



Behaviour Policy

Assertive Discipline and Welfare

Review September 2026 next review September 2027



Behaviour Policy

Policy Review

This policy will be reviewed in line with the Mosaic Federation policy review cycle.



Policy

Introduction:

We have high expectations of behaviour and always aim to deal with behaviour fairly and consistently in school. We fully recognise and would ask our community to recognise that a pupil's behaviour can be influenced by a wide range of factors. Some of these can be special educational needs, behaviours, medical conditions or mental health and some will be linked

to environmental factors such as life experiences (a parent divorce for example). Knowing our children well is a key component of effective behaviour management. We see it as our responsibility to work with children to support them to manage their behaviour whilst ensuring high standards of behaviour are maintained in school and individual behaviours do not have an adverse impact on their peers. This policy has been developed in line with research findings from the EEF 2019 document- Improving Behaviours in Schools and the DFE Behaviour in Schools September 2024 publication.

Our focus is and should be the positive behaviour of our children. Our behaviour policy is strongly linked to our key values of:

Respect, Responsibility, Resilience and Engagement

Respect: We aim to teach children to respect and value themselves, their peers, adults, property, local community and world. In doing so, we teach children to respect differences between themselves and others and instil pride in our children.

Responsibility: We teach children to be responsible for their own behaviour. If everybody is responsible for their own behaviour, it is very rare that a challenging situation will arise. We also encourage children to be responsible for setting a good example to others (especially our younger children) and having ownership of their school and responsibility for the type of school they wish to have.

Resilience: We teach children to be resilient in school and in life. There are times when other influences will impact on behaviour. It may be the actions of another person that cause us to react or a situation does not go our way. By building resilience our children will be better placed to deal with a range of situations which they may face in school and in society. Resilience will allow them to control and manage their own behaviour in those situations.

Engagement: We expect our pupils to engage in their education, school community, local community and in life. This means having the confidence and self-worth to engage, a sense of belonging to a community or multiple communities and a sense of being supported and supporting others.

Key Aims and objectives:

Our approach to equality is based on the following key aims:

1. Expectations of acceptable behaviour are clear across school.
2. Positive behaviours are rewarded.
3. Undesirable behaviours are quickly dealt with.
4. Children are not labelled by their behaviours and have the opportunity to learn and grow.
5. Children are prepared fully to be an active member of society.
6. Behaviour should not impact on the welfare or education of others.

Special educational needs, mental health and identified conditions and behaviour:

Children with additional needs are protected by the SEND code of conduct. The school must ensure they have made all efforts to support the child and meet their needs taking into account the difficulties they may have. This can impact on the implementation of a behaviour policy. Although, it does not excuse the behaviour and consequences will still be issued, it may mean a child has alternative consequences and is provided with therapy/ additional support.

For example:

- A child with autism may not be able to cope with social interaction situations such as break times. This may impact on their behaviour. The school must then take reasonable action to change the situation which causes the behaviour.
- A child with tourettes may swear unintentionally- time must be given to try other strategies and support the condition.
- A child with ADHD may have medication difficulties as they grow and this may make it difficult to manage their behaviour. The school must allow for the medication to be readjusted.
- There are also situations which may be outside of the control of school/ parents which impact on a child's behaviour. These can happen to any child at any point. In these situations a child may suffer some trauma which potentially requires therapy, support and intervention and may present a change in the child's behaviour. *This list is not exhaustive but examples of the type of situation where the behaviour policy will be implemented but some additional adaptations may be considered.*

In these situations the child will have an inclusion plan to address their needs and all actions will be taken to limit the impact of the child's behaviour on other children in school. Individual children can not be discussed with parents. The school will inform parents if a plan is in place to support the child in managing their behaviour. However, where parents fail to support their child through consistent cooperation with the plan or where prescribed medication to support behaviour is not sourced within an appropriate timescale and significant behaviours are demonstrated, other strategies and sanctions will be applied to protect the child and other children from resulting behaviours which will be considered in line with the exclusion criteria.

This policy is still applied to children with additional needs where criteria for significant behaviour is met.

Positive Behaviour:

The schools behaviour policy should be adhered to at all times. Children respond to positive praise and encouragement and must have ownership of their behaviour choices. The positive reward system links to taught sessions as part of our family group system which teach children behaviours which support teaching and learning and how to manage misbehaviour.

The school system is based upon a points system. For our behaviour system to work it is vital that staff look for opportunities to praise the 'good' behaviours wherever possible. This will reinforce the message that good behaviour gains rewards. Class points can be awarded for good behaviour/effort and collected to result in an agreed class reward at the end of

each half term.

Staff are encouraged to regularly check point's charts. It is very easy to fall into a pattern of rewarding children who have a better day than usual and forget about those children who deserve praise every day. We seek to praise children who demonstrate expectations every day.

School Rules:

Spending time establishing expectations of behaviour and setting clear rules allow children to know the expectations:

Children and adults are expected to be **ready for learning**.

Respect:

1. Respect each other- kind words, kind hands and feet
2. Respect our school and community- respect others and have good manners
3. Respect our school and community- respect difference

Responsibility:

1. Be responsible for your own behaviour- move around school sensibly make positive behaviour choices
2. Be responsible for your own behaviour- take care of other people and support younger children- set the example
3. Be responsible for your own behaviour-kind words, kind hands and kind feet

Resilience:

1. Be resilient- try in all you do
2. Be resilient- you can't fail if you keep trying
3. Be resilient- solve problems through seeking help and talking about the problem

Engagement:

1. Engage in lessons- be ready to learn
2. Engage in lessons- listen and contribute
3. Engage in lessons- try your best in all you do

Early Years:

The expectations and rules for positive behaviour do not vary for Early Years, however, the behaviours are expected to be age appropriate. In our EYFS we encourage a sense of responsibility to look after themselves, others and their environment. Children are supported to make amends according to the circumstances and their stage of development. Expectations for behaviour are communicated to children using positive and age-appropriate

language, including visuals where required. We understand the importance of consistent language when developing their PSED (personal, social and emotional development) and consistently use language such as kind hands, kind feet and kind words. Follow up support is given to the child, and modelling of the correct behaviour is also used within EYFS. Thinking time may be used alongside a visual sand timer to provide the child some processing time before adults support the child to talk through a situation, or use visuals, to understand why they may be feeling a particular emotion and what they can do to manage this in a positive way. We encourage communication from home for any information that may help us to understand how a child may be feeling each day e.g. if they are particularly tired.

Positive Reinforcement rewards Nursery:

Stage	Rewards
1	Verbal praise given.
2	A special sticker given.
3	Teacher award (TA) given. This can happen throughout each day. - points accumulate on record sheet.
4	5 TA's - 2 additional TA's given.
5	10 TA's - A dip in the Headteacher's prize tub to take home.

Positive Reinforcement rewards Reception:

Stage	Rewards
1	Verbal praise given.
2	A special sticker given.
3	Teacher award (TA) given. This can happen throughout each day. - points accumulate on record sheet.
4	10 TA's - 2 additional TA's given.

5	20 TA's – A dip in the Headteacher's prize tub to take home.
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Low level Consequences:

- 1. Verbal Warning 1:** Staff will clearly communicate with the child the desired behaviour and what may happen if unwanted behaviour continues e.g. removed from the situation. Staff may use visuals or model the desired behaviour to the child. Staff will provide follow up support and use positive praise where children are using the desired behaviour.
- 2. Verbal Warning 2:** Staff will redirect child to promote positive behaviour e.g. provide appropriate resources to meet a need. The child may also be redirected to another area of the nursery to remove them from a situation. Again, modelling and visual resources may be used.
- 3. Consequence:** All consequences will be recorded from this point onwards and communicated with parents via telephone, Class Dojo or on collection.
- 4. 2 Minutes Thinking Time:** A visual sand timer will be used to provide children with some time to process their actions. This will be in a quiet area of the EYFS unit alongside the Zones of Regulation. An adult will calmly work with the child at their level to consider the desired behaviour and consider ideas for the solution.
- 5. 5 Minutes Thinking Time Out of Class:** Again, visual resources and support from adults will be used as has been stated in consequence 4.
- 6. Senior Leader-** The child is sent to a senior leader in KS1/2 to allow for further processing time and consider the positive behaviour and changes required for a solution.
- 7. Parents Invited in to Discuss Behaviour and any Actions Needed.**

KS1 and KS2:

Stage	Rewards
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1	Verbal Praise
2	Teacher awards (TA) given. This can happen throughout each day- points accumulate on record sheet
3	15 TA- 3 additional TA's given
4	25 TA- 10 minutes extra play at Funky Friday
5	30 TA – head teacher postcard home posted
6	40- prize tub KS1/ £5 voucher KS2

Other rewards:

We not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis is to promote and reward positive, consistent behaviour and attitudes. This is vital as we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Appropriate CPD will be provided and the behaviour policy will be revisited on staff inset in September of each year and as part of induction. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may include the following:

- Verbal praise and smiling at children.
- Postcard home/ star spotted from the teacher with a note to explain great choices or work.
- Reward Stickers
- Work of the week certificate for outstanding work
- Certificates.
- Written feedback in books.
- Sending the child to another teacher, Senior Lead or head of School to show their work.
- Special responsibility jobs for pupils e.g. School Councillors, class monitors
- Class reward points each class must gain a total of 40 class trip points to earn a reward.
- Individual or group prizes for exceptional behaviour and attitudes.
- Proud awards at the end of a term, voted by staff for children across school.

Certificates:

We have a range of different certificates which are awarded to children and celebrated each week during our 'Golden Assembly/ Work of the Week (WoW)'.

Golden Award/ Work of the Week- This certificate is awarded to children who have worked extremely hard in all areas of the curriculum.

Reader of the Week- This certificate is awarded to children who have shown excellent

effort both in school and at home when reading. Reader of the week will be put into a prize draw to win a book of their choice.

Responsible Pupil – This certificate is awarded to children who have taken responsibility for their work both at school and at home.

Resilient Pupil – This certificate is awarded to children who have displayed resilience and determination when completing a range of tasks.

Respectful Pupil – This certificate is awarded to children who consistently display respect for other adults and children inside and outside school.

Proud awards:

At the end of term rewards called 'Proud Awards' will be presented to a child from each class. The children will be nominated by school staff for going above and beyond expectations. Their success will be recognised with a £10 gift voucher or equivalent for behaviour and attitude in all areas of the curriculum

Star Spotter award:

The senior leadership team will look out for super star pupils. These pupils will be rewarded by surprise in assembly with a star award and a £5 gift voucher. Staff can also nominate outstanding children.

Only teacher award charts are to be used to record TA's. Do not use class Dojo points as a reward or any other strategies, unless discussed with SLT.

Prevention strategies staff should use:

The best possible behaviour management stems from prevention of issues arising and educating children on managing their own emotions and behaviours.

Staff are expected to remember the following prevention strategies:

1. Being prepared for learning each day- being well planned and well resourced
2. Establish clear routines early and remind pupils regularly- for example how to move to tables, line up at the door
3. Ensure the little things are established- correct uniform, well presented, correct equipment
4. Understand the needs of pupils in your class and prepare for them
-physical emotional, SEND and educational needs
5. Ensuring work matches the ability of the children and is sufficiently challenging.
6. Ensuring children are clear on their expectations through verbal and visual points and giving direct simple instructions.
7. Emotional and physical needs have been met especially on entering school (do they need comfort and five minutes/have they had breakfast?)

Low level behaviour strategies:

1. Distraction- allowing for a change of pace, focus or a movement break to change a

behaviour pattern

2. Positive praise- praising children generally for the correct behaviour
3. Close proximity praise- praising those around the child in question
4. Close proximity nonverbal moving into the child's space hand on desk
5. Re-focusing- re-explaining and modelling a task to the group including the focus pupils
6. Empathetic listening and solution finding- I can see you are finding this hard- can I help you to get back on track? What is frustrating you/ let's make a plan?

Low level behaviour strategies can help a pupil get back on track without disrupting the lesson or drawing attention to the behaviour. For example if a child is unsettled they could be asked to take a message to another class or teacher. This breaks the cycle of their behaviour allowing time for the class to be on task and gives time for refocusing to take place on their return.

Negative/ challenging Behaviours:

It is important to have a consequence system which has an impact on children's choices and supports their understanding of acceptable and unacceptable behaviour. This consequence system is designed to be progressive in its nature. This allows for low level behaviour to be addressed.

Everyday behaviour management will be addressed through a consequence system: expectations of behaviour will be clearly explained to children. Teachers will model and practise behaviour systems in school to ensure routines are well established. Children will be reminded of the expected behaviour if they are not behaving so. In most cases, this will be all that is required. If behaviour continues, then consequences will be issued:

Low level Consequences:

1. **Verbal warning**- this will explain why the warning has been issued and reinforce the desired behaviour.
2. **Written Warning**- all consequences will be recorded in the behaviour log from this point onwards.
3. **Break Card**- gives time to rest, reset and start again with adult support.
4. **15 minutes consequence**- the child will miss breaks or lunch and stay in the reflection room with an adult to reflect on how to change undesired behaviours. (Reflection sheet to be completed)
5. **Senior Leader**- sent to senior leader and parents spoken to.
6. **Parents invited in to discuss behaviour with Head of School or Executive Head Teacher** . If **10 missed breaks** occur within a half term the child's parent/ carer will be invited into school for a meeting and further consequences may be issued.

Unacceptable behaviour:

Where behaviour is more challenging it will be known as unacceptable behaviour.

Unacceptable behaviour is defined by the following:

1. Swearing or any derogative language

2. Hurting of others without provocation-no injury
3. Being disrespectful of a member of staff
4. Refusing to follow instructions or complete work
5. Disrupting the learning of others

In instances of unacceptable behaviour children will drop to consequence 5 and the senior leader will decide on the best course of action in response to the situation. Additional consequences may be given and more than one consequence below can be issued. In all situations, children require clear boundaries and need to be clear on the expectations and consequences issued. Consequences for unacceptable behaviour may include:

- Parental/ Carers/ Virtual Head interview
- Behaviour/ break time monitoring
- A report initiated for a set period of time
- Removal from trips/ visits/ rewards/ clubs
- Missed breaks for a defined time
- Detention after the school day for a designated time up to 45 minutes
- Targeted working away from peers
- Weekly parent review meetings

Ongoing behaviour:

Where children have been dropped down to **consequence 5 on three occasions** and the consequences have not had a desired impact on pupils behaviour, the school will call a planning meeting to discuss the behaviours. The engagement of other agencies will be considered and in some cases the exclusion policy will be consulted and potentially implemented.

Other agencies may include:

- Children and young people's service- NHS
- Behaviour support team
- Inclusion manager intervention
- Educational Psychologist
- South Tyneside Local Authority
- Early Help service- LA
- Children's Social Care
- Attendance Team

Significant behaviour:

For significant behaviours the consequence system will be disapplied and the exclusion policy consulted.

Where the following behaviour occurs the LA Exclusion and Suspension policy will be implemented:

1. Intentional causing of an injury.
2. Intentional destruction of property.

3. Intentional verbal and/ or physical aggression towards staff.
4. Intentional threats, ongoing pattern of verbal or written intimidation, bullying or threats including online.
5. Continuous disruption to other children's learning without improvement.
6. Any behaviours deemed to be in line with sexual harassment or abuse
7. Any behaviours deemed to be in line with prejudice abuse or racial abuse
8. Any patterns of behaviours deemed to be bullying

An exclusion or suspension may only be issued with the approval of the Executive Head Teacher or Head of School.

Behaviour outside of school grounds

Where behaviour is observed by a staff member or proof of unacceptable or significant behaviour is provided to school, this will be investigated and consequences/ actions may be implemented in line with this policy. This includes behaviour online, any school activities, travelling to and from school, when in uniform or identifiable as a pupil of the school, the behaviour has repercussions for the school, poses a threat to another child or member of staff or could adversely affect the reputation of the school.

Behaviour and trips, visits and extended school clubs:

Trips, visits and extended school clubs require children to be well behaved and responsible for their behaviour. Where a child's behaviour is not acceptable and they will not be able to attend trips, visits and extended school clubs. We will ensure that the input into their learning does not suffer as a result of this.

Bullying:

We take instances of bullying very seriously. We work very hard with our children through our PSHE curriculum to celebrate difference, promote equality, teach empathy and to ensure that children can recognise and deal with getting along and falling out. This allows our children to identify bullying behaviours in themselves and in others and find solutions to problems they might face.

Staff are trained in measures to prevent bullying including cyber-bullying, prejudice based and discriminatory bullying in line with Keeping Children Safe in Education 2026.

Cyber-bullying:

Cyber-bullying is a different form of bullying that can happen at all times of the day in and out of school and virtually.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone that has been seized by a member of staff to examine data or files and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's phone.

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic • prejudiced or hostile comments in the course of discussions within lessons • teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others • attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring • recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

Child on Child abuse

Child on child abuse will not be tolerated. Children are educated in appropriate relationships and appropriate touch through the SCARF curriculum and NSPCC sessions throughout the school year. Children are also given time to talk about their feelings and any worries they may have through pastoral systems and behaviour monitoring. This is in both mixed sex and

single sex groups.

Where child on child abuse is potentially identified a risk assessment will be implemented to prevent any instances.

Where child on child abuse is confirmed, advice and support will be requested from suitable external agencies including social care and the police where appropriate. A comprehensive risk assessment will be carried out and appropriate action taken alongside discussion with all sets of parents. Counselling and support will be provided for all children involved in the incident identified.

Banned Items

Please note where there is cause to believe a pupil is in possession of a banned item a search of bags and coats will be carried out. Where a search of a child is required, parents will be contacted first.

- Drugs including Cigarettes and vapes
- Alcohol
- Weapons or items which could be used as a weapon
- Inappropriate media, publications or propaganda which demonstrates prejudice or is derogative to any individual or group.

Mobile phones are an important safeguarding tool for many children who travel independently. It is therefore permitted for children in year 5 & 6 to bring a mobile phone into school. (See safeguarding Policy). However, all phones must be handed to the class teacher at the start of the school day and returned to pupils at the end of the school day. Mobile phones are not the responsibility of the school and school is not responsible for any phones which are stolen, damaged or go missing.

Restraint and physical guidance:

Staff in each school are Team Teach trained. The values of Team Teach are embedded in the systems and ethos of school. Team Teach provides a planned non- restraint approach to supporting children through crisis. We hope never to use restraint. However, there are circumstances in which restraint and physical guidance must be used.

For cases where pupils are known to struggle with behaviour, a risk assessment will be implemented and an inclusion plan drawn up. This plan will ensure any potential physical intervention is considered carefully in the individual child's case and identified in the plan.

Where a plan is not in place a dynamic risk assessment of the situation will be sufficient and restraining will be used to protect a child from hurting themselves or others.

The Head of School and Headteacher will be notified of any incident involving physical guidance or restraint.

Physical guidance will be used when children are struggling to control their behaviour but are not in crisis. For example; climbing on furniture and not getting down when asked- they may be guided down with caring C's, a child refusing to move from a classroom but with a hand on the back can be guided out of the room.

All staff have a responsibility to physically guide children to prevent injury or danger to self, others or property.

Restraint will only be used in the following circumstances:

1. When a child is in danger or hurting themselves or others and is not responding to verbal/ non-verbal intervention or physical guidance
2. When a child is destroying school property, throwing objects and is at risk of hurting themselves or another.
3. When a child is causing significant disruption to others and is refusing to move and it is not possible to move others.
4. If a child is trying to escape the building or school grounds or is at risk of running and needs to be moved.

All staff who **restrain** children are MAPA or TEAM TEACH trained. Only one strategy will be used at a time although de- escalation strategies may be used from CPI alongside a team teach hold.

Whenever a child is restrained all efforts will be made to ensure there is a witness present. However, this is not always possible and the safety of children will override a witness being present. A witness must be called at the earliest opportunity. Any restraints used will be recorded in the Bound and Numbered Book (Red Book) and recorded on CPoms.

Parental support:

Positive behaviour in school requires positive relationships with and active support from parents. Children need to know that in terms of behaviour and education the school and home are a team. As a result parents should support the decisions of the school, reinforce the school values, code of conduct and rewards and consequences.

If parents have an issue with any of the actions of school in response to behaviour it is vital that these are discussed with the school via an appointment with a senior member of staff or the head of school in the first instance and not in front of the child.

Where a parent actively goes against the behaviour policy and the child's behaviour is a concern as a result, the exclusion policy will be considered.

Parental conduct:

It is also expected that parents adhere to the code of conduct when in school. The school is not responsible for individual parents' behaviour in and around the school grounds. Unacceptable behaviour or behaviour which causes concern may result in police action.

Parent disputes must be dealt with by the parents themselves. Where this is not possible the school reserves the right to inform the local police service. Restrictions may be implemented

Once children are handed over to parents they are the responsibility of the parent and not the school.

Exclusions:

The school follows South Tyneside council exclusions policy and procedures. If an exclusion is implemented this policy will be followed.

Where an exclusion or a suspension has been issued an individualised reintegration plan will be agreed at a return to school planning meeting. This may include a higher level of support, staggered time in class and staggered return to full break and lunch times with peers.

Recording, assessment, data collection and monitoring:

Consequences will be recorded in the behaviour log for each class. Senior leaders will monitor this book on phase meetings and report back to the senior leadership team where patterns or concerns arise.

In class behaviour logs are used to track and monitor behaviour patterns across school and record low level behaviours. Significant behaviour incidents will be recorded on Cpoms. Bullying concerns will also be recorded on Cpoms including any potential bullying.

Data and information will be reviewed once per term. This will also look at key children and cross reference any other factors- SEND, child protection, early help etc. However, senior leaders including the head of school and head teacher review any reported concerns weekly in senior leadership meetings and a review of behaviour can be requested.

The Head of School undertakes termly behaviour monitoring which focuses on a review of pupils behaviour at different times of the school day, staff voice including any training needs, pupil voice (speaking to both male and female pupils together and separately) and asking direct questions to inform the development of excellent standards of behaviour and support in school.

Governors will receive annual information relating to the number of incidents including exclusions and suspensions on an annual basis. The standards committee review behaviour and cross check behaviour judgements twice per year through school based monitoring activities including observation or breaks, behaviour in lessons, discussion with staff and pupils.

Curriculum and teaching:

We aim to plan and deliver an engaging and motivating curriculum which engages children as learners. Some teaching units will have an enrichment visit/ visitor and the curriculum will be varied and challenging.

We will also focus on key aspects of behaviour management through our PSHE curriculum and relationships and sex education (RSE) through our SCARF curriculum.

These will aim to teach children skills such as empathy, help them identify getting on and falling out

and bullying, making them aware of their emotions and helping them to make appropriate

choices.

Links to other policies and documentation:

- **LA Exclusion policy**
- **SEND policy**
- **Equality Policy**
- **Online Safety Policy**
- **Code of Conduct**
- **Home school agreement**
- **ICT agreement**
- **Accessibility Plan**
- **Anti-bullying policy**
- **Behaviour monitoring log**
- **Behaviour report**
- **KCSIE**

Behaviour In Scho <https://www.gov.uk/government/publications/behaviour-in-schools--2012-2024>

Monitoring and review:

This policy will be monitored by the Senior leadership team termly during routine behaviour monitoring in school and will be reviewed by the governing board.

This policy will be reviewed every three years.