-assessment to increase students' involvement in their learning and so promote good behaviour.
- Collect data (via SERCO) on students' behaviour and use it to target support.
- Ensure all teachers operate a seating plan (educational research shows that where students are allowed to determine where they sit, their social interactions can inhibit teaching and create behaviour problems).
- Recognise that students are knowledgeable about their school experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive their feedback about their progress/learning needs, e.g. via opportunities in class, review days, subject evenings.
- Give opportunities for year and school councils to discuss and make recommendations about behaviour including relevant policies and effectiveness of rewards and sanctions.
- Plan homework carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected of them.

SECTION 4

Rewards and Sanctions

Our aim is to provide a range of opportunities in which students can excel and be rewarded and a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanction. Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

We will use the range of appropriate sanctions and ensure they are applied fairly and consistently by all staff:

- Refer to the [STAGED PROCESS](#)
- Use of [Detentions Guidance](#)
- Use of Turning Point (see [Inclusion Policy](#))
- [Exclusions Guidance](#) (all of these documents are attached)

It is important that our system identifies matters that should be dealt with by classroom teachers and those which require referral to a more senior member of staff (see STAGED PROCESS).

We firmly believe that praise should be used to motivate and encourage students. At the same time, however, students must be aware of sanctions that will be applied for poor behaviour.

At a whole school level STARS – STudent Achievement RecordS are used to reward students. They are entered into SERCO and certificates automatically generated. Tutors give out STARS to their students. On some occasions LGCs may be involved in their presentation.

SIFS (Student Information Feedback Sheets) are used to log negative events including poor behaviour. Up to Stage 3 staff can enter directly onto the system for such things as lack of equipment, lateness, confiscated items, low level disruption, lack of homework. For Stages 4 and 5 a paper copy will be written and this will later be entered onto the system by administration staff.

A weekly analysis of SIFS/STARS is produced and distributed to the Deputy Headteachers/KS 3/4 Co-ordinator, HODs, LGCs and tutors. An analysis of all seclusions/use of Turning Point and exclusions is done to ensure planning about behaviour improvement is informed by statistical information.

Departments also use their own methods for rewarding students e.g. stickers, particular activities.

As a school we will:

- Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff.
- Ensure our systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff e.g. LGC, HOD.

SECTION 5

Behaviour Strategies and the Teaching of Good Behaviour

As a school we ensure that:

- All staff understand and use consistently the behaviour management strategies as outlined in the staged process (and supported by the document Behaviour Management Techniques from Behaviour Support Service as well as B4L documents and school's guidance on Behaviour and Discipline policies document).
- We track student behaviour via SERCO to identify both positive and negative behaviour. Students have individual behaviour logs and summary information is issued to key staff fortnightly. Early intervention/monitoring is co-ordinated through this system.
- Staff joining the school are given clear guidance on the school's systems regarding expectations for behaviour (this includes cover supervisors).
- Students develop emotional, social and behavioural skills through activities in the guidance programme e.g. B4L focus, use of SEAL materials.
- We arrange additional 1:1 work, group work and support for students who need it (mentors run various groups on self-esteem, conflict resolution).
- We work in partnership with parents on all matters concerning student progress and achievement – personal, social and academic.

We also believe it is important to build on the emotional, social and behavioural skills that students have developed in first and middle schools. We recognise that young people learn respect by receiving it and that how staff speak to students and praise them helps to motivate them to achieve their potential.

SECTION 6

Continuing Professional Development/Staff Development

As a school we know that all staff need to be equipped with the skills necessary to understand and effectively manage the behaviour of students. Training and coaching are vital elements of a high quality CPD Programme.

As a school we:

- Provide opportunities for all staff to share and develop their skills in promoting positive behaviour e.g. B4L training, at Departmental/Year Team meetings, lesson observations/coaching sessions.
- Monitor the effectiveness of our behaviour management system/techniques used via reports from SERCO/discussions with staff and students/annual review of policy with Governors.
- Ensure CPD funds are allocated to enable support staff e.g. mentors to be involved in training programmes using a variety of expertise e.g. Behaviour Support Service.
- Ensure that all staff joining the school receive induction training (this is for all staff, not just NQTs as systems are different from one organisation to another).
- Create opportunities for staff to learn from the expertise of those with a particular responsibility for students whose behaviour is challenging (e.g. LGCs, ARH, DIH, Turning Point staff, Mentors).
- Develop the specialist skills of staff who have particular leadership responsibilities for behaviour (e.g. Di Harris is a member of the Local Authority group for behaviour and attendance. LGCs regularly share good practice with Di Harris & Andy Hedley. Mentors and Turning Point staff attend numerous courses focussing on group work on particular issues).

SECTION 7

Student Support Systems

We believe it is vital for schools to have effective pastoral support systems. We recognise that supporting and guiding students who all have differing, often complex, needs cannot be the sole responsibility of school staff and we adopt a multi-agency approach to this guidance and support.

As a school we:

- Recognise that a good pastoral system involves teachers and support staff. As such we use the TLR structure to support this work.
- Ensure that staff with pastoral responsibilities:
 - Have appropriate time to carry out their work.
 - Are appropriately trained.
 - Have adequate admin support.
 - Have access to/work closely with specialist support e.g.
Education Welfare Officer (EWO)
Child & Adolescent Mental Health Service (CAMHS)
School Health Advisor (SHA)
Children's Services – Social Workers
Behaviour Support Services
SORTED (drugs support and advisory service for young people)
Educational Psychologist
Voluntary and Community Sector (VCS) Workers

and meet regularly as a multi-agency team to ensure all students are appropriately supported.
- Recognise that student support is not just focussed on poor behaviour. We believe good pastoral support and guidance is concerned with monitoring academic achievement and developing students both personally and socially in order that they achieve their full potential in everything they do. We also aim to guide students effectively so that they can make informed decisions about issues that face them.
- Ensure that pastoral staff understand and are responsive to the needs of particular groups within the school and wider community e.g. Looked After Children (LAC), students with SEN, young carers.
- Ensure that students are helped to identify a sense of belonging to a community e.g. by the wearing of a school uniform, by being involved in year group activities.

We recognise that the Every Child Matters (ECM) agenda identifies that young people should feel safe, be healthy and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment and/or oppressive behaviour.

As a result as a school we:

- Regularly make clear to students, parents and staff that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated (all such incidents are carefully logged in SERCO and reports are produced and analysed by the pastoral staff. Any significant patterns are identified and strategies are put in place to address issues raised).
- Ensure that there are sanctions in place to address any issues of bullying, harassment and oppressive behaviour.
- Involve the students in developing/reviewing anti-bullying/anti-racist policies via the year/school councils. It should be noted that a number of students are also trained as peer supporters.
- We employ a number of support staff, e.g. the learning mentors, Turning Point staff, a school counsellor to ensure students have staff, other than teachers, to talk to if they have concerns about any issues that may be barriers to their learning.

SECTION 8

Liaison with Parents and Other Agencies

We firmly believe we must work in partnership with parents/carers on all aspects of a young person's education. We are highly active in establishing these links and forging positive relationships e.g. we have a Parent Partnership Group and have numerous parents information and support evenings. We ensure we evaluate our contact with parents to build upon good practice identified and amend as appropriate.

As a school:

- We ensure that parents/carers are welcomed appropriately when they come into school and that we have well understood procedures in place for dealing with angry or distressed parents. Staff receive training in such issues as appropriate to their needs.
- We ensure that parents/carers hear from school when students are doing well so they receive positive feedback as well as hearing from us if there are any concerns/difficulties. We are fully aware that there is a greater willingness to work with school when the parent/carer believe the school cares about individuals and has their best interests at heart.
- We make first day absence calls to ensure the safety of our students and take advantage of technology in our contact with parents e.g. use of mobile phones and e-mails. We do feel however, that such methods should not replace personal contact. We have a dedicated absence line as part of our student support office.
- We allocate staff sufficient resources to allow us to communicate effectively with parents and carers. We employ a Parent Support Partner and direct resources from Extended Services budget to work closely with other organisations to support parents e.g. Families Plus.
- We are aware that parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated.
- We believe multi-agency working is vital to support our work with parents as is the Extended Services Agenda and our work on the Core Offer. (See also the Extended Services Action Plan, Parenting Support section). Our multi-agency meeting work at both an Individual Student (half-termly) and Strategic (termly) level is central to the multi-agency work.

SECTION 9

Managing Pupil Transition

We are aware that students find moves between schools and key stages unsettling and provide appropriate support and guidance.

As a school we:

- Ensure teachers receiving a new class are given appropriate information to help plan work and manage the class.
- Ensure students support each other via our peer support programme and caseload vulnerable students to mentors both before transition (doing observations in Middle School) and on transfer (doing observations in High School for the first few weeks).
- Ensure that we build upon the social, emotional behavioural skills already developed by previous teachers/schools. We recognise that if change causes stress and is not carefully managed, it can affect students' motivation, attitude, attainment and behaviour. We also work closely with parents/carers at transition to ensure stress is reduced for all concerned.
- Ensure activities to support transition are organised; e.g. as part of the extended services plan, summer holiday activities take place for a targetted group of year 8 students.
- Provide transition days and events.

SECTION 10 Organisation and Facilities

We are aware that the school ethos is communicated through the way the school is organised and its facilities as well as through a written statement of our values and aims.

As a school:

- We recognise that good behaviour and learning are improved when students/staff enjoy a pleasant, clean environment. Although we strive for this, we are aware that many parts of our building are not necessarily fit for purpose.
- We ensure that when graffiti/mess appears it is cleaned up as soon as possible.
- We ensure that toilets are clean, have soap/paper towels/hand dryers.
- We ensure timetabling arrangements are checked to see whether they cause difficulties for particular groups of students and teachers e.g. teachers roomed to specific areas so they can get to teaching areas quickly, have staff on duty to supervise at key points of movement.

We are also aware that there are key areas for improvement in this aspect which are:

- We need a welcoming, comfortable reception area for parents (established Sept 08).
- The general fabric of many areas of the building – we know the importance of the fabric of the building in making students feel valued and respected.
- Social areas for students with seating to encourage interaction – presently the dining hall is the only area where students can sit and chat in their non-contact time at break/lunch times.

Signed		Chair of Governors:	Date	
Signed		Headteacher	Date	
Review Date:	June 2011			

Appendix 1

A Consistent Approach to Behaviour Management Leading and Learning

We believe that consistent experience of good teaching and learning engages students and thus reduces the instances of poor behaviour. Our staff will discuss issues concerning behaviour with students focusing on what must be done to improve. We will always work in partnership with parents, share concerns and agree strategies to improve students' behaviour. We will provide regular feedback to parents on the progress being made. The consistent application of good behaviour management strategies helps students understand the school's expectations and our focus on raising achievements and students fulfilling their potential.

Appendix 2

School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in fulfilling their potential and in managing their behaviour. A member of the leadership team, Di Harris, Deputy Headteacher, has a major responsibility with regards to leading the development and review of the behaviour policy of the school. She ensures the policy is understood and applied consistently by all staff. The Senior Leadership Team and Governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. Senior leaders will use every opportunity to articulate their expectations of students with regard to behaviour and will always be a visible accessible presence around the school.

Appendix 3

Classroom Management – Teaching and Learning

We aim to provide both a differentiated and appropriate curriculum which is accessible to students of all abilities and reflects individual needs, interests and aspirations. We use commonly agreed classroom management and behaviour strategies to ensure a consistent approach. Student behaviour is monitored closely and we use the data to target support where there is a need. We are also committed to student voice activities and believe their views to be hugely valuable regarding what helps/inhibits their learning. We believe by engaging students more effectively standards of behaviour improve.

Appendix 4

Rewards and Sanctions (See Appendix 11 – The Staged Approach)

Our aim is to provide a range of opportunities in which students can excel and be rewarded both within the classroom and beyond and a practical set of sanctions that deal appropriately with poor behaviour. Praise is used to motivate and encourage whilst at the same time students are aware of the sanctions that will be applied for poor behaviour. We use a range of appropriate rewards and sanctions at whole school level:- STARs – STudent Achievement Records are used to reward students and certificates are given to students. SIFs – Student Information Feedback sheets are used to log negative events including poor behaviour. All rewards and sanctions are monitored electronically

Appendix 5 Behaviour Strategies and the Teaching of Good Behaviour

We believe it is hugely important to build upon the emotional social and behavioural skills students have developed prior to their time at QEHS. We recognise many aspects of appropriate behaviour have to be learnt and Behaviour for Learning (B4L) activities form part of our guidance programme. All staff consistently use the behaviour management strategies authored in [the staged process](#) (Appendix 11) and all students have electronic behaviour logs which are monitored closely ensuring early intervention and the use of appropriate strategies to support students.

Appendix 6 CPD/Staff Development

We are fully aware that all staff need to be equipped with the skills necessary to understand and effectively manage the behaviour of students. We provide training and opportunities for all staff to share and develop their skills in promoting positive behaviour.

Appendix 7 Student Support Systems

Behaviour support involves CHAD House (Child and Adolescent Mental Health Issues) Educational Psychologist. Other agencies we work with include Education Welfare Officer, School Health Advisor, Social Workers, Behaviour Support Workers, CEIT team (Children's Early Intervention Team). We believe it is vital for schools to have effective pastoral support systems. We recognise that supporting and guiding students – who all have differing often complex needs – cannot be the sole responsibility of school staff and we adopt a multi agency approach to this guidance and support.

We employ a number of support staff e.g. learning mentors, Turning Point (Inclusion Centre) staff, school counsellor, to ensure students have staff other than teachers to talk to if they have concerns about any issues that may be barriers to learning and affect their behaviour and their ability to fulfil their potential.

Appendix 8 Liaison with Parents and Other Agencies

We firmly believe we must work in partnership with parents/carers in all aspects of a young person's education. We strive to establish and maintain links with parents/carers and forge positive relationships with them. We have a parent partnership group so you can feed your views back to us and would welcome your input (contact ahedley@qehs.net). We have numerous parents' evenings where academic progress as well as barriers to learning – including behaviour – is discussed. We ensure parents/carers hear from us when students are doing well as well as contact if there are concerns/difficulties.

Our work focuses on working with parents to support individual students. We always have the student's best interest at heart.

We believe multi agency working is vital to support our work with both students and parents and work with a range of agencies/organisations to ensure appropriate support is provided (see section 7). We have regular multi-agency meetings where targeted support for young people is discussed.

Appendix 9 Managing Pupil Transition

We are aware that students find moves between schools and key stages unsettling and provide appropriate support and guidance. Teachers are made fully aware of the needs of individual students with respect to any behaviour support they may require.

Appendix 10 Organisation and Facilities

We recognise that behaviour and learning are improved when students and staff enjoy a pleasant, clean environment and we strive for this. However we are aware many parts of our old buildings create difficulties for us in this respect.

Appendix 11 [The Staged Process](#) (Staff and Students)

The staged process makes it clear to both staff and students the procedures that must be followed when any unacceptable behaviour occurs. It ensures a consistency of approach across the school.

Appendix 12 [Detentions Document](#)

This document ensures consistency of approach regarding the use of detentions as a sanction.

Appendix 13 [SIFs Analysis Document](#)

This explains how the monitoring of behaviour is managed. See also [Inclusion Policy – Use of Turning Point](#).

QUEEN ELIZABETH HIGH SCHOOL

FIXED TERM EXCLUSIONS

In some circumstances fixed term exclusions may be used as a sanction in Queen Elizabeth High School. The length of the exclusion is dependent upon the nature of the incident and is at the Headteacher's discretion.

Examples include:

Physical assault – depending on severity
Persistent defiance
Verbal abuse
Persistent bullying
Use of drugs/alcohol (first offence)

Preceding a decision to exclude a student the procedure detailed below is followed:

1. The incident/issue is investigated and evidence is collected.
2. Student is interviewed and witnesses are interviewed where appropriate.
3. Evidence is collated.
4. Incident/issue is discussed with the Headteacher. The Headteacher decides whether an exclusion is the appropriate sanction.
5. Outcome is discussed with student (providing this is not at the end of the day).
6. Parents are informed via telephone. They are informed that their son/daughter cannot be seen out in a public place during school hours for the period of the exclusion, e.g. they must organise supervision. It is an offence not to comply with this request and can result in a £50 fine (fixed penalty).
7. Work is either given to the student or sent to the student to do during the period of the exclusion.
8. A letter is sent home regarding the exclusion from the Headteacher which gives details of the integration meeting.
9. Reintegration meeting takes place which focuses on reflecting on the incident and support for the student to ensure there is no recurrence. The readmission meeting documentation is completed.
10. The situation is monitored.

Appeal Information

For fixed term exclusions of 5 days or less you can make representations but the Governing Body have no power to direct reinstatement but copy of findings go on the child's file.

For fixed day exclusions of 6-15 days you have the right to request a meeting of the school's disciplinary committee and make representations and they can review the Head's decision to exclude.

Further details can be found in the document:

"Improving behaviour and attendance: guidance on exclusion from schools and pupil referral units, Sept 2008".

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00573-2008>

We follow all the regulations and guidance from this document.