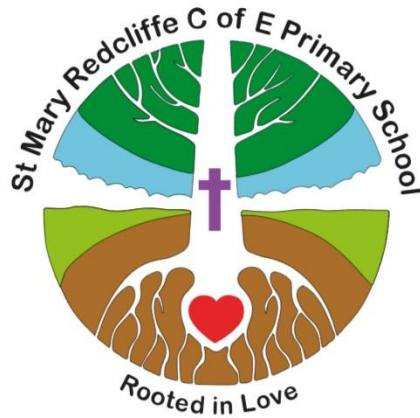




Behaviour Policy

Statutory

Supporting positive social interactions and behaviour for learning at St Mary Redcliffe Primary

Approved by:	 Chair of Governors
Last reviewed on:	Autumn 2025
Next review due by:	July 2026

This policy remains valid, and in operation, until a new or updated policy is published.

“Rooted in Love”

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Our Aims

This policy sets out the behaviour policy for St Mary Redcliffe C of E Primary School. This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Roles and Responsibilities

The Board of Trustees

The Board of Trustees is responsible for monitoring the effectiveness of this behaviour policy and holding each head teacher to account for its implementation.

Local Governing Body

The local governing body of each school is responsible for overseeing the implementation of this behaviour policy in its school.

The Head Teacher

The Head Teacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

Parents and Carers

Parents and Carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

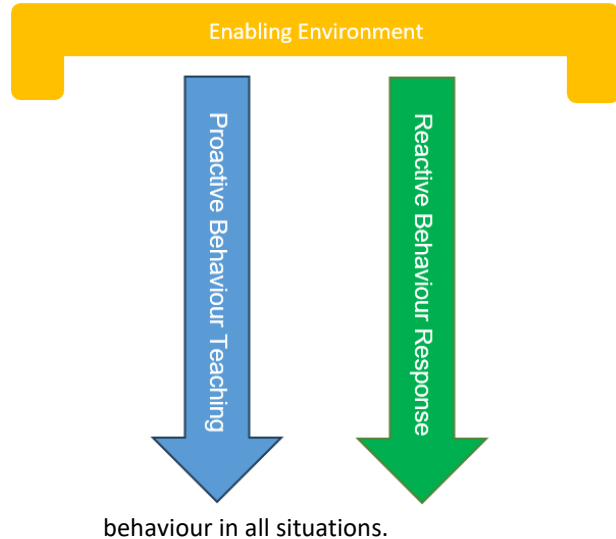
Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate
- Pupils will be supported to develop an understanding of school's behaviour policy and wider culture
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for pupils who arrive mid-year

Our Vision

At St Mary Redcliffe C of E Primary School, our hopes for our children are encapsulated in our school vision 'Rooted in Love'. This underpins all we do and every interaction we have. Considering the impact of pupils' social and emotional wellbeing upon their engagement and subsequent academic (and wider) outcomes, we work to ensure their needs are met



and the environment is enabling: providing all necessary tools for success.

To achieve this, we have a consistent, proactive and positive approach to managing behaviour.

Our approach to behaviour at SMRP combines 3 key ingredients to foster positive, school-appropriate behaviour:

1. An enabling, nurturing, focussed environment, that sets children up for success
2. Proactive, explicit teaching of expected behaviour through our school values – HEARTS and 'target' behaviour
3. A robust, consistent response to both unacceptable and desired

Our school has six values which we expect every member of our school community to uphold: hope, empathy, aspiration, respect, thankfulness and selflessness. These values help our children grow and develop into confident, kind, ambitious learners who make the most of every opportunity available to them. These school values help us realise our 'Rooted in Love' vision and their presence is felt in every aspect of school life. These are the building blocks of our universal offer to all pupils and the language is carefully chosen to support children's understanding of the expectations around interactions between one another.

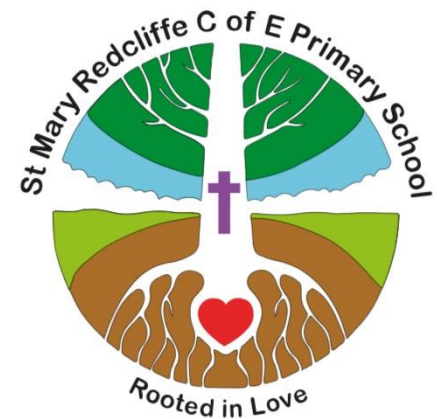
We explicitly teach behaviour through our: HEARTS school values (encouraging and praising desired behaviours), 'target' behaviour for each lesson and consistent daily routines. This reduces anxiety and cognitive load and develops habits of self-discipline allowing children to engage purposefully and meaningfully with their learning, each other and the adults in their lives.

Figure 1, *The Six Principles of Nurture* (Holmes and Boyd, 2023)

As an accredited Nurture UK school, these 6 principles underpin our vision, actions and ethos. Our high standards for behaviour ensure our school champions these principles for every child.

- We are safe in our classrooms
- I can feel well and be well in a kind school
- Talking is a good way to deal with things
- Behaviour means something
- Changes are important in our lives
- Learning happens in stages. It's not always about your age

Our school culture and curriculum is intentionally designed to prepare children for future learning, careers and to navigate the wider social world with success. Staff develop and maintain positive relationships with all children as we feel this forms the most successful basis for positive, supportive and inclusive behaviour teaching. We believe children thrive in a culture of high expectations supported by common understanding of agreed values, strategies, routines and boundaries consistently applied by all staff.



An Enabling Environment

Creating and Managing a Culture of Positive Behaviour and Interactions

Pupils come to school with different understandings of positive behaviour and interactions with others. At SMRP, we believe it is the job of every adult in school to deliberately teach and model our social norms so that there is a common understanding of 'the way we do things at SMRP' which is consistently understood by every member of the community – children and adults alike. Subsequently, we uphold the same high standards for parental behaviour on site and any aggression, intimidation, inappropriate or disrespectful language towards any member of our community will not be tolerated and may result in a ban from the school premises and/or police involvement.

To establish and maintain this positive behaviour culture, we consistently and explicitly reference, teach and praise 'what positive behaviour is' and 'what it looks like in school and society' throughout the day. To achieve this, first attention is given to best conduct to praise those making the right choices and encourage others to follow suit.

In our school, whole school behaviour norms are maintained by:

- **Clear definition and proactive teaching of expectations** in assemblies, class sessions, transitions and through our incidental interactions. Teachers are responsible for developing these in order to ensure that everyone is safe, teaching and learning is successful and pupils enjoy and achieve.
- **Explicit modelling to pupils what this looks like** through our own interactions with them and other adults.
- **Relentless, immediate correction/challenge** of substandard behaviour and interactions
- **Consistent routines and positive interactions** to embed understanding of 'the way we do things at SMRP'.

At SMRP, we know positive relationships between pupils and staff are essential in order to reach milestones and beyond and that rules are more effective when:

- **Adults have formed positive relationships with young people** which can be used to reinforce and develop the desired behaviours.
- **Unconditional Positive Regard** of the children ensures that: the environment remains safe, learning is at the forefront of all school does and children's needs are met to facilitate this through understanding of Maslow's Hierarchy of Needs (1943).



Figure 2, Maslow's Hierarchy of Needs (McLeod, 2025)

Whole School Routines

Routines form the building blocks of our school culture so we spend time deliberately teaching and maintaining these until they become automatic. Teaching routines helps reduce anxiety and cognitive load supporting children to feel settled and perform better in lessons. The role of adults in school is to identify and explicitly teach what these routines must look like and allot time to practise: developing and maintaining automaticity. Sometimes routines may need to be adapted to aid the smooth running of the classroom – in this instance children will be briefed about changes and given time to practice and embed the new routine.

Entering and Leaving Assemblies:

All are expected to enter and leave assembly in silence (including adults) as this is our time when we collectively worship or celebrate achievements.

What does this look like in practice?

Wonderful Walking: walking on the left, one behind the other, hands by their sides at all times, not in pockets nor touching each other or the walls. Teachers use non-verbal cues to support. Children who do not exhibit this behaviour will be asked to correct before entering the space. Any children who do not consistently meet this standard will be expected to remain after assembly to discuss expectations.

Moving Around the Site:

We have multiple buildings many steps and slopes on our school site so it is important that we move with care.

What does this look like in practice?

When moving around the school site, children must continue 'Wonderful Walking' behind their adult in a line until dismissed. Where there are steps, children must walk. If someone is already on the steps or moving through a doorway, children will wait to the side until they have passed. During lunchtime for Yr2-6, a one-way system is in place with children coming down the far steps for lunch and up the middle steps to the playground. Games should not under any circumstances take place on stairs or around doorways.

Entering School Buildings:

Outside behaviour and interactions look different to those we expect in the building.

What does this look like in practice?

Children walk through the door one at a time and stay silent in corridors. When returning after break and lunch, adults will pause before entering to remind children of the expectations, give the next instruction and manage how pupils enter. Children not exhibiting this behaviour will be asked to correct before entering the space.

Entering the Classroom:

It is important that transition back into the classroom is calm and supports children's readiness to learn.

What does this look like in practice?

Upon entering the class, children will have a 'Do Now' task to prepare them for the lesson and necessary resources will be set out to maximise learning time. To ensure children are 'ready' to learn on return, children will be reminded immediately before break and lunch times to meet their physiological needs (e.g. go to the toilet, get a drink etc.) to minimise disruption to learning.

Entering the Lunch Hall:

Children's lunchtimes should be calm to ensure everyone enjoys and benefits from their break from learning.

What does this look like in practice?

Upon entering the hall, staff will indicate which table they would like the children to sit at. Once seated, children may speak quietly with the children sat directly around them to minimise noise keeping everyone comfortable. Staff will call children to line up for their lunch. All children must walk, lining up in the order they arrive. Children not exhibiting this behaviour will be asked to go to the back and correct before they will be served. Staff will dismiss children from the hall when playground staff/their teacher is ready to receive them.

End of Break/Lunch Time:

Children should move to their class line promptly when asked to ensure the safe transition of a large number of children between multiple areas.

What does this look like in practice?

Staff will ask children to begin tidying away resources (e.g. play pod) 5 minutes before the end of break/lunch. When break/lunch finishes, there will be a long whistle. All children must stop immediately and put their hands on their knees (if on climbing equipment etc. they move off this and then do so). All equipment (e.g. footballs, basketballs) should be held still during this period. When the second whistle blows (two short bursts), children should move to their class space, lining up in their agreed order, with voices off, facing forward with their left foot on the line. Any equipment should be held still until it is given to the adult. Staff will lead their class to their classroom in silence. Children who do not exhibit this behaviour will be asked to correct before entering the space.

The Physical Environment

At SMRP, we understand that an uncluttered environment benefits all children (particularly those with sensory sensitivities or SEND) by reducing overstimulation, improving focus and creating a calmer, more predictable learning environment. To achieve this, staff ensure all school spaces:

- Minimise use of display boards to what children actively use in their learning
- Avoid visual resources hung from ceilings
- Store resources out of sight wherever possible
- Clean up resources promptly after use
- Turn off whiteboards when not in use
- Close window blinds when necessary

In line with our school values of respect, thankfulness and selflessness, staff will also encourage children to take pride and ownership of their own learning environment and will, where appropriate, encourage children to take an active role in maintaining a calm, uncluttered physical environment.

Proactive Behaviour Teaching

Our HEARTS Powers

At SMRP our core values underpin everything we do including how we treat one another and our school. Our children show this by demonstrating their HEARTS powers. Adults will praise and reward these behaviours with HEARTS points and each Friday the house that earns the most HEARTS points are celebrated in assembly.

Hope

Hope power is all about our hopes for the future. Our children use hope power when facing challenges – they show their resilience and their hope they will overcome them. Children using their hope power will have a growth mindset and confidence that if they work hard, they can overcome challenges.



Empathy

Empathy power is all about looking after each other. Our children use empathy power when helping a friend who is struggling or someone who is hurt. Children using their empathy power will be looking out for the rest of their school community and their wellbeing.



Aspiration

Aspiration power is about giving things your best shot! Our children use aspiration power when they set high expectations for themselves and work hard to meet them. Children using their aspiration power will be giving 100% effort and going above and beyond adult expectations.



Respect

Respect power is about understanding the value of people, our environment and property. Our children use respect power when they listen to their adults and each other and show their behaviour for learning. Children using their respect power will be careful and safe with school resources, take pride in their school and its community giving it the respect it deserves and will speak to all politely.



Thankfulness

Thankfulness power is about always using our best manners. Our children use thankfulness power when they say 'Please' or 'Thank you' or hold a door open for someone. Children using their thankfulness power will be considerate of others and express gratitude for others and their actions.



Selflessness

Selflessness power is about supporting our community. Children using selflessness power know they are stronger together. Children using their selflessness power will be good team players and will take action to support their community. They know that when the community flourishes, so does everyone in it.



'Target Behaviour' Teaching

All children are taught our school rules: 'safe', 'mindful' and 'ready' and what this looks like in practice. For example, moving safely round school, speaking equally respectfully to all and active listening, engagement and participation in learning. This will be taught and revisited at key points in the year such as transitions and on return from holidays. Teachers will also define this specifically for each lesson by explicitly outlining the 'target behaviour' for the upcoming lesson. Visuals will be used to support and may be all that is used in lower years. Staff will have these clearly displayed on their first slide if using powerpoint or on their whiteboard if not. Staff will refer back to these where needed using verbal and non-verbal cues to prompt children.

Reactive Behaviour Response

Behaviour Scripts and Language:

In SMRP, staff use scripts to achieve clarity and consistency for our children. There is an expectation of compliance when speaking to a child. Staff will give instructions, thank the child, then walk away. Directions are given in a firm, calm voice. Staff will highlight best conduct when children have gone above and beyond target behaviour or school rules using these behaviour scripts:

- I really like the way...
- I am proud of you because...
- You used your _____ power when you....

Where substandard behaviour is identified, staff will address this in restorative conversations using these behaviour scripts:

- I have noticed...
- The behaviour I need to see is...
- I am here to help you, tell me what happened.
- What could we do to put things right?

Target Behaviour Tracking:

At SMRP, we know consistent behaviour management strategies reduce children's anxiety and cognitive load facilitating better behaviour. To manage behaviour across the school, each student has a target as a visual reminder of how closely their behaviour is with adults' expectations. This encourages accountability and subsequent correction whilst offering children a clear guide to navigating adult expectations. Consistent application of our system supports children to clearly understand expectations and see them applied fairly across the class.

In our 'target behaviour' system:

- Recognition and positive reinforcement form the basis of our approach
- Every session involves a 'fresh start' with all targets on green
- Children can move closer/further from target behaviour throughout the session enabling children to understand mistakes can always be remedied
- Where children are not demonstrating target behaviour they are supported to set things right through a restorative conversation with a key adult
- Teachers will always use the behaviour scripts and language of our school values and rules to support pupils understanding of expectations at each stage and this is used explicitly with children to communicate with them why they are moving closer to/further from the target behaviour

Target Behaviour:



1. Silent
2. Looking at the speaker or board
3. Only speak when invited
4. If you'd like to build on something, raise your hand
5. Work with your given talk partner



silent



look



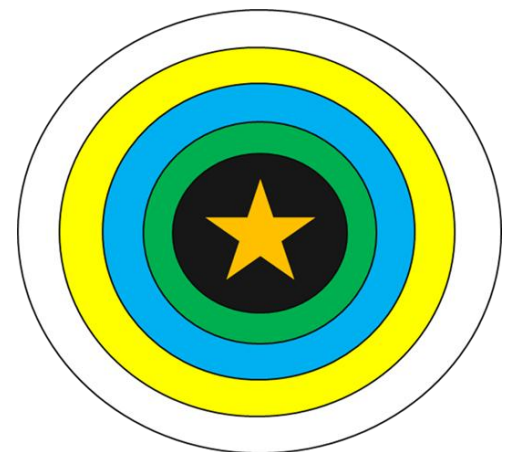
invited



raise hand



partner work



Target Placement	Behaviour	Adult Response
SMRP star!	- Consistently going above and beyond target behaviour - Being a role model for school rules "Safe, Mindful, Ready" e.g. supporting others in addition to selves - Consistently demonstrating school values "Hope, Empathy, Aspiration, Respect, Thankfulness, Selflessness"	Tracked by CT – high scorers nominated for Friday Hot Chocolate HEARTS Heroes Certificate At end of week, communicate to parent/carer to celebrate success + green and black rewards
Black	- Consistently demonstrating target behaviour - Demonstrating our school values "Hope, Empathy, Aspiration, Respect, Thankfulness, Selflessness" - Consistently being "Safe, Mindful, Ready"	Stickers HEARTS points Positive praise May communicate to parent/carer via teacher
Green	Ready to learn - everyone starts the session here - Currently "Safe, Mindful and Ready" - Currently demonstrating target behaviour - Currently demonstrating target behaviour "Hope, Empathy, Aspiration, Respect, Thankfulness, Selflessness"	Positive praise
Blue	- Being mildly unsafe, unmindful or unready - Not demonstrating target behaviour	Non-verbal cues of target behaviour Eye contact Reminder of expectations Check in (if needed)
Yellow	- Failure to respond to adult's reminder of target behaviour - Breach of school rules: unsafe, unmindful or unready	Check In: consider if a regulation break is needed Possibly change seat, sit by adult Brief reflection on behaviour before heading to break/lunch Consistent amber behaviour tracked on CPOMS Possibly given success chart (pictured below) to prompt behaviour improvements
White	- Continued failure to respond to adult's reminders of target behaviour - Serious breach of school rules: unsafe, unmindful or unready but not red card behaviour	A minute for each year of their age in partner class completing reflection card Brief restorative conversation to reiterate expectations and necessary changes in behaviour on return to class Follow up reflection in break/lunch to identify what the barrier to learning/behaviour was Reported and tracked on CPOMS Possibly given success chart (pictured below) to prompt behaviour improvements

Red Card Behaviours

- A serious fighting incident
- Violently hitting another child with intent
- Shouting or swearing at an adult/aggression towards an adult
- Destroying/damaging another person's or the school's property with intent
- Leaving a room without permission or prior agreement/roaming the school

Red Card Behaviours

At SMRP, there are also red card behaviours that will not be tolerated. If a child demonstrates any of these behaviours a range of strategies may be applied as a consequence to demonstrate the action was unacceptable and reparation is needed. These may include, but are not limited to: missed break/lunchtime, working in another class, or internal exclusion. Parents will be informed of this by the class teacher or a member of SLT. Following these incidents, SLT will monitor children's behaviour for a period of at least 5 days where the child will be given a success chart with target behaviours. Their goals will be carefully aligned with our school rules and values so children understand the importance of these. On the reverse they will work with an adult to develop a toolkit of strategies they can use to achieve these goals. They will show their success chart to a member of SLT at least once a day to discuss their progress towards these targets. Red card incidents must always be discussed with SLT.

Safe! **Mindful!** **Ready!**

_____ 's Success Chart!

My goals for the week:			
1.			
2.			
	Before Break	After Break	After Lunch
Monday	-()+()	-()+()	-()+()
Tuesday	-()+()	-()+()	-()+()
Wednesday	-()+()	-()+()	-()+()
Thursday	-()+()	-()+()	-()+()
Friday	-()+()	-()+()	-()+()

Picture of something child likes here

If I fill my battery I get:
reward here
If I get 9 full batteries in a week I get:

Hope
Empathy
Aspiration
Respect
Thankfulness
Selflessness

Physical Intervention and Reasonable Force

In situations where a child is dysregulated and poses a threat to themselves or another, staff may have to use physical intervention to reduce the risk of the situation. We have multiple Team Teach Level 2 trained staff who are well versed in de-escalation strategies and physical intervention strategies when necessary. We follow both legal and Team Teach guidance ensuring any intervention is always **reasonable**, **proportionate** and **in the best interests of the child**. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. For further information please see our positive handling policy.

Consistent Positive Behaviour:

Teachers will track children clearly demonstrating our HEARTS values and will reward best examples with 'HEARTS heroes' certificates in Celebration Assembly. Teachers will also track children hitting the star in lessons and will nominate the child most consistently going above and beyond target behaviour for Hot Chocolate Friday with the head teacher. If no-one has consistently hit the star in a week, teachers will not nominate any children. We know the importance of high standards of behaviour and the achievement children feel when reaching or exceeding these.



Consistent Substandard Behaviour:

Teachers will log consistent yellow behaviour on the 'adult intervention' tab within behaviour on CPOMS. Any white target behaviour is recorded as 'adult intervention' tab within behaviour on CPOMS. If a member of SLT is called, this needs to be logged as 'SLT intervention'; SLT will add to this action taken. If a child exhibits red card behaviour, this is also logged on CPOMS under 'red card' on the behaviour tab.

This is monitored termly by the Pastoral Team to identify any patterns and subsequent action required. This data is used to understand; how effectively the school approach to behaviour for learning is being implemented; the pastoral/behaviour needs of pupils; potential intervention planning; to monitor impact of intervention work. Children consistently struggling to meet behaviour expectations may be given a success chart to support them to improve their behaviour. In this circumstance, the success chart can be shown to any key adult not necessarily SLT.

A template for 'Useful Strategies' and 'Reflection Card'. The 'Useful Strategies' section includes icons for 'Are you?' (hungry, angry, lonely) and '5 Finger Breathing' (Take a breath). The 'Reflection Card' section includes questions like 'What just happened?', 'How do I feel?', 'What could fix things?', and 'What behaviour is my teacher looking for?'. It also features a 'STOP, THINK, CHOOSE' traffic light graphic and a 'I have Self Control' section with the text 'Feel, stop, think, choose'.

Further Monitoring

Our school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every termly by a combination of the SLT team including: Christina Brugger (Head Teacher); Meg Stacey (Assistant Head – Inclusion); Nick Jones (Assistant Head – Curriculum); Teasel Bengry-Howell (SENCO); Ruth Knights (Nurture Lead). The data will be analysed from a variety of perspectives including:

- At a school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act (2010). If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to remedy this. Our trust (Lighthouse Schools Partnership) will also work with its academies to consider this data and whether there are patterns across the trust (recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis).

Whole Class Reward Systems:

Teachers will also support children to work towards a 'class treat' by earning class points throughout the term or year. Teachers will identify a behaviour WILF (what I'm looking for) which is a target behaviour or school value they would like the children to improve on e.g. 'Every child in their seat completing their 'Do Now' within 30 seconds.' or 'Be more empathetic in PE showing good sportsmanship.' The WILF will change when the children begin exhibiting the desired behaviour consistently rather than when the class treat is earned. The class will then accrue points until they reach the agreed number; at which point they will earn their class treat. Previous class treats include: watching a film, time on the field, disco, pyjama day. This helps our children: improve their behaviour, fosters a sense of teamwork: working together towards a common goal and builds relationships between their classmates and the adults who work with them. Teachers will put whole class reward dates in the admin calendar and a message must sent to the office team to inform parents a least 5 days prior to the treat. There will be no more than one whole class reward a term.

Break and Lunch Time Adaptions

Classroom interactions look different from playtime interactions. Children are explicitly taught these difference and adults support pupils to follow these differing expectations just as rigorously. The target behaviour is simplified for break and lunch times to either a 'hit' or a 'miss'. Where there are break and lunch time incidents, these will be dealt with slightly differently but in an equally fair way. Red card behaviour consequences remain in place. Wherever possible, incidents will be dealt with within that break or lunchtime to minimise impact on learning.

Hit		Miss	
Example Behaviours	Adult Response	Example Behaviours	Adult Response
Safe: alerting an adult to a risk or damaged equipment, encouraging others behaving unsafely to correct Mindful: clearing up after themselves or others, inviting someone to play with them Ready: clearing or lining up promptly at the end of break/lunch	Stickers for the HEARTS value they demonstrated Positive praise HEARTS points Communication to class teacher/learning partner of how the child displayed school values	Unsafe: misuse of playground equipment, climbing on non-climbing equipment Unmindful: deliberate exclusion of children, taunting other children, name calling, littering Unready: lack of response to end of break/lunch whistle	Regulation break suggested (Hungry, Angry, Lonely, Tired) 'Time in' break: restorative conversation with the adult and other child, if regulated Asked to leave the game or area and find a new place to play Asked to stay with adult if still dysregulated/unable to see issue with the behaviour Brief update will be given to class teacher/learning partner

Bullying

Bullying of any description is not tolerated at SMRP. Bullying at SMRP is defined as the repetitive, intentional harming of 1 person or a group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore: deliberately hurtful; repeated (often over a period of time); difficult to defend against. The school will work with the children and parents involved and will inform parents where there are allegations of bullying. Incidences of this will be dealt with in line with our behaviour policy. Support will be given to the both the victim and the perpetrator to ensure there are no further incidences and staff will continue to monitor.

Bullying Can Include

Emotional	Being unfriendly, excluding tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: - Racial - Faith-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

• Gendered (sexist) • Homophobic/Biphobic • Transphobic • Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Suspensions and Exclusions

More serious consequences for behaviour

From time to time it is necessary to implement more serious consequences to support behaviour in school deemed to be at a more serious level.

Informal Internal Suspension

Where a child is not learning to adapt their behaviour and persistently breaks a school rule or where there is a more serious incident either between pupils or against a staff member, the Headteacher may consider an internal suspension for a session to a Senior Leaders' room. In this case the child will work quietly for the session and not mix with fellow pupils. Parents will be informed of an informal internal suspension and a note of this made on CPOMS.

Suspension from School

In the most serious cases, it may be deemed necessary to suspend a pupil. When deciding whether a suspension is a necessary sanction, the school follows DfE statutory guidance on suspension or permanent exclusions:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022 The following legislation outlines schools' powers to suspend or exclude pupils: Section 52 of the Education Act 2002, as amended by the Education Act 2011 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 11 Sections 64-68 of the School Standards and Framework Act 1998. Additionally, part 7, chapter 2 of the Education and Inspections Act 2006, sets out parental responsibility for excluded pupils and section 579 of the Education Act 1996, defines 'school day'. The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 set out the obligations of the school/proprietor to provide education for pupils extended for a fixed term. The school and Academy Trust will also comply with the funding agreement and articles of association.

(DfE, 2024)

The Headteacher can decide to suspend a pupil from school for up to 45 days in a school year for serious breaches of the school's behaviour policy. The Headteacher (or in their absence, the nominated Senior member of staff) makes the decision to suspend. Parents will be informed of the reason(s) for the suspension in line with statutory guidance. Following a suspension, a reintegration meeting will be held for the child and their parent/s where further support and monitoring will be discussed and agreed. A formal record of any investigation and the reintegration meeting are kept in school and parents can ask for copies of both documents. Suspensions are included in a child's formal attendance record. The school will provide work for the child to do at home for the first five days of a suspension. Where a suspension is for more than five days, the governing body/Trust must arrange suitable full-

time education for any pupil of compulsory school age. On occasions, where the Headteacher decides that a pupil should have a suspension but is better placed to be in school to serve this (for Safeguarding or other reasons), the pupil will be placed in the Headteacher's office and will be provided with work to complete.

Seeking Additional Support

In a very small number of situations, it may become clear that a child's placement in the school is breaking down. In these situations numerous actions should be taken:

1. Draw up a Pastoral Support Plan
 - a. A pastoral support plan (PSP) is a school-based intervention to help pupils better manage their behaviour. It is used particularly for those whose behaviour is deteriorating rapidly. It should be set up for any child who has had one or more suspensions. The plan will be drawn up between the school, parents and relevant external agencies. A PSP may also be drawn up for a child with social, emotional or mental health concerns to provide further support. For high level SEND children it may be that this kind of support will have already been clearly noted in a variety of other reports from agencies. In this case, it is really important that there is clear evidence of all advice being implemented.
2. Seek additional support for children with EHCPs and Looked After Children.
 - a. Where the school has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with The Local Authority and Trust consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's special educational needs. Where a child has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.
3. Referral to LA Inclusion Panel.
 - a. The school will also seek parental agreement to have the child's needs discussed at Bristol's Inclusion panel. This discussion helps ensure that the school has considered all possible avenues of support.

Moving Towards Permanent Exclusion

1. Advice from the Trust, Lighthouse Schools Partnership (LSP)

Where the Headteacher considers the pupil to be at risk of permanent exclusion and always before making a decision to permanently exclude a child with diagnosed or possible SEND the Headteacher will seek advice from Lighthouse Schools Partnership central education team, and a Special Educational Needs Coordinator from another school or the Trust's Lead Teacher for SEND.

2. Call a Governors' Disciplinary Panel Hearing

The Headteacher may also decide, where the pupil is at risk of permanent exclusion to convene a Governors' Disciplinary Panel Hearing to review the provision for a child/young person deemed to be at risk of Permanent Exclusion. This is particularly important in a case where there are persistent breaches of the school policy. This will be an opportunity to bring the child's parents and other agencies together and raise awareness of the situation.

The Panel will:

- Hear representation from the School, Parents, Child (where appropriate) and other agencies involved.
- Thoroughly review the current situation with reference to the school's Behaviour Policy and the child/young person's behaviour;
- Review the PSP in place
- Review SEND support, where appropriate;
- Ensure that all parties are clear about the risk of Permanent Exclusion if noncompliance with the behaviour persists;
- Consider any further reasonable adjustments that can be made to improve the pupils behaviour.
- Set reasonable targets to recognise behaviour improvements
- Set a date for a review of progress.

The Panel may also:

- Make recommendations for future provision. Decisions on exclusion are delegated to the Headteacher and will not be taken by a Governors' Panel reviewing provision for a child at risk of Permanent Exclusion.

Permanent Exclusion

This represents the ultimate sanction. The decision to permanently exclude a pupil is taken by the Headteacher in line with statutory guidelines and reviewed by a panel of Governors from the Local Governing Body or Trust Board. The decision to permanently exclude a child is a serious one.

A decision to exclude a child permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Beyond School

If unacceptable behaviour beyond the school gate (non-criminal bad behaviour and bullying) is witnessed by a member of staff or reported to the school, the Head teacher will respond appropriately.

This may be when a child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Is wearing school uniform.

Action may also be taken by the Head teacher for inappropriate behaviour, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all of these circumstances, the head teacher will consider and apply appropriate sanctions and also discuss the behaviour of the child concerned.

The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help or refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Pupils with Identified Pastoral or Behavioural Needs

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND however we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND (especially where their SEND need is likely to affect their behaviour), the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate (as far as possible) all likely triggers of misbehaviour and put in place support to prevent these from occurring. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned. Our approach to this is outlined in our universal behaviour offer detailed in our graduated behaviour response below.

Behaviour as Communication

Behaviour means something and can be a form of communication that indicates trauma, adverse childhood experiences (ACES) or other mental health needs. We ensure that all pupils are supported to communicate their needs both safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding rather than solely linked to SEMH. Using this knowledge, we work with children to unpick their behaviour and help them develop strategies to manage their emotions in a safer, kinder or healthier way.

Staff adopt Dan Hughes' PACE approach to unpicking behaviour and de-escalating dysregulated children. Some of the strategies they may use to do so include:

- Humour
- Children's personal interests to diffuse tension and de-escalate
- Restorative conversations
- Transitional objects (please look after this for me while I ...)
- Redirecting behaviour (give an achievable task/job to complete)
- WIN statements (I wonder... I imagine... I've noticed...)
- Drawing (e.g. cartoon concepts, empathy drawings, comic strip conversations)

Where pupils have an identified need (which home and school agree limits their interaction with the target system) and there is a pastoral support plan, learning plan or EHCP in place, a reasonably adjusted version of the target system will be used where appropriate. This will support and clarify behaviour expectations and consequences for the child. Pupils with additional needs are still required to meet expectations, with this support, following instructions and staying safe in school in-line with their pastoral support plan/learning plan/EHCP. These adaptations are made to ensure our approach to behaviour is inclusive allowing all to demonstrate positive behaviour. However, intentional violence towards staff or pupils and deliberate damage to school property remain red card behaviours and will always follow the aforementioned responses.



Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

1. The pupil was unable to understand the rule or instruction
2. The pupil was unable to act differently at the time as a result of their SEND
3. The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other specialists to identify or support specific needs. Where acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create a pastoral support plan and review this on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. Our local authority is [Bristol City Council](#).

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection [Safeguarding and Child Protection Policy](#) for more information

Graduated Behaviour Response

At SMRP, we work with our multi-academy trust (Lighthouse Schools Partnership) to offer a three wave, graduated response to behaviour. This approach enables staff to identify where children may need more support whilst investigating reasons behind this using an evidence-informed approach. It is important that children receive the right level of support at the right time so children's behavioural needs will naturally fluctuate in line with their experiences and development for example, a child may need Wave 2 support for a short period but later have their needs met through our universal offer. Each wave may include the below strategies *(Please note the below interventions and strategies are not intended as a checklist but as a toolkit of approaches staff use to support children when required)*:

SMRP's Graduated Response to Behaviour:



Wave 1 - Universal Offer

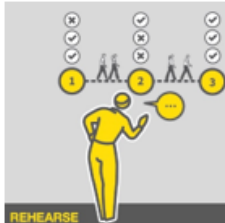
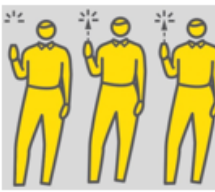
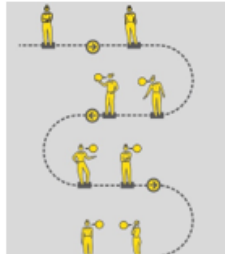
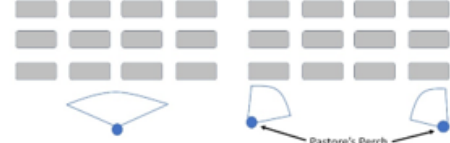
High Quality First Teaching (see below)
PSHE Curriculum (Jigsaw)
Whole class and target behaviour incentives
Regulation breaks and activities
Celebrating target behaviour and demonstration of HEARTS values
Visuals to support understandings
Thoughtful, considered seating plans and groupings
Clear communication of behaviour expectations prior to events and activities
Social Stories explaining routines or events
Boxall assessment and implementation of recommended strategies
Transition support

Wave 2 - Targeted Response

All Wave 1 and:
Pastoral Support Plan (short term measure)
Movement breaks
Regulation breaks
Success Chart (short term monitoring)
Break and lunchtime preparation (brief co-planning of responses to previous challenges)
Behaviour interventions (such as social detectives, sports mentoring, ELSA, art therapy, any outreach) for a fixed period
Enhanced transitions (additional information about new key adults, new classroom, new expectations etc.)

Wave 3 - Specialist Support

All Wave 1 & 2 and:
EHCP provision
Individual risk assessments
Long term success chart (with SLT monitoring at least once a week)
1:1 or small group adult support at times of identified challenge
Where appropriate, adaptations to target behaviour
Support from outside professionals or alternative provisions
Where appropriate, reduced timetables, soft starts or altered start/finish times
1:1 or small group additional transition (meeting the key adults or additional visits to their classroom)

At SMRP, we deliver high quality first teaching using explicit instruction  We aim for 100% participation, 100% engagement because if we are not interacting they are not learning!	We establish and rehearse routines for every common situation pupils encounter. Effective teachers establish simple routines so children know precisely what to do, when, and how, so that we can all focus on the learning. Our staff will: - Establish the routine, describe and model it explicitly - Repeat the routines like a rehearsal giving pupils clear feedback until they get the level of success we want and it is automatic - Do not allow the routines to slip below what they expect! - Reinforce routines constantly and consistently - Use target behaviour to make expectations explicit 	We use positive framing to maintain high expectations through positive reinforcement. Effective classroom managers frame correction using positive reinforcement to secure the behaviours they want. Our staff will: - Be precise so pupils are clear about what they expect to see and hear - Use pupil's names as much as possible to cue them in - When pupils do not meet their expectations, reassert what they want – not describe their behaviour 'Blake, I'd like you looking this way thanks.' - Assume confusion over defiance 	We use signal, pause, insist to establish routines and maintain high expectations. Effective teachers give precise, consistent signals to manage classes and insist on the response. Our staff will: - Select a clear and easily reproduced signal that they will use to gain attention - Teach pupils the signal explicitly and practice it multiple times - Use the signal by standing facing the class, scanning the room and making eye contact with everyone - Pause – they will not give the next instruction until everyone follows the initial instruction - Ensure 100% compliance using verbal/ non-verbal cues where needed - Use target behaviour to make expectations explicit 
We use verbal and non-verbal cues to communicate with pupils Effective teachers do not only use their voice to manage pupils they also use non-invasive strategies without stopping the flow of their teaching Our staff will: - Use eye contact - Use hand signals/ gestures - Intentionally model the behaviours they expect to see - Use fewer words - Use names - Use target behaviour to make expectations explicit 	We are ready and waiting for the children to support transitions Effective teachers know that moving 30 pupils around a room and the building can be a military operation. Our staff will: - Be at the door ready to welcome every pupil every day - Be on the playground just before the bell so that they are ready to support the children to line up correctly - Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground - Walk pupils into assembly silently 	We ensure that we track and helicopter so that we are seen to be looking. Effective teachers need to see what is happening in their classroom to prevent non-productive behaviour. Our staff will: - Position themselves in the classroom so that they can scan and track all pupils in the room - Move to different positions around the room to notice and support all pupils - Always ensure they can see everyone - Be seen looking using non-verbal/ verbal cues to keep pupils on task - Use target behaviour to make expectations explicit 	We narrate choice and consequences. Effective teachers are explicit with children that if they do X then Y will happen – and follow through on this consistently every time. Our staff will: - Establish clarity around their expectations - Use assertive choice direction – if pupils choose to misbehave they choose to receive the consequence - Explain the why... - Maintain the principle of certainty over severity - Be consistent and fair 

Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in Schools (DfE, 2024) <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Searching, screening and confiscation: advice for schools 2022
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- The Equality Act (2010)
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- Use of reasonable force in schools
https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Review_July_2015.pdf
- Supporting pupils at school with medical conditions (2015)
<https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf>
- SEND code of practice (2014)
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
<https://www.legislation.gov.uk/uksi/2014/3283/schedules>
- DfE Guidance (2016) What academies and further education colleges must or should publish online
<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#behaviour-policy>

Research Base:

Our approach to supporting behaviour is firmly based within education research and statutory guidance. We have used evidence and guidance from a number of publications, with particular reference to:

- Now you see us Report on Boxall Profile (Nurture UK Executive summary 2019)
<https://www.nurtureuk.org/reports/now-you-see-us-report/>
- Mental Health and Behaviour in Schools (DfE, 2018)
https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf
- Timpson Exclusion Review (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf
- Improving Behaviour in Schools (EEF, 2019)
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>
- Included, Engaged and Involved Part 2: A positive approach to preventing and managing school exclusions (The Scottish Government, 2017)
<https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>

Additional References:

bMindful. (2023, June 6). *Understanding the PACE Model*. bMindful Psychology.

<https://www.bmindfulpsychology.co.uk/post/understanding-the-pace-model>

Holmes, E. and Boyd, E. (2023). *The Six Principles of Nurture*. NurtureUK. <https://www.nurtureuk.org/resources/the-six-principles-of-nurture-poster/>

McLeod, S. (2025, March 14). *Maslow's Hierarchy of Needs*. Simply Psychology. <https://www.simplypsychology.org/maslow.html>

Links with Other Policies

This behaviour policy is linked to the following policies:

- [Mobile Phone Policy](#)
- Online Safety
- Parental Behaviour Policy
- [Safeguarding and Child Protection Policy](#)

Monitoring this Policy

This behaviour policy will be reviewed by the Senior Leadership Team: Christina Brugger (Head Teacher); Meg Stacey (Assistant Head – Inclusion); Nick Jones (Assistant Head – Curriculum); Teasel Bengry-Howell (SENCO); Ruth Knights (Nurture Lead) alongside the board of trustees and the local governing body at least annually (or more frequently where needed) to address findings from the regular monitoring of the behaviour data (as per the Further Monitoring section of this policy). At each review, the policy will be approved by the head teacher.