



Behaviour Policy

Excellence for All

Policy	September 2026
Next update	July 2028
Committee	Pupils & Personnel
Executive Headteacher	Mr Ben Waldram
Chair of Governors	Emma Robinson

Revision date	Author of changes	Summary of changes
July 2025	Di Giles	Children's names for negative behaviour not made public OPAL lunchtime changes Protected characteristics recording and action All reported bullying to be highlighted in incident notes on Arbor to be added on the bullying log Sexual Harassment – reported on Arbor and CPOMs and parents informed Support for victims Staff follow guidelines in 'Use of reasonable force...' (Feb 2025)
September 2026	Susan Moralee	Changing of the wording, 'poor' to 'inappropriate' Changed "behaving badly" to "inappropriate behaviour" Change in rules to include our FRIEND values Roles of staff section: Reworded "the adults will be challenged" to "appropriate support, guidance and challenge will be provided" Wording of the role of parents and pupils updated to the latest DfE guidance (Feb 2024) Reference to Dojo Online incidents – added directly from the DfE guidance and references our E-Safety policy Removed section on suspensions & perm exclusions – now in a separate policy

If you have any concerns about safeguarding, please contact us on the email below or scan the code to see the safeguarding page on our website.

safeguarding@fernwoodprimary.co.uk



Policy Statement

This policy has been developed in accordance with the Department for Education's (DfE) guidance, *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024). A copy of this guidance is available at: [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

At Fernwood Primary and Nursery School, we believe that positive behaviour is fundamental to excellent learning and personal development. The safety, wellbeing and education of our pupils are paramount. We are committed to providing a calm, safe and nurturing environment where children and adults are treated with kindness, fairness, equity and respect, enabling everyone to learn, succeed and thrive.

We have worked hard to create a culture in which children and staff flourish with dignity, belonging and a shared sense of purpose. Inclusion is at the heart of everything we do, and we strive to ensure that all members of our school community can experience success without discrimination. Through clear teaching, consistent expectations and positive relationships, we explicitly teach pupils how to behave responsibly and respectfully. We support children to develop self-regulation, enabling them to manage their behaviour effectively and make positive choices that support both their learning and their future lives.

Our **Fernwood FRIEND values of Friendship, Respect, Inclusion, Enthusiasm, Nurture and Determination** underpin all aspects of school life and guide the conduct, attitudes and relationships we expect from both children and adults. Alongside our motto, "Excellence for All", these values shape our vision and ambitions for every member of our community.

The school maintains clear routines, high expectations and consistent approaches to behaviour across all aspects of school life. Positive behaviour is recognised, celebrated and rewarded by all staff. Where consequences are necessary, they are applied fairly, consistently and in accordance with this policy, ensuring that pupils understand the impact of their actions and are supported to make better choices in the future.

We recognise that behaviour is a form of communication and that some pupils may require additional support to meet behavioural expectations. We are committed to understanding and addressing the underlying causes of behaviour, taking account of individual circumstances, including Special Educational Needs and Disabilities (SEND), social, emotional and mental health needs, and factors beyond the school environment. Appropriate support will be provided before and alongside any disciplinary response wherever possible.

Our behavioural expectations and related policies are communicated clearly and made accessible to all members of the school community. This policy and associated documents are available on the school's website, printed copies can be provided upon request, and age-appropriate behaviour expectations are displayed throughout the school.

While we maintain consistently high expectations, our approach is rooted in encouragement, recognition and support. We believe that every pupil can achieve success when provided with the right guidance and opportunities. Our aim is for each child to receive the behavioural support they need to develop confidence, self-discipline and positive relationships.

The school does not tolerate offensive, abusive or discriminatory language or behaviour and expects all members of the community to treat one another with courtesy and respect. Bullying, discrimination, sexual harassment, sexual abuse, harmful sexual behaviour and sexual violence are never tolerated, whether online or offline. Concerns will be addressed promptly, consistently and effectively. We encourage pupils to speak up if they experience or witness unacceptable behaviour and strive to create a culture where every child feels safe, listened to and supported.

We actively encourage pupils to contribute positively to our inclusive school community by celebrating diversity, valuing difference and showing care and consideration for others.

Our staff lead by example and model the high standards of behaviour, professionalism and respectful relationships expected throughout the school, in line with the school's Staff Code of Conduct.

At Fernwood Primary and Nursery School, we are committed to promoting the highest standards of behaviour, attitudes and relationships. We teach and encourage pupils to demonstrate self-control, resilience, responsibility and positive attitudes towards learning. We embrace a strong team ethos, recognising that we are all learning, growing and improving together. We understand that mistakes are an important part of learning and provide opportunities for reflection, restoration and personal growth. Some pupils may experience challenges in managing their behaviour, but we will continue to support them with compassion, consistency and high expectations. Through our Fernwood FRIEND values and our commitment to Excellence for All, we will continue to promote kindness, respect, equity and ambition for every child.

Aims

In order to set high standards of behaviour and to safeguard all children including those with Special Educational needs. We promote:

- A sense of responsibility towards peers, adults, the school environment and school resources;
- Respect and understanding amongst all members of the school community;
- Equality, equity and inclusion for all;
- A positive attitude to learning and a desire to achieve;
- The development of social skills and positive relationships;
- The aspiration to be a well-rounded individual;
- Being positive role models for one another;

Friendship • Respect • Inclusion • Enthusiasm • Nurture • Determination

- Good manners and politeness, for example walking sensibly in corridors, using an appropriate 'school voice' and showing consideration for others;
- Self-discipline, self-regulation and self-management;
- The ability to resolve conflicts respectfully, reflect on wrongdoing, repair relationships where appropriate, forgive others and make positive choices in the future;
- A sense of citizenship within our school community and the wider community;
- An understanding that choices have consequences and that poor behaviour will result in appropriate and proportionate consequences.

Within our practice as staff team, we aim to:

- Have high expectations regarding behaviour;
- Recognise our role as professional, inclusive adult role models;
- Approach situations calmly, being mindful of body language and tone of voice;
- Repair and restore relationships where appropriate;
- Show compassion, empathy and understanding;
- Describe and address the behaviour, not the child;
- Be fully aware of, and responsive to, individual needs;
- Encourage children to take and accept responsibility for their actions;
- Follow a 'fresh start, new day' approach;
- Challenge all inappropriate behaviour, including bullying, discriminatory behaviour and language, online misconduct, and incidents related to protected characteristics or vulnerabilities, including SEND, race, religion, gender, sexual orientation and radicalisation concerns.

Our rules



Roles and Responsibilities

The Role of Staff

We have a dedicated and experienced staff team who are committed to our ethos, values and aims.

Our behaviour policy is shared during induction, and all behaviour strategies and procedures are reviewed regularly to ensure that the policy is implemented consistently by all staff and remains effective in promoting positive behaviour. Regular opportunities for training and professional development are identified and delivered by senior leaders and, where appropriate, external providers.

All adults working within the school are expected to demonstrate consistency in their approach to behaviour management. Where this expectation is not met, appropriate support, guidance and challenge will be provided to ensure consistency of practice.

Where a child's behaviour causes staff to suspect that they are suffering, or are likely to suffer, significant harm, staff will follow the school's Safeguarding and Child Protection Policy. Staff will also consider whether persistent disruptive behaviour may be the result of unmet educational, special educational, social, emotional or other needs. In such cases, advice and support will be sought from the SENDCos, senior leaders and relevant external agencies, where appropriate.

Class teachers have primary responsibility for behaviour management within their classrooms and will regularly discuss the school's behaviour expectations, routines, values and ethos with their pupils. This helps to ensure that every child understands the standards of behaviour expected at Fernwood Primary and Nursery School and is supported to meet them.

All staff

- Exemplify calm, respectful and consistent behaviour;
- Give first attention to positive conduct (e.g. praising positive behaviour before correcting inappropriate behaviour);
- Welcome and positively greet children at the beginning of each day and provide a positive send-off at the end of the day;
- Model positive behaviours, build trusting relationships and use restorative approaches to repair relationships when difficulties arise;
- Plan lessons that engage, challenge and meet the needs of all learners;
- Ensure that staff and pupils know, understand and can articulate the behaviour systems within their classrooms, including behaviour reminders, recognition and rewards;
- Remain calm and take time to work through behaviour support steps, focusing on prevention before consequences where possible;

- Follow up consistently and ensure expectations are applied fairly and equitably;
- Never ignore or walk past inappropriate behaviour; and
- Be consistent in the application of routines (e.g. walking quietly in corridors and entering and leaving assemblies respectfully).

Senior Leadership Team (SLT) and Phase Leaders

- Work alongside colleagues to support, guide, model and promote positive behaviour;
- Welcome and positively greet children at the beginning of the day and provide a positive send-off at the end of the day;
- Maintain a visible presence around the school, particularly during breaktimes, lunchtimes and transition periods, and when pupils are moving around the school;
- Share and promote effective practice with colleagues;
- Celebrate pupils whose behaviour, attitudes and learning go above and beyond expectations;
- Support restorative approaches, including facilitating apologies, rebuilding relationships, reinforcing expectations, reflecting on choices made and supporting pupils to successfully return to learning;
- Provide support where behaviour is more challenging due to additional needs, vulnerabilities or pastoral circumstances. This support will be tailored to the individual child and may include behaviour support plans, reward systems, regular celebration of successes, communication with parents/carers, attendance at meetings and referrals to external agencies where appropriate.

The Role of Parents

Parents play a crucial role in supporting and reinforcing the school's behaviour policy. Schools should work collaboratively with parents so that pupils receive consistent messages about expected standards of behaviour both at school and at home. Parents should be encouraged to understand the school's behaviour policy, support its implementation and work in partnership with the school to promote positive behaviour. Where parents have concerns about behaviour or its management, these should be raised with the school and addressed through ongoing partnership and communication.

(Behaviour in Schools DfE February 2024)

At Fernwood Primary and Nursery School, we work collaboratively with parents and carers to ensure that pupils receive consistent messages about behaviour at home and at school.

This policy is available on the school's website, and paper copies can be obtained from the school office. We expect parents and carers to support the implementation of this policy, encourage their child's positive behaviour and learning, and work in partnership with the school to address any concerns.

We are committed to building strong, positive relationships between home and school. Where concerns arise regarding a child's welfare, wellbeing or behaviour, we will

communicate these with parents and carers promptly and work together to secure the best possible outcomes for the child.

Class teachers will contact parents and carers, either by telephone or by arranging a meeting, if they have concerns about a child's behaviour. Where there has been a significant behavioural incident or a pattern of concerning behaviour, a member of the Senior Leadership Team (SLT) or Phase Leader will meet with parents and carers to discuss the incident, any support required, agreed actions and, where appropriate, restorative approaches to repair relationships and move forward positively.

The Role of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

(Behaviour in Schools, February 2024)

As previously stated, at Fernwood Primary and Nursery School, we expect our pupils to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes towards their education. We explicitly teach pupils how to demonstrate positive learning behaviours, build positive relationships and understand the benefits and rewards that come from working towards these aims. We hope that our pupils can articulate and demonstrate these qualities in their everyday school life.

We help pupils to understand the importance of being part of a team. We encourage them to learn from their mistakes, understand the value of forgiveness and repair relationships when things go wrong. We aspire for pupils to understand and embody kindness, respect, equity and excellence in both learning and behaviour. Much of this is reinforced and reflected through our Personal Development curriculum.

Rules, routines and behaviour expectations are taught during the first few days of the autumn term and are regularly discussed and revisited throughout the school year.

Children are reminded of rules and expectations every day, and visual prompts displayed in each classroom promote the key messages: **'Be Kind, Be Respectful, Be Safe, Be Ready to Learn - Be a Fernwood FRIEND.'**

Following a sanction, strategies are considered to help pupils understand how to improve their behaviour and meet the school's behaviour expectations. These may include:

- Discussion with the pupil, including an explanation of what they did wrong, the impact of their actions, how they can make better choices in the future, and what may happen if their behaviour does not improve. This may also include encouraging them to apologise to the relevant person, where appropriate.
- A phone call to parents/carers.
- Enquiries into circumstances outside of school, including at home, conducted by the DSLs.

Pupils with SEND

At Fernwood Primary and Nursery School, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support, where needed, to ensure that every pupil can achieve their potential and access learning successfully.

Reasonable adjustments will be made, where appropriate, for pupils with additional needs. Behaviour will often need to be considered in relation to a pupil's Special Educational Needs and/or Disabilities (SEND); however, it should not be assumed that every incident of misbehaviour is directly linked to a pupil's SEND.

In fulfilling its duties under the Equality Act 2010, the Children and Families Act 2014 and, where applicable, a pupil's Education, Health and Care (EHC) Plan, the school will, as far as possible, anticipate likely triggers for behaviour that may be challenging and put appropriate support in place to prevent or reduce the likelihood of such behaviour occurring.

Examples of preventative measures may include, but are not limited to:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for extended periods;
- Adjustments to seating arrangements to enable a pupil with a visual or hearing impairment to access teaching more effectively;
- Adaptations to uniform requirements for a pupil with sensory needs or a medical condition such as severe eczema;
- Staff training to develop understanding of specific needs and conditions, including autism spectrum condition (ASC);
- The use of visual timetables, social stories, sensory resources or personalised routines where appropriate.

Any preventative measures or reasonable adjustments will be determined on an individual basis, taking into account the specific needs, circumstances and strengths of the pupil concerned.

Breakfast and After School Club

The expectations for pupils' conduct and attitudes whilst attending our breakfast and after-school clubs are the same as those expected during the school day and are in line with all relevant school policies.

Where there are persistent incidents of inappropriate behaviour, either during the school day or whilst attending a club, the school reserves the right to withdraw a pupil's place. This will normally be for a fixed period and will be considered on a case-by-case basis.

However, the school reserves the right to permanently withdraw a place at any breakfast or after-school club where a pupil's behaviour presents a significant risk to the safety, wellbeing or welfare of themselves, other pupils or staff. In exercising this decision, the school will act in accordance with its duty of care and will consider the individual circumstances of the pupil involved.

Behaviour Management procedures

Recognition and Rewards

The use of praise in developing a positive atmosphere across the school cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. Staff use praise (body language – smile, thumbs up, nod and verbal praise – *Well done! Brilliant!*) to identify good behaviour and do all we can to communicate belief in the children and high expectations for good behaviour.

We recognise and reward pupils who go over and above our everyday behaviour, learning and effort expectations.

In the classroom

Each class has its own behaviour system to recognise and reward children. This is shared with pupils at the beginning of the academic year and revisited regularly throughout the year. All children are able to explain the ways in which their teacher recognises and rewards good work, learning and behaviour.

Examples may include:

- Stickers and sticker charts;
- Merit systems;
- Smiley faces;
- Dojo points;
- Star of the Week awards.

Rewards are not removed from children as a sanction.

The 100 Star System

This system is used by all staff across the school. Each class works towards achieving 100 Star Points on the class 100 Square displayed in the classroom. All staff can award Star Points, including the site team, office team, lunchtime team, teachers and support staff working in other classes.

A child may be awarded a Star Point for holding a door open for an adult, demonstrating politeness and helpfulness, completing a task to support others, or showing exceptional kindness towards another child.

Teachers may also use the 100 Star system to reward whole-class achievements, for example, tidying the classroom responsibly or working collaboratively as a team on a project.

Once a class has achieved 50 Star Points, they will receive a halfway reward, such as:

- An extra 10-minute playtime;
- A 10-minute choosing time;
- An additional 10-minute iPad session.

Once a class has achieved 100 Star Points, they will receive a 100 Star reward, such as:

- A short film and popcorn session;
- A *wheels* session;
- A mini classroom disco.

Teachers allow pupils to vote for their preferred reward. We aim for each class to achieve a 100 Star reward three times per academic year. Teachers must inform their Phase Leader (PL) and record details of the planned 100 Star reward in the school diary before it takes place.

Whole School Achievement and Behaviour Celebrations

Every Friday, a celebration assembly takes place. In EYFS and KS1, this is the WOW (Work of the Week) Assembly, and in KS2, it is the Merit Assembly. These assemblies celebrate the individual achievements of one child from each class. Pupils receive a sticker and a certificate or badge in recognition of their success. All children are celebrated at least once during the academic year.

Every half term, a **FRIEND Values Celebration Cup** is awarded to pupils who consistently demonstrate the school's core values: Friendship, Respect, Inclusion, Enthusiasm, Nurture, Determination.

Sanctions

Engagement with learning is always the primary aim. For the vast majority of pupils, a gentle reminder in the right direction is all that is needed. Staff follow the steps with care and consideration, taking individual needs and circumstances into account where appropriate. Throughout the process, staff actively recognise and praise the behaviours they wish to see. Pupils are given sufficient 'take-up time' between each step to respond and make positive choices. Staff do not skip or accelerate steps in response to repeated low-level disruption; instead, they apply the approach consistently and fairly.

Class Teachers will use the following steps in behaviour for dealing with poor conduct:

1. A look;
2. A reminder – **'be kind, be respectful, be safe, be ready to learn – be a Fernwood FRIEND'**. The learner has the choice to do the right thing;
3. A caution (delivered quietly) of the consequences for not adjusting unacceptable behaviour;
4. Name noted on Post-it note/teacher notebook (names not made public to visitors to the class);
5. Tick next to name (5 minutes of free (break/lunch time) is missed in own classroom);
6. If appropriate, and this action will support the learner in reflecting on behaviour, the pupil may work in a partner classroom for 5 minutes (KS1) 10 minutes (KS2).

The focus here is repair. A member of the SLT/LP can be called to support with this process. Staff aim to deliver sanctions calmly, with care and taking the individual child's needs into account. At the end of each session there is an opportunity for a fresh start. Children are able to make right choices and reverse the sanction process at any point.

Lunchtimes

Lunchtimes are less structured times of day. We still strive to maintain the rules and expect good behaviour from all. We have worked hard to train the Midday Play team and support children during this time with the recent introduction of OPAL play. SLT are timetabled to support at lunchtimes. The Midday Play team reward good behaviour with positive reinforcement, smiles and praise. They can give stickers and report a 100-star award to a child's class teacher. The 'Golden Boot' award is awarded weekly to children who show positive behaviour above and beyond our everyday behaviour expectations. Should pupil's lunchtime behaviour be challenging, the mid-day team:

1. Calmly remind the pupil of the rules – **be kind, be respectful, be safe; Be Ready to Learn - Be a Fernwood FRIEND.**
2. Listen to all sides in a disagreement;
3. Help resolve situations where possible;
4. Call for support when required from one of the Lead Midday Play Team or a member of SLT/PL.

More serious incidents

More serious incidents – **swearing, hurting, bullying**, will be referred to SLT/LP. An appropriate sanction will be agreed and talked through with the pupil. Appropriate sanctions may include:

- Missed break or lunchtimes with a member of SLT/PL;
- A letter of apology written by the pupil;
- Missed work completed;
- A phone call to parents;
- Other reparation work as appropriate.

These more serious incidents will be recorded to allow SLT/PL to closely monitor and action behaviour support or referrals as necessary.

If a behaviour incident involves any of the protected characteristics (e.g. racist or homophobic language/incidents), it will be recorded on Arbor, including details of the incident and any actions taken (e.g. discussions with the pupil and/or parents being informed). Teachers will agree appropriate follow-up actions with a member of the Senior Leadership Team on a case-by-case basis. Actions may include a supportive discussion to help pupils understand the impact of their words and actions, particularly where younger children may have made inappropriate comments or observations about difference without fully understanding their meaning. Parents will be informed where inappropriate language has been used and in cases of serious or repeated incidents.

Specific behaviour issues

Child on child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in

education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

(Behaviour in Schools DfE September 2024)

At Fernwood Primary and Nursery School, we are clear that these behaviours are unacceptable and will not be tolerated. We recognise that children are still developing their understanding of manners, courtesy, and respectful relationships. Therefore, staff will challenge inappropriate behaviour and language and support pupils in understanding what is and is not acceptable, including behaviour or comments that may be perceived as banter but are inappropriate, unwanted, or harmful to others.

These topics are also addressed through our Personal Development curriculum. Where the Senior Leadership Team determines that a pupil has engaged in such behaviour, parents will be informed. Incidents will be recorded on CPOMS and Arbor, along with any actions taken.

Behaviour incidents online

At Fernwood Primary and Nursery School, we explicitly teach pupils that the same standards of behaviour apply online as they do offline, and that everyone should be treated with kindness, dignity and respect. Please refer to the school's E-Safety Policy, which is available on our website.

The way in which pupils interact with one another online can have a significant impact on the culture of the school. Negative online interactions can harm relationships, undermine wellbeing and contribute to pupils feeling unsafe. Online behaviour incidents can be challenging to manage due to factors such as anonymity and because they may occur both on and off the school site.

We are clear that the expectations for behaviour remain the same, regardless of whether interactions take place online or offline. Pupils are expected to demonstrate kindness, respect and dignity in all forms of communication.

For further information, please refer to page 32 of the Department for Education guidance *Behaviour in Schools* (DfE, September 2024).

Mobile Phones

Please see our mobile phone policy.

Bullying

'Bullying is action taken by one or more children that deliberately targets and hurts another child, either physically or emotionally.'

'A bully is someone who physically or emotionally hurts another person repeatedly.' (child's view)



At Fernwood Primary and Nursery School, we do all we can to prevent bullying by developing a school ethos in which bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying, is regarded as unacceptable.

Our aim is for all incidents of bullying, discrimination, aggression and derogatory language (including name-calling) to be addressed quickly and effectively.

All staff have a statutory duty to prevent bullying and the authority to discipline pupils for bullying behaviour that occurs in school and, in some circumstances, outside of school, whether online or in person.

Bullying or poor behaviour that occurs off the school premises and is witnessed by a member of staff or reported to the school may result in sanctions being applied in accordance with the school's Behaviour Policy.

Where an accusation of bullying is made, this is logged on Arbor. For further information, please refer to our anti-bullying policy.

Suspensions and Permanent Exclusions

Please refer to our Suspensions and Permanent Exclusions policy which is available on the school website, or by request.

Support for victims

Clearly identified victims of negative behaviour in school are noted on Arbor following reported incidents. Where needed support will be offered. This may include;

- Supportive, restorative conversations;
- Staff talking about and actioning next steps in agreement with victim;
- Regular check ins from members of staff;
- Wellbeing support e.g. ELSA, Counselling, Play Therapy, MHST support.

Reasonable Force

Staff at Fernwood Primary and Nursery School follow the guidance set out in *Use of Reasonable Force and Other Restrictive Interventions in Schools* (DfE, February 2025).

There are circumstances in which it is appropriate for school staff to use reasonable force to safeguard pupils. The term *reasonable force* covers a broad range of actions involving a degree of physical contact used to control or restrain a pupil. In these circumstances, *reasonable* means using no more force than is necessary.

All school staff have the power to use reasonable force to prevent pupils from committing an offence, causing injury to themselves or others, damaging property, or disrupting good order and discipline within the school.

When considering the use of reasonable force, staff will carefully assess the risks and take account of any specific vulnerabilities of the pupil, including special educational needs and disabilities (SEND), mental health needs, or medical conditions.

A number of staff receive annual training in de-escalation techniques and positive handling strategies. Pupils who may be at risk of requiring regular physical intervention will have an individual Positive Handling Plan and risk assessment in place. These will be developed collaboratively with the class teacher, teaching assistant, SENDCo and parents/carers, where appropriate, and reviewed regularly.

Monitoring

The Senior Leadership Team (SLT) monitors the effectiveness of this policy on a regular basis and discusses its implementation, systems and procedures with staff annually. The effectiveness of the policy is reported to the Governing Body through the Executive Headteacher's report, and recommendations for further improvement are made where necessary. Governors are regularly invited into school during the school day to monitor the atmosphere, ethos and implementation of the Behaviour Policy in practice.

Behaviour incidents are recorded by staff on Arbor. The SLT and Phase Leaders (PLs) regularly review concerns and the support strategies that have been implemented. At the end of each term, the SLT analyses behaviour data to identify trends and patterns. The Executive Headteacher and Head of School use this information as one of the indicators of the policy's effectiveness.

Staff are encouraged to reflect on their own practice and will be supported and challenged by senior leaders to ensure that a consistent approach is maintained across the school.

This policy will be reviewed in July 2028.