



Spread your wings, learn new things, fly as high as you can.

Relational Behaviour Policy

Approval Date: October 2025

Review Date: October 2026



Written Statement of Behaviour Principles, Values and Beliefs

At Dovecotes Primary School the beliefs and values which underpin our school ethos are:

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** Children need personalised responses to supporting their personal development and well-being. Consistency does not always mean responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- **Behaviour is a form of communication and the expression of underlying needs.** It is not possible to support a child's behaviour without addressing these needs. We view behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself and we all have a duty to explore this vulnerability and provide appropriate support.
 - **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- **Maintaining clear boundaries and expectations around behaviour.** In order to help our children feel safe, the learning environment needs to be high in both nurture and structure. Children need predictable routines, expectations and regulated responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- **Natural rewards and consequences that can follow certain behaviours should be made explicit,** without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour. Responses to behaviour should ensure that all children feel safe and that all needs are met.
- **Behaviour should always be understood in the context of relationships and the wider environment around the child.** Approaches that focus on connection, emotional regulation, and repairing harm are more effective in helping children learn to manage their behaviour. Not all behaviour is a conscious choice, so using punishment or control alone is unlikely to bring about lasting change.
- **All children wish to belong, achieve and contribute to their school community.** Child centred approaches, where the children's voices are central and where learning utilises their strengths, resources and qualities are integral to their success.
- **Encouraging parental engagement and involvement.** This is absolutely crucial when addressing and planning support for children's needs.

This written statement of behaviour principles, values and beliefs are reviewed and approved by the Governing Body annually.

Policy Aims:

- ✓ To ensure that all members of the school community feel safe.
- ✓ To encourage relationships between all members of the school community that facilitate effective learning.
- ✓ To allow children/young people to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others.
- ✓ To teach children/young people how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.

More Than Behaviour: Embedding a Trauma-Informed Culture at Dovecotes

At Dovecotes Primary School, we are committed to creating a welcoming, nurturing, and trauma-informed environment where strong, respectful relationships are at the heart of everything we do. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and maximum learning achievement.

Our trauma informed, relational approach is not simply a behaviour management strategy, but a core value that shapes our ethos, vision, and daily practice. We believe that children thrive—both academically and emotionally—when they feel safe, valued, and connected. By fostering positive relationships among staff, pupils, families, and the wider community, we aim to build a calm and supportive school culture where our children feel safe, valued and listened to.

Being Trauma-Informed at Dovecotes Primary School ensures the wellbeing of every member of our school community—children, staff, and parents alike. Extensive research highlights the lasting impact of Adverse Childhood Experiences (ACEs) on both mental and physical health. To support every child in developing resilience and positive mental health, we aim to:

- Help children make sense of their experiences.
- Support them in managing emotions and feelings.
- Create a consistently safe, compassionate, and connected environment.
- Build a strong network of positive, supportive relationships through staff training.
- Ensure children retain their ability to learn, even in the face of ongoing or challenging circumstances.

Our understanding of ACEs is broad and inclusive. A key part of this is understanding toxic stress—which happens when a child experiences strong, frequent, or long-lasting stress without enough support from a caring adult. We recognise that trauma can arise from any experience that feels frightening, painful, or overwhelming—especially when there is no one available to offer support or reduce the impact of toxic stress. Everyday events such as family illness, bereavement, divorce, moving house, or exam pressure can all be experienced as traumatic.



The Power of Presence: How Adults Shape Emotional Safety

At Dovecotes, we believe that the way adults model the behaviour we wish to see and interact with children has a powerful impact on their sense of safety, trust, and emotional wellbeing. The following principles guide how all staff build strong, supportive relationships with pupils, helping them feel seen, heard, and valued every day.

- Being predictable, reliable and trustworthy.
- Being physically and emotionally available so pupils experience undivided attention.
- Being curious about their feelings, thoughts and behaviour.
- Showing children we like them and are interested in them.
- Accepting their feelings and experience without judgement, resisting the urge to minimise their feelings.
- Providing safety cues through our facial expression, tone of voice (no trace of crossness/ sing song/ storytelling) and body language (open and friendly body language). We acknowledge that it is important to avoid the use of threatening tones of voice, facial expressions and body language which convey relationships of power and control. Children who have sensitive defence pathways or who have experienced trauma will be triggered to respond defensively, or experience re-traumatisation if they perceive threat, disapproval or rejection.
- Expressing empathy, validating feelings, and showing them we 'get it'.
- Helping them to process and name their feelings, providing an emotional vocabulary for children to describe how they feel.
- Being creative in our approach. Allowing children to make up their own words, using metaphors, stories, pictures, models, real life examples etc. to enable the child to express, understand and process their feelings.
- Keeping calm and not deflecting into our own emotional responses.
- Being playful in our interactions.
- Ensuring all adults PIP and RIP (Praise in Public and Remind in Private)
- Always giving children a fresh start as required.

We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.



Staff will 'praise in public' but 'remind in private' and not shame a child in front of others. Instead, they will use the incident as an opportunity to teach the pupil why the behaviour was wrong, how to problem solve, learn from the mistake, consider how their actions have impacted others and accept the real consequences of those actions.

Staff will also not encourage shame with reactions such as comments, shaking of the head or tutting etc. since responses to shame may escalate the situation and trigger challenging reactions such as smirking, laughing, fight/flight, poor eye contact and no expression/

Staff will also be mindful of how praise in some pupils can cause social embarrassment and/or fear of negative peer responses and will adjust their approaches according to the pupil.

Connecting Before Correcting: Our Relational and Restorative Ethos

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. Our need for safety trumps everything as, without a sense of safety and security, children cannot explore, play, learn or interact effectively with others. When children do not feel safe, they tend to be hyper vigilant and have difficulty regulating their emotions. This can lead to defensive behaviours which can be difficult to manage.

For that reason, relationships are at the heart of our school life.

Our relational provision focuses on:

- **Developing Relationships** – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.
- **Responding and Calming** – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills to manage crisis.
- **Repairing and Restoring** – Using restorative conversations as part of our daily interactions to create a harmonious environment, resolve conflict and harm and to support change.

All staff have been trained in restorative approaches and will apply them to resolving situations in the school. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. The aim of a restorative conversation is to:

Focus on restoration: Encourage children to repair harm, restore trust and rebuild relationships in a safe and supportive way.

Promote reflection: Help children understand the impact of their actions, take responsibility for their behaviours, and make better choices.

Problem Solve: Actively work toward solutions that repair relationships and improve future behaviour so that pupils learn from their mistakes

Restorative Language: Helping Children Think, Feel, and Grow

We understand that when children are dysregulated, they do not have access to their prefrontal cortex—the part of the brain responsible for reasoning, reflection, and problem-solving. In these moments, they are not ready to engage in restorative conversations. For this reason, staff will always offer a postponement and provide emotional support until the child is calm and regulated.

Once the child is in a relaxed and rational state, we return to the restorative process. At this point, we use reflective questions to promote critical thinking, build empathy, support collaborative problem-solving, and repair any harm caused to relationships.

- Encourage Ownership and Accountability
 - *Tell me what happened?*
 - *What were you thinking? And now?*
 - *How did you feel? How do you feel now?*

This helps pupils to identify the problem and their role in it, rather than blaming others or avoiding responsibility.

- Promote Critical Thinking, Empathy and Perspective-Taking
 - *Who else has been affected?*
 - *What do you need / need to do to fix this / move on/ make things right?*

This encourages pupils to understand different viewpoints, consider emotional impacts, develop more compassionate responses and possible solutions—key components of problem solving.

- Reinforcing Learning from Mistakes
 - *What could you do differently next time?*

This helps pupils develop strategies for handling similar situations more positively in the future.

A way to guide our restorative conversations are by using the model: Observations, Feelings, Needs, and Requests.

1. Observation (O) – What did you see or hear?
Avoid: Judgments or exaggerations like “You always disrupt class.”
Use: Neutral, specific observations like “When I hear you talking while I’m giving instructions...”
2. Feeling (F) – How do you feel?
Avoid: Pseudo-feelings that imply blame (e.g., “I feel disrespected”).
Use: Genuine emotions (e.g., “I feel frustrated,” “I feel worried”).
3. Need (N) – What need is behind the feeling?
Avoid: Attributing your feelings to the pupil’s behaviour.
Use: Express your unmet need (e.g., “because I need focus and cooperation to help everyone learn”).
4. Request (R) – What would you like to happen?
Avoid: Vague or negative requests (e.g., “Don’t be disruptive”).
Use: Clear, doable, positive requests (e.g., “Would you be willing to wait until I finish speaking before you talk?”).

Teaching emotional regulation and accountability is most effective when it’s done without inducing guilt or shame. Our goal is to help children reflect, take responsibility, and grow—while feeling safe and supported.

We are mindful of the language we use, especially around feelings like *disappointment*, which can sometimes act as a “pseudo-feeling” and imply blame. Instead of saying, “*I’m disappointed in you for not listening*,” which can sound like a moral judgment, we reframe it to express our own unmet need, e.g. “I feel disappointed because I was really hoping we could all work together today.”

or follow up with a value-based reflection, such as: “When I heard you speaking to Evie in that way, I felt worried because I value respect. What needs to happen to put it right?”

This keeps the focus on the situation, not the child, and avoids triggering defensiveness.

We also take care with directive phrases like “*I need you to...*” or “*You need to...*”, which can feel imposing. Instead, we might say: “My need is for everyone to feel safe.”

This approach helps children feel understood, not judged—encouraging empathy, reflection, and positive change.

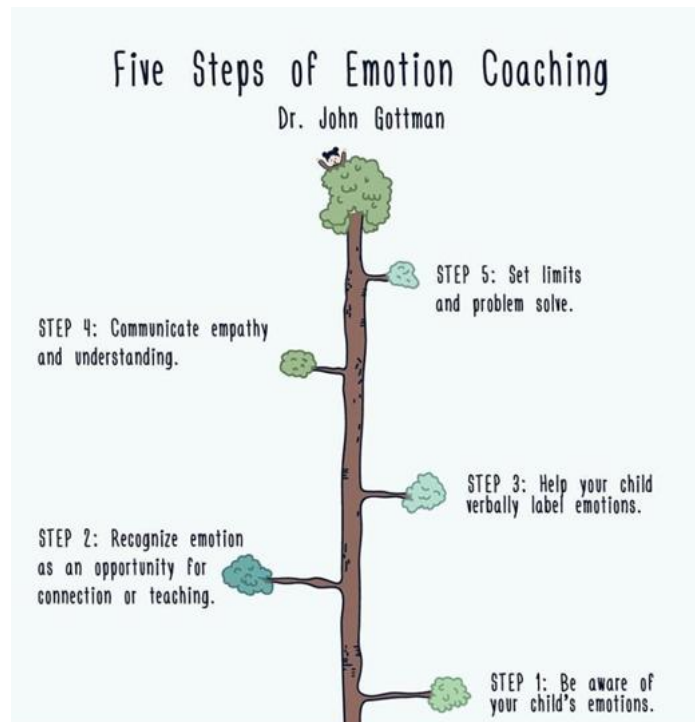
Emotion Coaching: Helping Children Name, Tame, and Reframe Emotions

At Dovecotes, we use Emotion Coaching as a key strategy to support children’s emotional development and behaviour. This approach is grounded in a framework that combines high empathy alongside high guidance, helping children understand and manage their emotions. It reinforces the message that all feelings are valid, even though not all behaviours are acceptable.

Staff use emotional moments as opportunities to:

- **Listen actively** and give the child their full attention.

- **Empathise** with the child's experience and validate their feelings.
- **Help the child label the emotion** they are feeling, building emotional literacy.
- **Guide the child in regulating their emotions**, using co-regulation strategies when needed.
- **Set clear and consistent boundaries**, reinforcing that while feelings are OK, some behaviours are not.
- **Teach and model appropriate ways** to express and manage emotions.



We recognise that children are not always ready to reflect in the heat of the moment. Staff will:

- Model and provide co-regulation to support the child to achieve a regulated state, understanding that some children are still learning independent regulation strategies, before exploring the feelings behind the behaviour.
- Use a calm, non-judgemental tone and body language to maintain a sense of safety.
- Scaffold alternative ideas and actions that could lead to more positive outcomes.
- Empower the child to believe they can overcome difficulties and manage their feelings and behaviours.

Empathetic responses to challenging behaviour might be:

- "It looks like you're feeling really angry right now—and that makes sense. I think I'd feel the same way if that happened to me. It's okay to feel angry."
- "I understand you're upset, and it's okay to feel that way. At the same time, we have rules to help everyone feel safe—and that behaviour isn't okay."
- "I can see you're feeling annoyed, and that's a valid feeling. But we can't act in ways that might hurt others or make things unsafe. Let's think about what we can do instead."

The Zones of Regulation: Colour-Coding Emotions and Building Emotional Literacy

Self-regulation is a lifelong skill that everyone works on—often without realising it. We all face challenges that test our emotional limits. Recognising when we are becoming dysregulated allows us to take steps to feel better and regain control.

At Dovecotes Primary, we use the Zones of Regulation curriculum across the school to help pupils develop the skills needed to manage their emotions and improve their mental and social wellbeing. Based on a cognitive behavioural approach, the curriculum teaches children to recognise their emotional states—referred to as “Zones”—and use strategies to stay in or move between them appropriately.

Although originally designed for children who struggle with self-regulation, the Zones approach benefits all pupils and staff. It is embedded in our daily routines, language, and lessons, forming a key part of our school culture and supporting our behaviour policy.

The four Zones are:

- Red Zone – Extremely heightened states such as anger, rage, terror, or elation. These are intense emotions where children may feel out of control. We teach that it’s okay to feel these emotions, but we guide children toward safe and expected strategies (e.g. asking for help, taking a break) rather than unsafe behaviours (e.g. hitting, shouting).
- Yellow Zone – Elevated emotions like stress, frustration, excitement, or anxiety. Children still have some control in this zone, and we help them recognise early signs and use calming strategies.
- Green Zone – A calm, focused, and ready-to-learn state. This is the optimal zone for learning and social interaction. We help children recognise and celebrate when they are in this zone.
- Blue Zone – Low states such as sadness, tiredness, boredom, or feeling unwell. We support children in identifying these feelings and using strategies to re-energise or seek help.

All zones are normal and expected at different times. The focus is not on avoiding certain zones, but on helping children understand their emotions and manage their responses in ways that are safe, respectful, and appropriate to the situation.

Creating Calm: How We Support Children Before, During, and After Dysregulation

To maintain a calm learning environment and support children in managing their emotions and behaviour, we use **co-regulation** strategies. This means helping children regulate in the moment while also providing repeated experiences that build their capacity for self-regulation over time.

When children experience strong emotions, they often cannot regulate on their own. They need a calm, attuned adult to help them feel safe and supported. Children who have not had enough co-regulation experiences may struggle with self-regulation. Through consistent attunement and validation, we help children understand and name their emotions, accept them as valid, and begin to connect them to an emotional vocabulary.

When a child is dysregulated, staff will:

- Reduce social demands while remaining present and emotionally available.
- Provide individual attention and reassurance.
- Convey calm, confident containment—showing the child that we can “hold” their dysregulation without becoming dysregulated ourselves.
- Use quiet, soothing tones and expressive, predictable language.
- Minimise verbal input—use short, clear directions and avoid questions or choices.
- Follow predictable routines to create a sense of safety.
- Reduce sensory input (e.g. dim lights, lower noise levels) and offer sensory soothing.
- Approach gently and respectfully, making the child aware of your presence and support.
- Use a comforting and predictable voice.
- Offer invited touch (if appropriate) to soothe.
- Use calming tools such as singing, humming, or soft music.
- Provide calm, gentle reassurance throughout.

There are many strategies we can teach our pupils to help them self-regulate, and one highly effective approach is the use of sensory breaks. Sensory breaks are short, planned opportunities for children to engage in activities that help them reset, refocus, and regulate their emotions and energy levels.

These breaks can be calming or alerting, depending on the child’s needs. For example, a child who is feeling overwhelmed may benefit from calming sensory input such as deep pressure, quiet time in a low-stimulation space, or slow, rhythmic movement. Conversely, a child who is under-stimulated or lethargic may benefit from alerting activities like jumping, stretching, or using a sensory ‘fidget’ tool.

Sensory breaks are not a reward or a consequence—they are a proactive regulation tool. They help children remain in or return to a state where they are ready to learn and engage positively with others. Staff are trained to recognise when a child may benefit from a sensory break and to offer these opportunities in a supportive and non-disruptive way.

By embedding sensory breaks into the school day, we promote emotional wellbeing, reduce incidents of dysregulation, and support all children—especially those with sensory processing needs or difficulties with self-regulation.

At Dovecotes, we recognise that the most effective time to support a child is before they become fully dysregulated. Rather than attempting to reason with or intervene when a child is already heightened, we aim to notice early signs of distress and use proactive de-escalation strategies to prevent escalation.

These strategies include:

- **Distraction** – Redirecting attention to something neutral or positive.
- **Change of face** – Swapping the adult supporting the child to reduce emotional intensity.
- **Change of location** – Moving to a quieter or more regulated space.
- **Planned ignoring** – Staff will remain emotionally available while avoiding reinforcing behaviours that may be communicating escalating needs.
- **Nurture focus** – Offering comfort, snacks, or attending to basic needs to support regulation.

- **Controlled choices** – Providing limited, clear options to give the child a sense of control.
- **Catching positive behaviours** – Noticing and reinforcing small signs of regulation or cooperation.
- **Simplified language** – Using clear, calm, and minimal language; avoiding triggering phrases.
- **Humour** – Using light, appropriate humour (never sarcasm or banter) to defuse tension and reconnect.

All of these are valid and effective when used early, before a child becomes fully dysregulated. Once a child is in a heightened state, co-regulation (not reasoning or correction) becomes the priority. By using these strategies early, we help children stay regulated, reduce the likelihood of crisis, and maintain a calm, supportive learning environment.

Kind Hands, Kind Feet, Kind Words: The Dovecotes Way

The three simple yet powerful rules that underpin the behaviour we expect from all staff and children at Dovecotes Primary are: Kind Hands, Kind Feet, Kind Words.

These rules are easy to remember and apply across all areas of school life. They promote a culture of **respect, safety, and kindness**, helping everyone feel valued and secure.

- **Kind Hands** means using our hands to help, not hurt—whether that’s through gentle play, helping others, or taking care of our environment.
- **Kind Feet** reminds us to move safely and respectfully, being aware of others and our surroundings.
- **Kind Words** encourages us to speak with care, using language that uplifts, includes, and supports others.

These expectations apply to everyone in our school community—children and adults alike—and form the foundation of our relational and restorative approach to behaviour.

Rewards That Inspire, Consequences That Teach

At Dovecotes, we believe that children learn best when they understand the real-life impact of their actions. Rather than relying solely on external rewards or imposed punishments, we focus on helping pupils make meaningful connections between their behaviour and its outcomes.

Natural rewards and natural consequences are powerful tools that support this approach. They help children develop intrinsic motivation, take responsibility for their actions, and build emotional intelligence.

Natural rewards are the positive outcomes that occur naturally from positive behaviour, such as:

- **Positive Peer Relationships**
 - *Behaviour:* A child shares or helps others.
 - *Natural Reward:* Peers are more likely to include them in games and group activities.
- **Increased Responsibility and Trust**
 - *Behaviour:* A child consistently follows routines and shows reliability.

- *Natural Reward*: They may be given leadership roles or trusted with special tasks.

Natural consequences are the logical results of negative behaviour, such as:

- **Peer Feedback or Exclusion (Non-punitive)**
 - *Behaviour*: A child is unkind.
 - *Natural Consequence*: Peers may choose not to play or work with them, prompting reflection.
- **Repairing Relationships**
 - *Behaviour*: A child damages something or hurts someone emotionally.
 - *Natural Consequence*: They are supported to make amends (e.g., helping fix something, writing an apology).

At Dovecotes, we believe that recognising effort and positive behaviour is essential to building a nurturing and motivating school environment. The use of praise plays a vital role in developing a positive classroom atmosphere and fostering strong, trusting relationships—especially with children who may find connection more difficult.

We promote a growth mindset by focusing on the *process* of learning rather than just the outcome. This means praising perseverance, problem-solving, resilience, and effort. By doing so, we help children develop a sense of pride in their achievements, and the confidence to keep trying—even when things are challenging.

Children who demonstrate positive behaviours in and around school are recognised in a variety of meaningful ways, including:

- **Verbal praise** that is specific and linked to effort or values.
- **Stickers or Dojo points** to celebrate consistent positive choices.
- **Certificates** awarded in class or assemblies to highlight achievements.
- **Classroom recognition systems**, such as showcase walls, or reward jars, tailored to each class.

These recognition strategies are not used as bribes or incentives, but as tools to reinforce the behaviours and attitudes we want to see flourish—kindness, effort, curiosity, and responsibility.

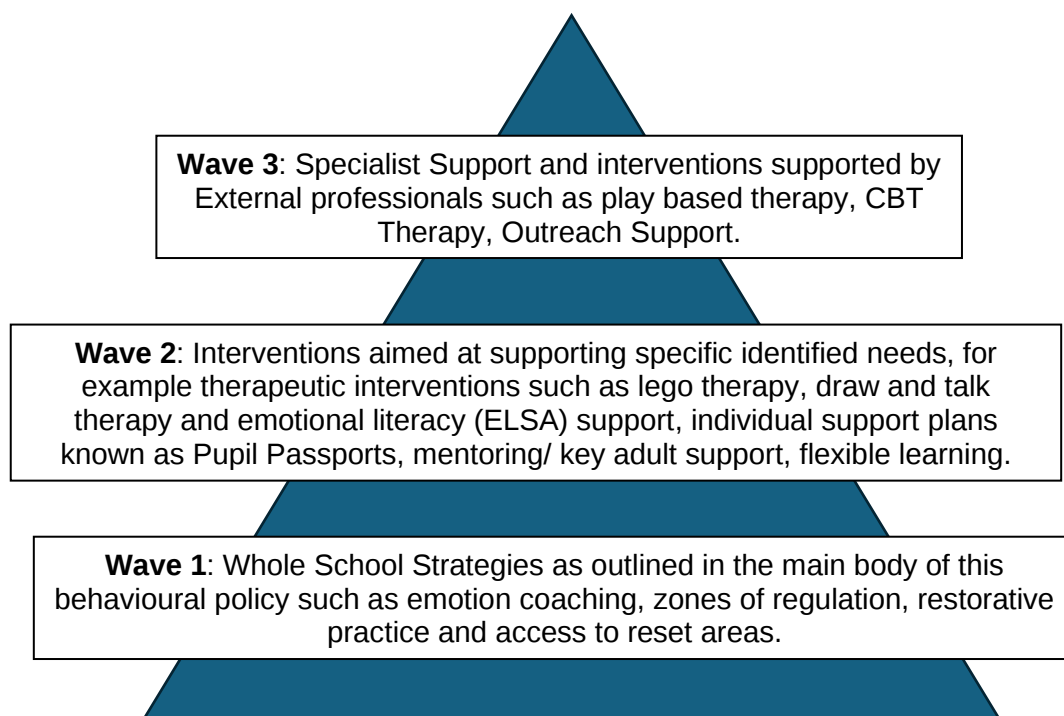
Meeting Every Child's Needs: Our Tiered Behaviour Support Model

Whilst we anticipate that our Wave One Universal Offer of behavioural approach (see below) will meet the needs of the majority of children at Dovecotes Primary School, we recognise that some pupils will require additional support to ensure an equitable and inclusive learning environment.

A graduated response to behaviour enables staff to provide support that is tailored to each child's current level of need. The pyramid below outlines examples of support available at each wave of our graduated approach. Children will receive support appropriate to their needs, and we view frequent or persistent behaviours as indicators that a child may require a higher level of support.

At Dovecotes, we understand that behaviour is a form of communication that signals an unmet need. When a child's behaviour signals unmet needs, we respond by increasing support—e.g., a child receiving Wave One support may move to Wave Two, which includes further assessment and intervention.

Decisions about the level of support will always be made in collaboration with the child, their parents or carers, and external professionals where appropriate, ensuring a consistent and informed approach.



Minimising Harm: Exclusion Only as a Last Resort

Dovecotes Primary School recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. We understand that exclusion, even when used as a last resort, can significantly compound existing trauma in children. Many pupils who display challenging behaviour may already be experiencing adverse childhood experiences (ACEs), and exclusion can reinforce feelings of rejection, shame, and isolation, which may deepen emotional distress and hinder their ability to form trusting relationships with adults and peers.

To prevent exclusion and support children more effectively, we implement pre-exclusion meetings as a proactive measure. These meetings bring together key staff, parents or carers, and where appropriate, the child, to explore the underlying causes of behaviour and identify tailored support strategies. This collaborative approach ensures that all voices are heard and that interventions are put in place to help the child remain in school and thrive.

We also prioritise inclusive, restorative approaches that support emotional regulation, build resilience, and foster a sense of belonging. By remaining committed to understanding the root causes of behaviour and responding with empathy and consistency, we aim to create a safe and nurturing environment where every child feels valued and supported.

For that reason, **exclusion is only used as a very last resort**, when all options have been

exhausted.

Positive Handling and Restraint Policy – A Trauma-Informed Approach

At Dovecotes Primary School, we are committed to ensuring that any form of physical intervention is used only when absolutely necessary, and always in a manner that is safe, respectful, and trauma-informed. We recognise that many children who present with challenging behaviour may have experienced trauma, and that physical restraint can be re-traumatising, triggering feelings of fear, helplessness, or loss of control.

Our positive handling policy is rooted in the principles of trauma-informed practice, which prioritise emotional safety, trust, and empowerment. Staff are trained to use de-escalation strategies, relational approaches, and restorative conversations to prevent situations from escalating to the point where physical intervention might be considered. We focus on building strong, trusting relationships with pupils, understanding their individual needs and triggers, and creating predictable, supportive environments.

Physical restraint is only used:

- As a last resort to prevent harm to the child or others.
- In line with legal guidance and best practice.
- By staff who are trained in accredited positive handling techniques.

Following any incident involving restraint, we engage in a trauma-sensitive reflection with the child to help rebuild trust and ensure their voice is heard. Our goal is to reduce the need for physical intervention through proactive, compassionate support that helps children feel safe, regulated, and understood.

Respecting Family Voice in Understanding and Meeting Needs

At Dovecotes Primary School, we deeply value the role of parents and carers as experts in their child's life. We believe that strong, respectful partnerships between home and school are essential for supporting children's emotional wellbeing and development. We are committed to maintaining open and honest communication with families.

Feedback on your child's emotional wellbeing will be shared during parent/carers meetings, and we will always contact you immediately if we have any concerns. Equally, we welcome and encourage feedback from parents and carers. Your insights into your child's development, current experiences, and emotional needs are invaluable in helping us understand and respond to behaviour effectively, identify unmet needs and plan appropriate support.

Collaborating with External Professionals to Support Every Child

When a child has significant needs or is not making progress despite several school-based interventions, we will seek support from external professionals. This may include:

- **Educational Psychologists**
- **Speech and Language Therapists**
- **Outreach Support Service**
- **Inclusion Support Service**

These professionals work in partnership with our pastoral team to ensure that every child receives the support they need to thrive.

Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and the governing board annually who will hold the headteacher to account for its implementation.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Attendance policy
- Safeguarding policy
- Anti-Bullying Policy
- Mental Health and Wellbeing Policy