



L.E.A.D. Academy Trust  
Lead • Empower • Achieve • Drive

# Forest Lodge Academy Behaviour Policy

Delegated to the Headteacher and AGB for final check and approval.

## **Policy Statement**

### **Introduction**

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

### **Cross Reference: Exclusions Policy**

### **Legislative Framework**

[Education and Inspections Act 2006: Section 88.](#)

[Department for Education: Behaviour and Discipline in schools: Guidance for Governing Bodies.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour. Positive learning and behaviour partnerships are encouraged between school, home and the community in order that every member of the school community feels valued and respected and that each person is treated fairly and well.

### **Acceptable and Unacceptable Behaviour**

The chart on page 4 gives examples of behaviour the L.E.A.D. Academy Trust defines as 'acceptable' and 'unacceptable'.

We expect each academy to:

- have a whole-school behaviour policy which details its approach to behaviour management

- involve all pupils in the creation and review of academy codes of conduct
- provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- involve parents/carers by communicating well to ensure their support
- make positive recognitions of pupil achievement
- ensure that if things go wrong, pupils are given the opportunity to put things right.

Each academy, in order to instil good behaviour, should therefore:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self-esteem in all members of the academy community
- promote consideration and respect for others and the academy environment
- encourage a shared responsibility between home and the academy
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

The Trust expects each Academy Governing Bodies (AGB) to provide clear guidance to its academy relating to:

- a) Screening and searching pupils (including identifying in the school items which are banned and which may be searched for
- b) The power to use reasonable force or make other physical contact;
- c) The power to discipline beyond the school gate;
- d) Pastoral care for school staff accused of misconduct; and
- e) When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

For further detailed guidance on a-e refer to the [DfE Guidance](#).

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- encourage all pupils to behave appropriately
- increase pupil self-esteem, self-confidence and reflectiveness
- dramatically reduce behaviour problems and confrontational situations
- create a positive classroom environment for both pupil and class teacher
- help to teach behaviour and establish positive relationships.

## **Consequences**

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

Detailed records are kept of both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the Inclusion Lead. Following consultation with the appropriate staff and parents a plan of support will be agreed. or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

A Common Assessment Framework (CAF) may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan. Each academy will refer to its own Local Authority Social Care Multi-agency CAF arrangements.

### **Exclusion**

Ultimately a pupil who refuses to behave in an acceptable way may be excluded, for a Fixed Term period or this may be a Permanent Exclusion, from the academy, for, for example, violent assault on another pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. [See Exclusion Policy and Exclusion Toolkit)

### **Use of outside agencies**

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

- Education Welfare Officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership
- SEMH Team

The Inclusion Lead and the Headteacher will advise teachers and parents on which service would be most appropriate and how to contact them.

## **Equality statement**

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

## **Monitoring, evaluation and review**

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

The Inclusion Lead will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The local governing body, via the SEN Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

The Trust Board scrutinises the exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

<b>Pupils should</b>	<b>Pupils should not</b>
<b>show respect for each other regardless of race, culture, gender, sexuality or religion</b>	<b>in any way verbally or physically mistreat anybody else</b>
<b>show respect for adults including following instructions when asked</b>	<b>show disrespect towards adults</b>
<b>be polite to others</b>	<b>engage in bullying and/or teasing</b>
<b>show respect for property belonging to others and to the academy</b>	<b>damage other people's property, including that belonging to the academy</b>
<b>show respect for people's right to learn</b>	<b>disrupt the learning of others</b>
<b>wear the full academy uniform</b>	<b>wear make-up or more than one pair of silver studded earrings in the lobe</b>
<b>be punctual to the academy and to lessons</b>	<b>be late to the academy and lack punctuality when on academy premises</b>
<b>ask permission from a member of staff before leaving a classroom</b>	<b>leave classes without permission</b>
<b>hand in all work on time</b>	<b>fail to hand in homework on time</b>
<b>attend the academy ready to learn with the correct equipment</b>	<b>eat or drink during lessons including the chewing of gum</b>
<b>work to the best of their ability during lessons</b>	<b>bring mobile phones, ipods/ipads or other electrical items to the academy without the permission of the Headteacher</b>
<b>use academy ICT facilities sensibly and safely</b>	<b>access other pupils' files and documents on the academy ICT network premises</b>
<b>bring in notes explaining any absences from the academy</b>	<b>smoke in or near the academy</b>
<b>Look after all academy property</b>	<b>steal academy property or that of other pupils</b>
	<b>Engage in any other activity in or out of the academy which could bring the academy in to disrepute</b>

### **Rewards and Sanctions**

- Verbal praise
- Token points and certificates
- Special mention certificates
- Attendance certificates
- Golden Time for KS1
- Personalised classroom incentives at Teacher's discretion in KS2

# **FOREST LODGE ACADEMY**

## **SCHOOL/CLASS REWARDS**

### **Whole School**

Plastic tokens will be issued to children for positive behaviour and demonstrating good use of character muscles around the school (manners, politeness, role model, helpfulness, resilience, perseverance etc.)

**Tokens are not to reward good work, academic achievement or expected behaviour – these are for above and beyond.**

**Each class will have their own reward system decided by the class teachers preference. Some classes use, dojo points, stickers, merits, raffle tickets marble jar etc.**

Below are the colours that represent the Year group collection points. Please note that staff will be issued with all 4 different colours which can be given to any child from any year group-not colour specific. Therefore, each tube will have a multicolour of tokens.

**Nursery/Reception Red tube**

**Year 1/Year2 Yellow tube**

**Year 3/Year 4 Blue tube**

**Year 5/6 Green tube**

Each class will have a collection box (to be provided by class teacher/please feel free to design and decorate a box/Jar). The tokens should be taken to the hall during each key stage assembly and deposited in the appropriate year group tube. During whole school / phase assembly these will be referred to which will encourage them to collect more for the coming week. Each tube will hold approximately 2000 tokens and when full the tokens will be banked and a running total noted. Tokens will then be redistributed back to year groups.

A full tube will be rewarded by 15 mins of a free choice activity (this can include extra playtime, time in sensory room, time in small hall dancing, laptops or free choice in the classroom).

**Rewards 2000 = A choice from the above**

**End of Year Reward = A trophy, and a small treat.**

### **Class**

It is up to the class teacher if they want to record the tokens that the children have collected in the class but may teachers have their own reward system in class for recognition for children being awarded a token.

Each class will need to choose a representative each week to empty their box of tokens into the collection point at the beginning of the Key Stage assembly.

**Sanctions (issued in a single day):**

- 3 verbal warnings recorded on whiteboard
- Move children to isolated area in classroom after 2<sup>nd</sup> verbal warning
- Child is taken to SLT member or Learning Behaviour Mentor after 3<sup>rd</sup> verbal warning
- Intervention by Head Teacher, Deputy Headteacher or Assistant Headteacher dependant on level of incident.

Continued and persistent unacceptable behaviour results in one or more of the following strategies:

- Individual sessions with Learning Behaviour Mentor
- Missed playtimes and lunchtime plays (parents will be informed depending on the offense committed)
- Seclusion (Learning Behaviour Mentor will send letter home)
- Exclusion-fixed term or permanent

### **Seclusion Procedure**

A letter is sent home, informing the parent(s) of the reason (s). The letter should be returned to school, signed by a parent, who will be asked to speak to the head teacher. Seclusion will, wherever possible, take place in the Learning Behaviour Mentor Room, behind closed doors and be supervised by the Learning Mentor, who will ensure that the offender is kept apart from other children at all times until the end of the term of seclusion. Teachers will set work which is similar to that being set in the classroom by other children. When the Learning Behaviour Mentor is carrying out seclusion, she will, as a rule, be unavailable for behaviour issues.

### **Fixed Term and Permanent Exclusions**

Only the Head Teacher or Deputy Head has the authority to exclude a pupil from school. In extreme cases the head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently, if severe circumstances warrant this.

### **The role of the class teacher**

The school encourages good behaviour there are clear rules which everyone is expected to follow. Our agreed school promises are:

- We follow instructions
- We listen to people
- We are gentle and kind
- We work hard
- We look after property

Things we should not do:

- We do not interrupt
- We do not hurt anyone
- We do not waste our time or other people's time
- We do not hurt other people's feelings
- We do not waste or damage things

The class teacher discusses the school promises and their classroom rules with the class ensuring a clear understanding of behaviour expectations. If a child misbehaves persistently, the class teacher may seek advice from the Learning Behaviour Mentor or SLT who may involve outside agencies in order to support and guide the child. The class teacher regularly reports to parents about the progress of children but may also contact a parent if there are concerns about the child's behaviour or welfare.

All members of staff are aware of the regulations regarding the use of force when restraining a pupil who is a danger to themselves or others. If a child has to be physically restrained the incident is recorded in the Physical Restraint book held in the Head Teacher's office.

### **The role of the SENCo**

The SENCo will support children through identification of any behaviour issues which might stem from SEN roots. She will work closely with and advise the class teacher, Learning Behaviour Mentor and headteacher and, where necessary make arrangements for outside agencies and specialists to support individual children.

### **The role of the Learning Behaviour Mentor**

The Learning Behaviour Mentor will support and develop the Behaviour Policy, including the keeping of records and the implementation of strategies, in order to address issues. She will work as part of a team observing, monitoring and assessing pupils and their needs. She will supervise pupils, ensuring acceptable standards of behaviour and the safety of pupils and colleagues. She will support pupils in main stream school, working collaboratively with staff. She will establish good relations with parents and carers, encouraging co-operation and partnership.

She will accommodate children who are secluded for fixed periods.

She will keep records of incidents of misbehaviour at lunchtimes and implement suitable strategies. In addition the Learning Behaviour Mentor's role will include providing support where required to children where assessment by the SENCo or outside agencies results in a pupil passport. This will include monitoring the children's progression in conjunction with

the class teacher and SENCo, providing empathetic support to encourage changes in their behaviour and where necessary, supporting children to develop their confidence and self-esteem.

In this respect the seclusion room will act in a dual role, that of a space in which unacceptable behaviour is challenged and changes encouraged whilst simultaneously acting as a physical unit in which resources and personnel can be directed towards supporting vulnerable individuals in a nurturing environment.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. It is the role of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. The Head Teacher has access to records of all serious incidents of misbehaviour. The Head Teacher has the responsibility for giving seclusions, fixed term exclusions and permanent exclusions to individuals or groups of children for serious incidents of misbehaviour. Governors will be informed of this final action.

### **The role of parents**

The school wishes to work collaboratively with parents and carers. School promises are explained in the school prospectus and we expect parents and carers to read these and support them. The school expects parents and carers to support and co-operate with the school if it becomes necessary to discipline a pupil. Although we generally inform parents and carers if we have concerns, they are welcome to contact the class teacher, Head Teacher or a member of the Learning Behaviour Mentor if they have concerns of their own.

We encourage an open and friendly dialogue between home and school.

### **The role of the governors**

The governing body has a Sites, Safety and Behaviour committee which is made up of 5 members who meet each term and discuss behaviour as part of their agenda. They have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher informs the LA and the governing body about a permanent exclusion and about any fixed-term exclusion beyond five days in any one term. The governing body itself cannot either exclude or extend the exclusion period made by the Head Teacher

The governing body has a discipline committee, which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the governors. When

an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by the parents and the LA and whether the pupil should be reinstated. If the governors' appeals panel decides that pupil should be reinstated, the Head Teacher must comply with this ruling. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy every annually, although they may review this as often as required.

### **GUIDELINES ON THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS**

**REASONABLE force can be used in the following circumstances:**

- Committing a criminal offence (including behaving in such a way that would be an offence if the pupil were not under the age of criminal responsibility.
- Injuring themselves or others
- Causing damage to property (including the pupil's own)
- Engaging in any behaviour detrimental to maintaining good order and discipline at the school in a classroom during a teaching session or elsewhere in the building or grounds.

**THREE broad categories are described where reasonable force MIGHT be used:**

- In self defence, where risk of injury is imminent
- Where there is a developing risk of injury or significant damage to property
- Where good order and discipline are compromised

**EXAMPLES of situations that fall within one of the first two of these categories are:**

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or on the verge of committing, deliberate damage or vandalism to property
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure himself or others
- A pupil attempts to abscond from a class (or tries to leave) who would be at risk out of the classroom or out of the school

**EXAMPLES of situations that fall into the third category are:**

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

**There is no legal definition of REASONABLE FORCE but three criteria are established for guidance:**

- If the circumstances of the particular incident warrant it
- The degree of force must be in proportion to the circumstances
- The age, understanding and sex of the pupil

**NB MINIMUM FORCE SHOULD ONLY BE USED AND NEVER AS A PUNISHMENT**

**PHYSICAL intervention can take a number of forms, for example:**

- Physically interposing between pupils
- Standing in the way of a pupil
- Holding, pushing or pulling
- Leading a pupil away from an accident by the hand or by gentle pressure on the centre of the back
- (In extreme circumstances) using more restrictive holds

**FORCE that should NOT be used includes:**

- Holding around the neck or any other hold that might restrict breathing or circulation
- Kicking, slapping or punching
- Forcing limbs against joints (eg arm locks)
- Tripping or holding by the hair or ear
- Holding face down on the ground

**ALL incidents when restraint is used must be recorded as soon as possible, showing:**

- The name(s) of the pupil(s) involved, when (date and time) and where the incident took place
- The names of any other staff or pupils who witnessed the incident
- The reason that physical intervention was felt to be necessary (eg to prevent injury to the pupil, another pupil or member of staff)
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation
- A clear description of the restraint used, how that was applied, and for how long
- The pupil's response and the outcomes of the incident
- Details of any injury suffered by the pupil, another pupil or a member of staff and any damage to property
- Any medical treatment

The powers of teachers and others (authorised by the Head) to use reasonable force was introduced under the EDUCATION ACT 1996, Section 550A and came into force from 1<sup>st</sup> September 1998.

**STAFF AND OTHER AUTHORISED PEOPLE SHOULD BE EXTREMELY CAUTIOUS ABOUT USING RESTRAINT AND MUST BE AWARE OF THE SCHOOL POLICY ON DISCIPLINE**

**GOOD PRACTICE**

- Whenever possible, summon a second member of staff. The importance of the presence of a colleague is twofold:

- Another member of staff may be able to reduce the risk of the member of staff or pupil suffering bodily harm – a solitary person is in a very exposed position if, for example, a fight is in progress
- Consideration of gender issues should be made in relation to how a pupil is held, and who holds the pupil.
- Remove, as far as is possible, onlookers and observers who are not essential to the control of the situation.
- Staff should be made aware that there may be some pupils for whom touching is particularly unwelcome. For example, some may be particularly sensitive to physical contact because of their cultural background or because they have been abused. It is important that all staff receive information on these pupils.
- Attempt always to maintain the dignity and self-respect of the pupil both during and after the restraining process.
- Keep talking to the pupil throughout the incident repeating that the restraint will stop as soon as it ceases to be necessary (unless an individual protocol is in place).
- Try to ensure a calm and measured approach to the situation. Never give the impression they are acting out of anger or frustration, or are trying to punish the pupil – whilst keeping their temper under control and avoiding committing any active of punitive violence.
- The pupil's release from restraint should be planned, agreed and gentle. Close supervision of the pupil will be necessary. A teacher (or senior member of staff) should explain the reasons for the use of restraint and the pupil's views on the incident should be sought.
- Refer staff and/or pupil to a first aider for first aid or as appropriate for further medical attention (eg GP, casualty, etc). These issues should receive immediate attention and be thoroughly recorded at the time.
- Consideration should be given to requesting a medical examination for the pupil or any staff affected by the incident.

- The pupil may refuse a medical examination. Details of the events and any injuries must be noted on the pupil's file as soon as they are apparent or diagnosed by a GP.
- The pupil's parents/carers/placing social worker should be advised of the use of restraint.
- If other pupils are distressed, they must also be offered support.
- A Head Teacher/Key Manager can insist that a member of staff should leave work if there are medical/psychological concerns *arising from the incident and its effects on the member of staff*. Health and Safety Bulletin No 47: "Dealing with Assaults on Staff in Schools and College Environments" (interpreted as appropriate for other settings) may be applicable in some circumstances (see Appendix 8).
- Head Teachers/Key Managers may wish to consider whether other support may be helpful in assisting a member of staff emotionally affected by an incident involving physical restraint. This would include staff both directly and indirectly involved in the incident. Health and safety procedures outline the actions which should be taken for affected staff, post-incident. This may include staff debriefings, time-out, access to counselling, insurance information and so on.
- Following an incident, debriefing should be offered to staff and pupils, including those witnessing the event.
- Ensure that a record of the incident is completed immediately afterwards. This is particularly important in the case of supply staff.

### **POSITIVE HANDLING PLANS**

A 'Positive Handling Plan' is used to refer to the measures the setting has agreed to support and manage a particular pupil who behaves in ways that pose risk. This plan may be referred to in settings by other names, such as individual plan, support plan or care plan, etc. (A checklist for positive handling plan is provided. See Appendix 5)

Where a pupil has been 'held' by physical intervention and it is anticipated that this action may be needed in the future a 'Positive Handling Plan' must be prepared and shared with those that have parental responsibility.

The annual review of statements for pupils with special needs will be a time to address issues of challenging behaviour and identify planned approaches for individual pupils.

Those pupils who exhibit challenging behaviour but are not statemented should be identified through the SEN Code of Practice and have an individual educational plan (IEP), or/and an individual care plan that also addresses these issues.

## **RECORDING**

1. All incidents involving physical intervention must be clearly recorded **in a bound incident book with numbered pages immediately after the event.**
2. It is important that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where physical intervention is used. This contemporaneous written report **must** be made as quickly as practicable (whenever possible, this must be within 24 hours of the incident). This report may help prevent any misunderstanding or misinterpretation of the incident and it will be helpful should there be a complaint.
3. Immediately following any recordable incident, the member of staff concerned must tell the Head Teacher or a senior member of staff and provide this written report as soon as possible. This should include:
  - The name(s) of the pupil(s) involved, when (date and time) and where the incident took place
  - The names of any other staff or pupils who witnessed the incident
  - The reason that physical intervention was felt to be necessary (eg to prevent injury to the pupil, another pupil or member of staff)
  - How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation
  - A clear description of the restraint used, how that was applied, and for how long
  - The pupil's response, and the outcomes of the incident
  - Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property
  - Any medical treatment

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a signed copy of the report, countersigned by the person monitoring the incident.

Incidents involving the use of physical intervention can cause those with parental responsibility for the pupil involved great concern. Every effort must be made to inform those with parental responsibility of an incident involving their pupil and give them an opportunity to discuss it. The Head Teacher, or member of staff to whom the incident is reported, will need to consider whether that should be done straight away or at the end of the day, and whether those with parental responsibility should be told orally (logged) and if appropriate, confirmed in writing.

#### 4. **MONITORING AND REVIEW**

Where frequent physical intervention is required, the resource implication of procedures should be regularly reviewed. This should include the role of management in the support of staff. Where appropriate, a needs assessment analysis must be completed.

Records of incidents must be monitored on an appropriate regular basis (at least termly and in the case of individuals, a frequency that is sensitive to identifying their particular profile) to inform planning at setting and individual *pupil* level and to also identify training issues. Monitoring reviews must be included in the Head Teacher's report to the Governing body for settings that are not schools, reported to the Key Manager.

#### 5. **COMPLAINTS**

To help avoid complaints, those with parental responsibility should always be contacted as soon as possible when an incident occurs with their child. A clear policy about physical contact with pupils should also help to prevent complaints from those with parental responsibility.

Any dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the police and the Local Authority under child protection procedures. DfEE circular 10/95: Protecting Children From Abuse gives guidance about the latter, and about procedures for dealing with allegations against teachers.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In these circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable taking all of the circumstances into account. In such cases, however, the panel, or court, would have regard to the provisions of section 550A. It would also be likely to take account of the settings policy on restraint. **Where a member of staff has been following the school/setting restraint policy and is subsequently interviewed by the police he/she should make**

**this clear at the beginning of the interview.** In such situations staff are, of course advised to seek advice immediately from their trades union/professional body. If staff are arrested, then they are advised that they can call upon the services of the duty solicitor.

COVID 19 Addendum: Please refer to the Mental Health and Wellbeing Policy