

Behaviour and Discipline Policy

This policy is the responsibility of the Deputy Head in conjunction with the Head of Junior School and will be reviewed annually.

Introduction

The good order of all pupils at Austin Friars is of paramount importance and is underpinned by the School's mission aims which emphasise:

- *The pursuit of excellence within a disciplined and stimulating learning environment*
- *Integrity, honesty, generosity, respect for other people and the environment, and appreciation of other races, religions and ways of life*
- *Pupils' self-awareness and self-confidence, enabling them to value their own and others' efforts and achievements, and develop a sense of care and responsibility for the School community and the wider society*

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is the Head of Junior School, Mr Marsh (from Jan 2025 it will be Mr Clark).

Approach

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Anti-Bullying Policy is on our website and in the Parent Handbook. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs and disabilities (SEND).

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community.

The School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, up to and including suspension/ exclusion.

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies as per the Safeguarding Policy. The School has a number of support systems in place to meet the needs of all pupils, as per the school's Mental Health & Well-being statement.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the Trustees' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

Involvement of pupils

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Enrichment Programme (EP) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.



The School will ensure that all new pupils (including EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

School Rules

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are outlined in the pupils' planners.

Copies of the School Rules are also in the Parent Handbook and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules set out the School's policy on drugs and alcohol.

Promoting Good Behaviour

A merit and credit system is in place for the reward of academic work that is both very good in absolute terms and very good for a particular pupil. Commendations are awarded by the Headmaster and Deputy Head (Academic). Sporting and House colours, and prizes awarded at the annual prize giving also provide public recognition of pupils' excellence and outstanding contribution to school life.

No behaviour and discipline policy can substitute for a good relationship between pupils and staff, which is always worth spending time developing. The relationship between staff and VI Formers should reflect their more 'senior' status.

Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School. Examples of sanctions include:

- Verbal reprimand from a member of staff.
- Letter to or meeting with parents to advise of the misbehaviour.
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard.
- Setting written tasks as punishments, such as writing letters of apology.
- Detention after school (Friday Detention) or on Saturday mornings (Headmaster's Detention).
- Withdrawal of privileges.
- Confiscation of property that is being used inappropriately or without consideration.
- School based service or imposition of a task, possibly an online course, under the supervision of a member of staff.
- Assistance with domestic tasks, such as collecting litter.
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform and other behaviour checks, or being identified for behaviour monitoring.

- Withdrawal from a lesson, school trip or team event.
- Suspension for a specified period, removal or exclusion.

Sanctions such as circuits are not allowed. Corporal punishment (hitting a pupil) is never allowed, nor is the deprivation of food. Humiliating sanctions must also be avoided. Repetitive exercises like lines are not permitted; writing out pages of notes and the like are not permitted unless they have some educational value. If a teacher is in doubt they must consult the Deputy Head.

A pupil should only be sent out of the class as a last resort, i.e. where the pupil's presence makes the conduct of the lesson impossible. In most cases, a pupil should only be sent out of a class for a few minutes before the class teacher speaks to the pupil prior to them re-joining the class. In exceptional circumstances, where it is deemed appropriate that a pupil should be removed from a class for a lengthier period, the pupil should be sent to the relevant Head of Department or, if necessary, to the Deputy Head.

Sanctions for whole class groups should be avoided. Such sanctions easily offend young people's sense of natural justice and can cause great harm to the teacher-pupil relationship.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. They may impose any of the sanctions above, such as the setting of additional work, or setting a written task and all incidents should be logged on the school's tracking system. Repetition of misbehaviour will be reported to the pupil's Form Teacher and if more serious, to the Head of School and may lead to further sanctions.

Persistent lateness to lessons will be reported to the pupil's Head of School and may lead to a Friday night detention, after school.

Repeated lateness (following warning and/ or punishment), or repeated indiscipline in class may lead to a Saturday morning Headmaster's detention.

Poor Academic Performance

Persistently poor academic performance may result in a pupil being placed on academic performance report where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a period of one or two weeks.

The Heads of School may place a pupil 'on report'. This sanction will be used where a pupil is failing to comply with acceptable standards in a number of subjects, or repeatedly presents behaviour problems. It enables form tutors (in the first instance) and Heads of School (thereafter) to have a regular check on how a pupil is progressing with regard to work and behaviour. Parents will also be asked to countersign the report.

The Deputy Head and Deputy Head (Academic) may place a pupil 'on report' where they have failed to respond to the guidance of the tutor, and Heads of School.

Parents are specifically contacted when the monitoring moves from the tutor, to Heads of School and finally Deputy Head.

Detentions

If a pupil has not responded to the internal detentions from individual teachers or Heads of School, that pupil could be placed in a Friday night detention. A letter would be sent home briefly outlining the reason for this.

Should there be ongoing poor behaviour or failure to comply with requests to amend behaviours, a Headmaster's detention would be issued. This would take place on the next available Saturday, usually between 10.00am and 1.00pm. Failure to attend a Headmaster's detention could result in a period of suspension.

It may be necessary to create a 'Behaviour Plan' for a pupil who has failed to amend their poor behaviour. This would involve negotiation with pupils, parents, and at least one representative of the School (Head of School or Deputy Head). This would represent a formal agreement from all parties to support a pupil to conform to the school rules.

Special Educational Needs & Disabilities (SEND)

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010. Staff must be aware of their duties under the Equality Act 2010 and must make reasonable adjustments for these pupils when assigning a sanction e.g. Children with ADHD would need an appropriate sanction bearing in mind their educational need. The following are allowed and may be seen as a graduated response:

- A clear explanation of what has been done wrong and an expression of displeasure.
- Tidying up a room; some manual task about the School, or helping with clearing up.
- Extra work - a specific task, with a specific hand in date.
- Removal of a pupil's free time at morning break or during the lunch period (this will normally be in consultation with the Head of Department or Heads of School).
- School detention (subject to agreement of the Heads of School).

It is inadvisable to give a pupil 'a good talking to' in a private place. Private places include offices but do not include teaching areas so long as doors are left open. Serious misunderstandings could arise where this is ignored. Another member of staff should always be present where the need arises. If a member of staff is in doubt about this, they should consult with the Deputy Head.

Junior School Pupils

Annex A provides details of the policy and procedures for use when dealing with Junior School pupils.

Recording Sanctions

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence

and the sanction imposed, if the pupil has a specific educational need and also what measures were taken to help reduce the likelihood of it happening again ie education.

The logging system allows for the easy recording of instances of poor behaviour and of sanctions issued to pupils. All major sanctions (eg school detentions) are recorded using this system with the name of the pupil concerned, the reason for the sanction and the person administering the sanction. The Deputy Head and the Heads of School are responsible for monitoring sanctions records. If a pupil or their parents feel a sanction is unfair, then they may appeal to the Heads of School, Deputy Head or Headmaster.

International student pastoral communication

Colleagues should log concerns relating to international students using the same channels as for domestic pupils ie incident logs on tracking, if parental communication is considered necessary then guardians are the primary contact. Any such communication should be recorded on the tracking system. HOS should then discuss with the Deputy Head the severity of an issue and assess if a threshold has been reached (defined in relation to individual incidents). At this time, the School will seek additional communication with birth parents to verify that all parties are aware of a significant pastoral, safeguarding or academic issue.

Serious Misbehaviour

The School's Exclusion Policy is set out in the Parent Handbook and available on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include (but not limited to):

- Drug abuse.
- Alcohol and tobacco abuse.
- Theft.
- Bullying.
- Physical assault/ threatening behaviour.
- Fighting.
- Sexual harassment.
- Racist or sexist abuse.
- Sexual misconduct including sexting.
- Damage to property and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser from the School, and that incidents may also be referred to the Police, where appropriate to do so.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Misbehaviour outside of school

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school will be dealt with in accordance with the School's Exclusion Policy.

Use of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed, and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must consider any disability or SEN that the pupil may have.

The Restraint of Pupils Policy outlines the circumstances in which reasonable minimum force may be used and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils, or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

The Restraint of Pupils Policy is written in line with the DfE's 'Use of reasonable force' 2013 advice.

Every member of staff will inform the Headmaster, Deputy Head or Head of Junior School immediately after they needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a care plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Searching

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic or offensive images or
- Any item banned by the School Rules

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff, but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable, but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should consider all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then punish the student in accordance with this policy [and the Suspension and Exclusion Policy], where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy.

Teaching & Learning

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which apply equally in the EYFS setting) are on our website.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.



J Thornborrow
Deputy Head
Nov 2024

Reviewed and endorsed by Chair of Trustees and Chair of Academic Sub Committee on:
Next Review by Trustees:

Policy and Procedures for Junior School Pupils

The principles set out in this annex apply equally in the Junior School which has a framework of positive support and encouragement. We aim to promote self-discipline and to help children understand the benefits of behaving well and encourage intrinsic motivation to do so. We will therefore deal with any behaviour which does not allow constructive teaching and learning.

In the event of any problems, staff adhere to an agreed discipline policy and, should the matter be serious, we always keep parents informed and will explain the steps we are taking to encourage good behaviour. Likewise, we appreciate being told of any problems at home which may affect a child's conduct within school. We may ask parents to help in working out a combined school / home strategy to improve behaviour and a record may be passed between home and school on a daily basis to keep everyone informed of problems and progress.

Before issuing classroom sanctions, and if the behaviour is off task but non-disruptive, teachers use various pupil management techniques, for example:

- Eye contact
- Gesture
- Supportive feedback to a pupil nearby

Classroom Sanctions. In the Junior School the rainbow system is used to encourage positive behaviour. Each class has a rainbow chart on display and is used to inform and encourage good learning behaviours. Sanctions are given if pupils enter the Rain Cloud Zone. If classroom sanctions need to be given, they will be done so in the following structure:

- Sunshine, Rainbow, Grey Cloud, Rain Cloud.

Behaviour script In order to minimise disruption to the teaching and learning, a behaviour script will be followed by the Teacher.

Negative behaviour

1. Your behaviour is unacceptable, please correct this.
2. This is still not acceptable, you are on the *Warning Rainbow*.
3. Name moved to *Grey Cloud*, **no dialogue, and eye contact only**.
4. Name moved to *Rain Cloud* – **Detention, Head of Junior School informed**.

Positive behaviour

1. Move individual children up towards the *Sunshine*, giving praise.
2. If all children on the *Sunshine*, add time onto class treat / incentive.

Note – At the start of each day all children begin on the *Sunshine*.

Types of Sanction. The type of sanctions which may be given are as follows:

- Pupil tracking is used to monitor behaviour.
- A clear explanation of what has been done wrong, and an expression of displeasure “When you....I feel.....because.....what I would like to happen next time is.....”

- **Loss of House points.** When a pupil misbehaves or forgets a rule he/she is spoken to by the class teacher and loses House points.
- **Removal of playtime.** This sanction may follow the loss of House points.
- **Re-doing work.** Inadequate work or failure to hand it in must not be overlooked, and suitable corrective measures must be applied – e.g. modifying or repeating the original task. While a minor isolated incident need not be taken further, it is essential that the Head of the Junior School is informed as soon as there is the slightest indication that a pattern may be developing. Class teachers should not hesitate to impose sanctions if consistently inadequate work is the result of lack of effort.
- **'Block punishments'** (e.g. for a class) must not be imposed without the specific agreement of the Head of the Junior School.
- **Pupils should never be sent out of class.** If an incident needs to be dealt with without an 'audience' the child should be taken to the Head of the Junior School, so that he/she can work under supervision. **Pupils must never be left unsupervised in the classroom.**
- **On report.** The Head of the Junior School will place a pupil on report if the child is a repeated offender who is not responding to the usual lenient measures imposed or information needs to be gathered on a child to assist with 'next step' measures. When a child is on report he/she automatically loses all privileges. Being on report will usually last for one week at the end of which parents will be asked to meet with the class teacher and Head of Junior School.

Where the behaviour of a class or part of a class is unsatisfactory, the matter must first be discussed, by the teacher concerned, with the Head of the Junior School. It is important that the instigators of disruptive behaviour are identified as soon as possible. Thereafter the Head of the Junior School will interview those individual pupils concerned and impose sanctions as appropriate. Depending on the seriousness of the situation, the Head of the Junior School may call in parents.

Serious breaches of discipline warrant the immediate involvement of the Head of Junior School or the Headmaster, for example, possession of drugs, bullying, theft, gross misconduct, abusive behaviour etc. A record of poor behaviour and sanctions is kept on the School tracking system.

Head of Junior School