



BEHAVIOUR, RULES, REWARDS AND SANCTIONS

Last reviewed:	September 2026
Next review due:	September 2027
Reviewed by:	Vice Principal Pastoral Head of Boarding
Approved by Board of Governors:	

1. Guiding principles

At d'Overbroeck's, we have high standards and expectations of good behaviour in all aspects of school life, including our culture, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents. The d'Overbroeck's approach to behaviour – including treating everyone with dignity, kindness and respect – should be apparent to anyone joining or visiting the school.

Our approach to promoting good behaviour among students, our rules and our approach to rewards and sanctions all flow from the school's statement of Aims and Ethos:

- Our overriding aim is to enable all our students, throughout the age and ability range, to achieve to the best of their potential, both academically and personally.
- Students are stimulated to grow into themselves as confident, thoughtful and considerate people, well equipped with the skills and understanding needed for their next steps.
- The dominant note at d'Overbroeck's is helping students to develop is one of purposeful informality and mutual respect.
- We aim to maintain an outstanding reputation for working collaboratively with each student to help them add significant value to their academic performance.
- We support and enable individual progress by providing a versatile and flexible curriculum attuned to the different needs of individuals complemented by our co-curricular programme.
- We create an ambitious learning environment via deliberately small classes in which students are stimulated to participate actively in their learning and staff are able to focus on the needs of every student.
- The school believes in the power of laughter and humanity. The environment is designed to give students the confidence to be themselves and the encouragement and stimulus to grow, to learn, to achieve their goals whilst contributing to and understanding what forms a safe and supportive community for all. We aim to ensure students feel engaged, happy and at ease with themselves, each other and their environment.
- We aim to promote an open-minded mentality, building on our international d'Overbroeck's community, encouraging students to look outwards, to be tolerant, to engage and manage the

complexity and change in the world around them, and to develop as well-informed global citizens.

- We seek to maintain excellence in our teaching, learning and pastoral care through attracting and developing outstanding staff.
- We ensure frequent and open communication with parents and guardians and aim to create a sense of active partnership in which parents feel involved and well informed.

In accordance with these principles,

- We aim to be fair and consistent in implementing this policy, and to focus much more on ways of modelling and reinforcing positive behaviour than on the use of sanctions.
- We believe that all staff have a crucial role to play in helping to maintain the core elements of the school's ethos through their own conduct and through the way they relate to students.
- The rules, and the rewards and sanctions that go with them, are designed to be age appropriate. Some rules apply throughout the age group while others are different for different age groups.
- In addition to conveying clear messages about what is and isn't acceptable, sanctions are, as far as is possible, intended to serve a positive educational purpose rather than to be purely punitive.
- The needs of students with SEND (specific educational needs and disabilities) will be taken into consideration when applying this policy.

2. Roles and responsibilities

The Principal and Vice Principal Pastoral are responsible for reviewing this behaviour policy giving due consideration to the school's statement of behaviour principles above. They will also approve this policy and ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The governing body will maintain effective oversight of behaviour and safeguarding arrangements.

Staff are responsible for:

- implementing the behaviour policy consistently, challenging students to meet the school's expectations and maintaining the boundaries of acceptable conduct;
- modelling positive behaviour so that students can see examples of good habits and are confident to ask for help when needed;
- providing a personalised approach to the specific behavioural needs of particular students;
- recording behaviour incidents (via CPOMS).

The senior leadership team will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. In addition to the records of all behaviour incidents on CPOMS, a confidential record of sanctions imposed for serious misbehaviour is kept by the Principal and Vice Principal Pastoral. This record includes the student's name and year group and the nature and date of the sanction imposed, and, where applicable, relevant information about restrictive interventions.

Records of significant incidents involving the use of force or seclusion will be maintained and reported to parents as required by law and current DfE guidance. Behaviour and sanctions data will be reviewed periodically to identify patterns, groups of students who may be disproportionately affected, and any safeguarding, SEND, equality or pastoral issues requiring action.

Parents are expected to:

- support their child in adhering to the student code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the school and work in partnership with the school.

All adults are responsible for managing behaviour on the various school sites.

Students also have a role to play in maintaining the culture of the school among their peers. We expect students to be actively involved in maintaining the values and behavioural expectations at d'Overbroeck's, and will proactively seek their support and feedback in doing so, eg, by contributing to this policy, by developing 'student friendly' posters of their pledges about behaviour, and in helping to uphold high standards of behaviour among their peers (see also Anti-bullying policy).

3. Anti-bullying policy

Bullying, in any form (including cyber-bullying, prejudice-based and discriminatory bullying) is not tolerated at d'Overbroeck's, and any instances of it will be dealt with promptly and firmly. The school's Anti-bullying policy, available from the [school website](#), sets out our approach to preventing bullying and to dealing with it, if and when it does arise. Allegations or disclosures that may indicate a safeguarding concern will be handled in accordance with the Safeguarding and promoting the welfare of children policy, including referral to the DSL where appropriate.

4. Illegal drugs, alcohol and smoking

- The possession, use or supply of illegal and other unauthorised drugs is unacceptable. We have a zero-tolerance policy on students being in possession of illegal substances on site.
- Students may not at any time bring alcohol into school premises or be under the influence of it during the school day or in a boarding context.
- Smoking, nicotine pouches and vaping in any form are not allowed in, or in the immediate vicinity of, any of the school's teaching or residential buildings.

5. Responding to behaviour

In order to maintain our positive school culture, it is important that we reinforce the behaviour which reflects the values of the school. Sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for misbehaviour, in the form of reasonable, proportionate sanctions and lawful sanctions. Behaviour management will be consistent with the school's safeguarding duties, the Equality Act 2010, relevant SEND duties and the need to make reasonable adjustments where required.

The following sections outline the approach to rewards and sanctions at d'Overbroeck's. Importantly, rewards and sanctions at d'Overbroeck's are used in the context of ongoing conversations between staff and students (linking up with their parents and guardians where appropriate) so that students

understand why we are responding to their behaviour in a particular way and have opportunity for discussion and learning, not a consequence (whether it be positive or negative) in isolation.

5.1 Rewards

Positive recognition and rewards provide an opportunity for all staff to reinforce the school community's culture, ethos and values with students. While the exact rewards may vary depending on the age and stage of the students, and the context (see pages 9-12), all rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards include:

- verbal praise
- communication to the student's parents or guardians (via phone or email)
- recognition via mention in school communication and events, eg, newsletters, MS Teams, assemblies, school celebrations
- house points
- praise postcards
- group rewards (eg, a special activity for students in a boarding house)

5.2 Sanctions

A member of staff becoming aware of a misbehaviour should respond predictably, promptly, and assertively; the response needs to be consistent, fair and proportionate. In this way, the member of staff reinforces to students that misbehaviour will always be addressed. Staff should consider the student's age, stage of development and individual circumstances, including SEND, disability, mental health, medical needs, trauma, care experience and any known safeguarding factors. A sanction must not be imposed in a discriminatory way or solely because of behaviour that arises from a disability or special educational need.

The first priority of the member of staff will be to ensure the safety of students and to restore calm environment. Further response to the behaviour will consider how best to maintain the culture and calm environment of the school and prevent the recurrence of misbehaviour. To achieve these aims, a response to a behaviour may include the following purposes:

- deterrence (eg, for a specific student or a general deterrent)
- protection (eg, removing a student from the area to minimise risk)
- improvement (eg, via sanctions, reflective conversations or targeted pastoral support)

Where appropriate, staff should take account of any contributing factors that are identified after a misbehaviour has occurred, such as mental health needs, SEND or safeguarding factors. Where behaviour may indicate that a student is suffering, or may be at risk of, harm, staff must follow the safeguarding policy and speak to the Vice Principal or DSL without delay where appropriate. Behaviour incidents may be a sign of unmet need and should not automatically be treated only as disciplinary matters.

As with rewards, sanctions may vary depending on the age and stage of the students, and the context (see pages 9-12). However, all sanctions are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of sanctions include:

- a verbal reprimand and a reminder of the expectations of behaviour;
- the setting of written tasks, related to the incident;
- loss of privileges (eg, grounding in boarding);
- school based community service;
- internal or external suspension, followed by a reflective task and conversation;
- in the most serious cases, permanent exclusion (see below).

6. Exclusion

As a measure of last resort, the school reserves the right to suspend or to permanently exclude a student, or to ask parents to remove them from school. Suspension and permanent exclusion will be considered where there has been a serious breach (or persistent breaches) of this policy or other school rules, or where a student's conduct presents a serious risk to the safety, welfare or education of others. Attendance concerns will normally be addressed under the school's attendance policy and will not, by themselves, be treated as a disciplinary ground for exclusion.

In the following circumstances the school reserves the right to suspend or to permanently exclude a student:

- (a) in response to a serious breach (or several minor breaches) of this policy or of any other school rules; and/or
- (b) if the student's work rate or attendance or conduct (including behaviour or conduct outside school), or any combination of these, are deemed unacceptable; and/or
- (c) if it is believed that allowing the student to remain in school would seriously harm the education or welfare of others in the school.

A suspension or exclusion will be made if it is believed to be in the school's best interests or those of the student concerned or of other students. This will be after consideration of the relevant facts and circumstances, including the seriousness and frequency of the behaviour, the student's age and maturity, any SEND or disability and reasonable adjustments, safeguarding or welfare considerations, the impact on others, and the student's previous behaviour and response to support. The school will act fairly and proportionately and will keep a written record of the decision and reasons.

As the ultimate sanction, permanent exclusion will generally have been preceded by efforts to rectify the issues causing concern and by appropriate warnings to the student and to his or her parents or guardians.

The school may, however, find itself obliged to permanently exclude a student or to require them to be removed immediately and without prior warning in instances of very serious misconduct or where it is believed that the student's continued presence in school may present a risk to others and/or bring the school into disrepute.

Examples of conduct that could merit permanent exclusion include the following, regardless of whether they took place within school or outside the school grounds or school time:

- serious instances of bullying (including cyber-bullying and any other form of abuse using digital media, prejudice-based and discriminatory bullying);

- inappropriate, abusive or dangerous conduct towards other students or members of staff;
- being in possession of illegal substances on the school site, supplying, using or acting as a conduit for illegal substances;
- damage to property;
- inappropriate sexual behaviour;
- racist or any other kind of abuse;
- theft;
- abuse of alcohol, drugs or other illegal substances;
- persistent disruptive or anti-social behaviour; and
- any other serious breaches of school rules, including those relating to boarding and to the acceptable use of IT.

Please note that this is not intended to be an exhaustive list, and that there may be other situations where exclusion is considered to be the appropriate sanction.

The school will make reasonable adjustments for managing behaviour which may be related to a student's disability. The school will consider whether additional support, adaptations or alternative approaches are appropriate before exclusion is considered. Where exclusion needs to be considered, the school will ensure that a disabled student is able to present their case fully where their disability might hinder this and that relevant safeguarding, SEND and equality considerations are taken into account.

The school will always endeavour to act fairly and to take all relevant circumstances into consideration when deciding whether to a student must be suspended or permanently excluded and will, wherever possible and appropriate, consult with parents before the decision is taken. Safeguarding concerns identified during the process will be referred to the DSL and managed in accordance with the Safeguarding and promoting the welfare of children policy.

If parents are unhappy with such a decision, they may ask the school to review it, in which case the Review will be undertaken by two or more members of the d'Overbroeck's Board of Governors.

7. Review procedure

To request such a Review, parents must write to the Chair of the Board of Governors stating the grounds on which they are asking for the Review and the outcome they would ideally like. The request must be submitted in writing to the Chair via the Principal's PA joanna.smith@doverbroecks.com and must be received within 7 days of the written notification to parents of the school's decision to exclude the student. The school will make reasonable adjustments to the review process where required.

The Review meeting will generally be attended by the Review panel members, the Principal, the student and parents. Parents may be accompanied by a friend or relation. It will not normally be appropriate for there to be legal representation at the Review meeting. Parents should inform the Principal's PA in writing within 3 days of the Review of the identity of the person accompanying them, if any.

A Review meeting is a private matter. All those concerned and involved are required to keep the Review meeting confidential unless disclosure is required by law.

The Review will be held as soon as reasonably practicable after receipt of the request from parents. A Review will not normally be held during school holidays; and it will normally take place at the school.

The Review panel will consist of at least two members of the School's Board of Governors. None of the panel members will have had prior involvement in the case.

The role of the panel is to listen to both sides, consider whether the Principal's decision was fair and proportionate and in accordance with school policy, and decide whether to uphold the decision or refer the matter back to the Principal for reconsideration together with recommendations.

The panel will notify the Principal and the parents of the outcome in writing with reasons and any recommendations, usually within three days of the meeting. The Principal will provide a written response to such recommendations normally within 48 hours and, in the absence of significant procedural irregularity, the Principal's decision will be final.

The school will make reasonable adjustments where the parents and/or the student inform us ahead of the Review meeting that they have a disability.

8. Corporal punishment

The use of corporal punishment is against the law and will not be practised in any aspect of school life.

9. Conducting a search

In keeping with the relevant DfE regulations, the school reserves the right to search for any 'prohibited items' and for any other items that are banned under the school rules (see the main rules, rewards and sanctions in each section of the school, which appear on pages 8-13 of this policy) and in any other written statement of school rules at d'Overbroeck's, including those that apply in the boarding houses.

Such searches are very rare in practice. Where we consider it necessary to conduct a search, this will be done discreetly and sensitively, and in accordance with the policy and procedures set out in the school's policy document on 'Conducting a Search', available from the [school website](#). Where a search identifies a safeguarding concern, the matter will be referred to the DSL in accordance with the safeguarding policy.

10. Beyond the school gates

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus, on the way to or from school, when wearing school uniform, or if the behaviour could adversely affect the reputation of the school. The school will consider the context, proportionality and any safeguarding implications before imposing a sanction.

Although online space differs in many ways, the same standards of behaviour are expected online as apply offline; everyone should be treated with kindness and respect because the way in which students related to on another online can have a significant impact on the culture at school. Sanctions may therefore be applied for inappropriate behaviour online. Online incidents that may indicate bullying, sexual harassment, sexual violence, abuse, exploitation or other safeguarding concerns will be managed under the safeguarding and anti-bullying procedures as appropriate.

11. Supporting students following a sanction and preventing recurrence of misbehaviour

Following a sanction, staff will help the students to understand how to improve their behaviour and meet the expectations we hold at d'Overbroeck's. This might include a targeted discussion, proactively supporting students who are struggling to understand expectations and (if appropriate) advising them that they apologise to the relevant person. If a student has been removed from the classroom or suspended from school, careful consideration will be given to reintegration. This will usually involve staff (typically the Form Tutor, Director of Studies, Head of House or member of Senior Leadership Team) meeting with the student and, where appropriate, the parents/ guardians to support a smooth reintegration process. Reintegration should take account of any safeguarding, SEND, disability, wellbeing or other support needs and should seek to reduce the likelihood of recurrence. In some cases, a wider approach may be appropriate. This may include providing additional mentoring or coaching; enquiries conducted by a member of the safeguarding team; further interventions from appropriately trained staff; support for the wellbeing, mental health or SEND needs of the student.

Our reporting processes ensure that the Senior Leadership Team, DSL and pastoral staff are aware of any student persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour, and where further support and advice may be needed from local partners, agencies and professionals.

12. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Where an allegation is established to have been deliberately malicious or knowingly false, the Principal may consider disciplinary action under this policy, while ensuring that students are not deterred from reporting genuine concerns and that the welfare of all involved is considered. Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

13. Restrictive interventions and reasonable force

The DfE Restrictive Interventions, including use of reasonable force, in Schools guidance (April 2026) states that staff have the power to use 'reasonable force' to control or restrain pupils physically in order to prevent them from:

- committing a criminal offence (or what would be a criminal offence if they were old enough);
- injuring themselves or others;
- causing disorder among students at the school, whether during a teaching session or otherwise;
- damaging property.

Incidents of physical restraint and other restrictive interventions must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;

- take into account the legal duty to make reasonable adjustments for disabled students and students with Special Educational Needs;
- never be used as a form of punishment;
- be recorded and reported to parents as required by the law. Data will be reviewed to reduce the need for restrictive interventions and identify training, environmental, SEND or safeguarding improvements.

Further information can be found in the Restrictive Interventions policy, available from the school [website](#) or office.

14. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Support with behaviour management also forms part of continuing professional development, and the Senior Leadership Team have oversight of all behaviour issues (including via records on CPOMS). New staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.

15. Policy compliance and review

This policy is designed to be read alongside the school's Safeguarding, Anti-bullying, Attendance, Conducting a search, Restrictive interventions, Mobile phone, and SEND policies, all of which are available from the school [website](#) or from the school office on request. It will be reviewed at least annually and updated sooner where there are changes to legislation, statutory guidance or inspection expectations.

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A summary of the main rules, rewards and sanctions used in d'Overbroeck's is given below. This is not intended to be an exhaustive list: fuller versions may be found in the various handbooks for parents and students, and the school reserves the right to introduce new rules and to amend existing ones as the need arises.

I. SENIOR SCHOOL (Years 7-11)

Code of conduct

Respect your school

- Move around the school quietly and on the left hand side of corridors and stairs in single file. Hold doors open for people.
- Be polite and courteous towards others.
- Clear up when leaving a room at the end of each lesson, leaving the room as you would wish to find it.
- Keep the school clean and tidy: picking up any litter you see; putting away bags and belongings neatly; and treating school property with respect.
- Leave expensive equipment, valuables and chewing gum at home.

- Do not wear hoods or hats inside the school buildings.
- Do not use mobile phones, smart watches, Meta glasses on school premises. In an emergency, please ask to use a phone in Reception.

Respect yourself

- Always aim to do the very best work of which you are capable.
- Complete all homework fully and to the best of your ability.
- Be part of the community, being reliable and taking responsibility.
- Adhere to the dress and behaviour codes.

Respect your lesson time

- The classroom is a place of learning – please help to make the lessons as productive and as enjoyable as possible for everyone.
- Be in class on time every time and be ready to start work immediately with all necessary equipment and any homework.
- Listen, concentrate, participate. Make the most of all lessons.
- Please follow instructions promptly and graciously at all times.

Respect others

- Behave with kindness and courtesy at all times.
- Always treat each other's and school property with respect.
- Use appropriate language at all times.
- Be co-operative and responsible.
- Act in a responsible manner when you are out of school – either on a trip or at the end of the day. Your reputation – as well as ours – depends on the way you behave.

Rewards

We want this to be a positive environment in which students feel valued and are encouraged to grow, develop and give of their best. We consequently use a wide variety of positive messages to recognise and reinforce positive behaviour very much more often than we use sanctions.

Rewards can be given for any commendable activity, eg, effort; determination; good results; quality work; helping in class; punctuality; sportsmanship; kindness; manners, etc.

Rewards include: house points; regular verbal praise for work and positive behaviour; letters home; end of year prizes and so on.

Sanctions

Negative behaviour will usually incur a sanction, and we aim for sanctions to be appropriate, proportionate and educationally valuable in the long term.

In circumstances of student misbehaviour parents will be informed so that they and the school can work in partnership to rectify the problem.

Sanctions include:

- Loss of privilege / lunchtime detention;
- Slips – these are issued for minor offences and infringements and are passed through to, and recorded by, the Personal Tutor. The acquisition of several of these is regarded as a serious matter and will be followed up with SLT to discuss a more serious sanction, where appropriate.
- Lunch time detention – this is a once weekly lunchtime slot in which students are referred for a number of matters, including: failure to produce homework at the deadline, wearing incorrect uniform, being late to school/lessons, instances of poor attitude or behaviour.
- Community service – such as litter patrol or lunch duties.
- After school detention / Friday Work Club – this is held between 4.00pm and 5.00pm by Nick Haines, the Head of Senior School. Parents are informed in advance of the reason for their child's referral.
- Being on report for issues relating to behaviour and /or failure to complete homework.
- Withdrawal from class / internal exclusion: this is an option to avoid going straight to suspension and is a temporary measure, usually only for one day.
- Suspension and permanent exclusion: obviously used only for the most serious offences or for repeated misbehaviour despite warnings.

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III. THE SIXTH FORM

At the core of our approach in the Sixth Form is a desire to maintain an environment in which students are treated as young adults rather than as schoolchildren – an environment characterised by trust and mutual respect in which students are encouraged to take responsibility for themselves and for their own academic progress and personal development. At the same time, clear boundaries and expectations are important, and those rules that we do have are especially important. They can be summarised as follows:

- We will not accept bullying or other forms of intimidation. In rare occasions where bullying or intimidation may occur, it is remedied quickly as part of the Sixth Form's determination to maintain its reputation as a place where every individual is respected and valued.
- No student may be in possession of illegal drugs, supply illegal drugs or take any illegal drugs. If it is believed that a student has broken this rule they may be asked, without warning, to leave d'Overbroeck's.
- Students should be courteous and considerate towards their peers and, outside of school premises, towards members of the public. They should not conduct themselves in any way that risks bringing themselves or the school into disrepute.
- We will do our best to support and encourage students and in return we expect them to attend classes punctually, complete all their set work to the best of their ability, take advantage of the opportunities offered to them and contribute wholeheartedly to the life of the school. Absences, when not justified by illness or other *bona fide* reasons, will not be

tolerated. Equally, we expect students to invest time and energy in their work and failure to do this will force us to take action. That response will depend on individual circumstances and how long it takes the student to get back on the correct path.

Successes and outstanding achievements, be they academic or extra-curricular, are celebrated through direct verbal feedback to students and parents, progress reports, entries in the school blog, on the website and in newsletters, assemblies, the Sports and Activities Awards, awards given out at the End of Year Celebration event at the end of the summer term, etc.

Where there are issues of behaviour that cause us concern, these are addressed with the student by his or her Director of Studies in the first instance. More serious and/or persistent issues will be dealt with as appropriate by Sixth Form pastoral staff, the Head of Sixth Form or, where necessary, the Principal. Parents will usually be involved.

Failure to complete work and/or persistently poor punctuality may lead to a student being assigned some timetabled private study sessions in the Library during which they can catch up on their work. Depending on the circumstances, this may be for a finite period of time or for the remainder of the academic year.

Persistent issues relating to lack of work, poor attendance and/or disruptive behaviour will trigger a formal Review meeting in which the Head of Year or the Head of Sixth Form will meet with parents and student to discuss the issues and to put in place an agreed plan of action. This will be monitored and reviewed in follow up meetings with parents as necessary.

We aim to address all such issues in sympathetic and constructive ways with the aim of achieving a positive outcome. However, we do, of course, reserve the right to resort to more serious sanctions such as suspension or, in extremis, permanent exclusion where the circumstances make such a response unavoidable.

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Related policies and documents include:

Available from the [school website](#) or from the school office on request:

- Safeguarding and promoting the welfare of children policy
- Anti-bullying policy
- Artificial intelligence (AI) policy
- Boarding House rules
- Conducting a search – policy and procedure
- Substance abuse policy
- e-Safety policy
- Terms & Conditions for parents
- Smoking policy
- Mobile phone policy
- Restrictive interventions policy

Available from the school office:

- Parent and student handbooks

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Mobile Phones in Schools
- Keeping Children Safe in Education 2026

It is also based on the special educational needs and disability (SEND) code of practice.

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