Positive Relationships & Behaviour Policy



Date Written	Sept 2026	**By**	R.Eldred
Review Date	Sept 2027	**By**	Board of Governors
Review Cycle	This policy will be reviewed annually and approved by the Board of Governors.		

We are

Safe, Calm, Ready

with our

Heart, Head, Hands.

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Introduction

How children behave, express, regulate, see, and understand themselves has a significant impact on the school as a whole and each child's learning experience. Behaviour can enhance or hinder learning and wellbeing; therefore, as a school we believe a culture of high behaviour expectations led by staff who care and are able to personalise their approach is vital for our school.

We believe positive relationships between children, staff and parents, and self-belief are at the heart of ensuring the success of our behaviour policy. Staff model the school values and behaviour philosophy, and at every stage of a child's development, they nurture the continuous progress of relationships and self-belief. As a school, we understand that everyone needs to feel valued, supported and cared for to gain a sense of belonging and we strive to build that culture right through the organisation. In our approach we are insistent, consistent and caring.

"Every child has the right to an education" UN Convention on the rights of the child

Policy Aim

Under the direction of our Behaviour Principles and the listed documentation, this policy has been developed with the aim of enabling a safe, calm, learning-focused environment.

Policy Objectives

For every child (at an appropriate developmental level) to:

- contribute positively to their own and others' school experience.
- build secure relationships with adults and peers to enable to them to belong and succeed.

- have a level of emotional intelligence, which is used in understanding and caring for themselves and others.
- understand that actions and behaviours have an impact and there are both intended and unintended consequences for those actions.
- know that they can choose their behaviour and can learn strategies to support difficult emotions.
- know that no emotions are 'bad' but may need regulating in different ways and how to begin to do this.

Equality

With regards to behaviour management and building positive relationships, we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminating discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advancing equality of opportunity between people who share or don't share a protected characteristic.
3. Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published on our website.

Communicating with Parents



Bowlish Infant School work "side by side" with our parents. We recognise the important role parents play in their child's school experience and the influence they have over a child's learning and development. Informing parents of wanted and unwanted behaviour is an important aspect to teacher/parent communication.

The flowchart of consequences outlines at what point a parent will be notified of a particular incident; however, teachers will regularly keep parents informed of the how their child's overall behaviour and any impact it may be having on their learning. As practitioners (up to the point where it is stated parents must be informed), teachers have the freedom to judge what they report to parents and what they consider part of a child's natural behavioural learning journey; therefore, may not warrant sharing.

Wellbeing of Staff

We are mindful that working with children who present with particularly challenging behaviours can create additional stresses and worry to adults who are already operating in a complex, busy environment. It is important that staff always look after each other.

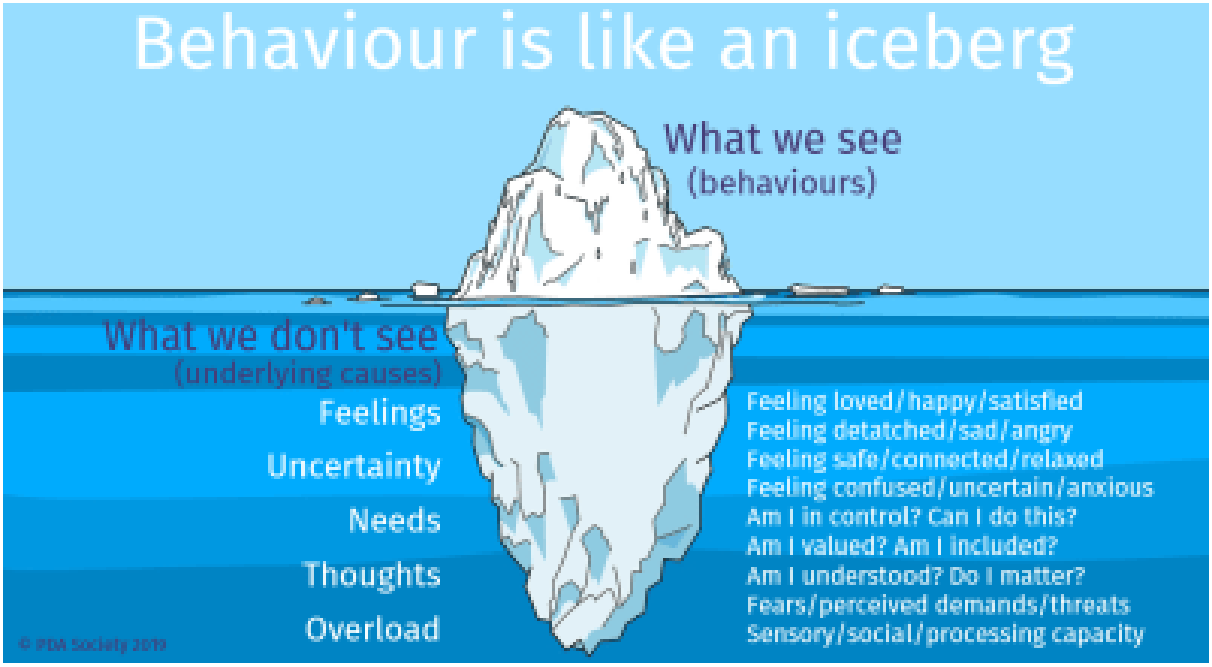
Staff are encouraged to be active in their own self-care and additionally, as a school we will:

- Ensure all adults in school know who they can go to for support and guidance.
- Provide a break and an adult only area to rest.
- Provide time to reflect on school approaches to ensure that policies and practice are meeting needs.
- Use a solution focused approach to challenges.
- Be considerate to workload when planning the right level of support for children.
- Provide regular meetings so staff can reflect on their role and raise anything they need support with.
- Recognise that SLT may face additional challenges in their role supporting the pupils and staff.

School Culture & Approach

Creating a consistent school culture of 'good' behaviour is challenging and complex. It must engage ALL staff who must embed the philosophy and policy continuously in their day-to-day practice. The Headteacher must lead, promote, and insist that the policy is well-understood and followed. **Our Culture** is underpinned by the concepts of self-worth, belonging, feeling valued, having purpose by contributing to the community, having trusting relationships, being independent, having self-awareness, learning about forgiveness and restoration.

At Bowlish Infant School we recognise that behaviour is an outcome of a multitude of 'invisible' inputs. For example:



We value secure, trusting relationships to help children be the best version of themselves despite any life adversities. At Bowlish Infant School we are knowledgeable about childhood adversities, attachment trauma, SEND and how these can impact the ways children present and what barriers may be present for them to be successful at school. We are Trauma Informed and Team Teach trained. The P&3Rs permeate our culture.

P and the three R's (Protect, Relate, Regulate, Reflect)

PROTECT

- Ensuring that all children feel as psychologically and physically safe as they can in the school/ community (upping the safety cues not just an absence of danger).
- Whole school awareness of the impact of ACEs and toxic stress on learning, behaviour, mental and physical health, and how to use 'protective factors' as prevention and intervention.



RELATE

- A Relationship Policy for all school staff to ensure that everyday interactions with children are healing not harming.
- Senior Leads ensuring the emotional well-being of staff.
- Ensuring that all children have on-going access to a trusted emotionally available adult.
- Children who have experienced one or more ACEs (adverse childhood experiences) require daily access to a trusted emotionally available adult at a known time and place.

REGULATE

- Acknowledging that a child cannot learn, concentrate, attend if very stressed.
- A whole school commitment to relate on a daily basis to all children in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health and to enhance learning.
- A whole school commitment to supporting staff on a daily basis in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health.

REFLECT

- Ensuring that all children are offered the time and space to make sense of painful life events, with an emotionally available adult who is trained to listen, understand and provide verbalised empathic response.
- A conversational rather than punitive response to challenging behaviour in order to support development of the child's higher brain executive functions and prevent long term mental health problems which research shows can so easily arise from adults who punish or shame.
- Ensuring children are provided with evidence based psychological and neuroscientific knowledge (psycho-education and psychologically based PSHE) to make informed choices in their lives.

Our approach outlined below is firmly based on putting the child's personal, emotional and child development needs at the centre of our practice.

How we guide and support children to help them be as successful as possible:

Our 3 Words:

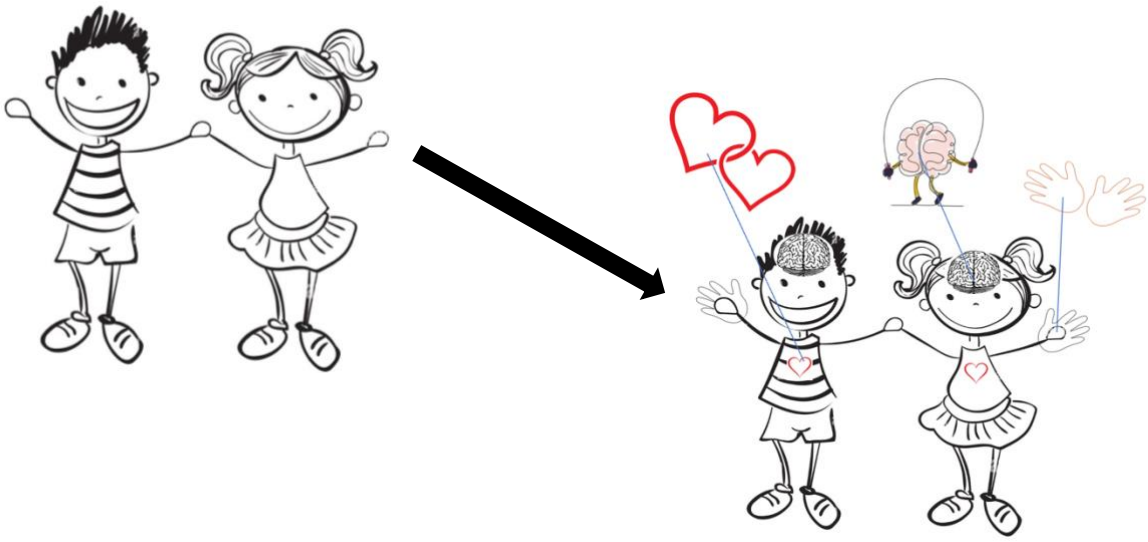
We are

Safe, Calm, Ready

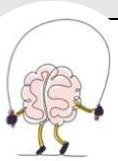
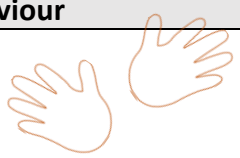
Safe	Calm	Ready
Are you safe?	**Are you calm?**	**Are you ready?**
What does safe look like? • Not hurting anyone physically or emotionally • Not hurting or being hurt yourself. • Using equipment correctly and with respect • Respecting those around you and yourself	What does calm look like? • Not shouting, screaming, crying • Not physically agitated, aggressive, or over-excited • Able to regulate and think about how you feel. • In control of your actions • Able to reflect.	What does ready look like? • Not distracted • Showing good listening • Able to focus • Curious • Ready to learn. • Resourceful

with our

Heart, Head & Hands



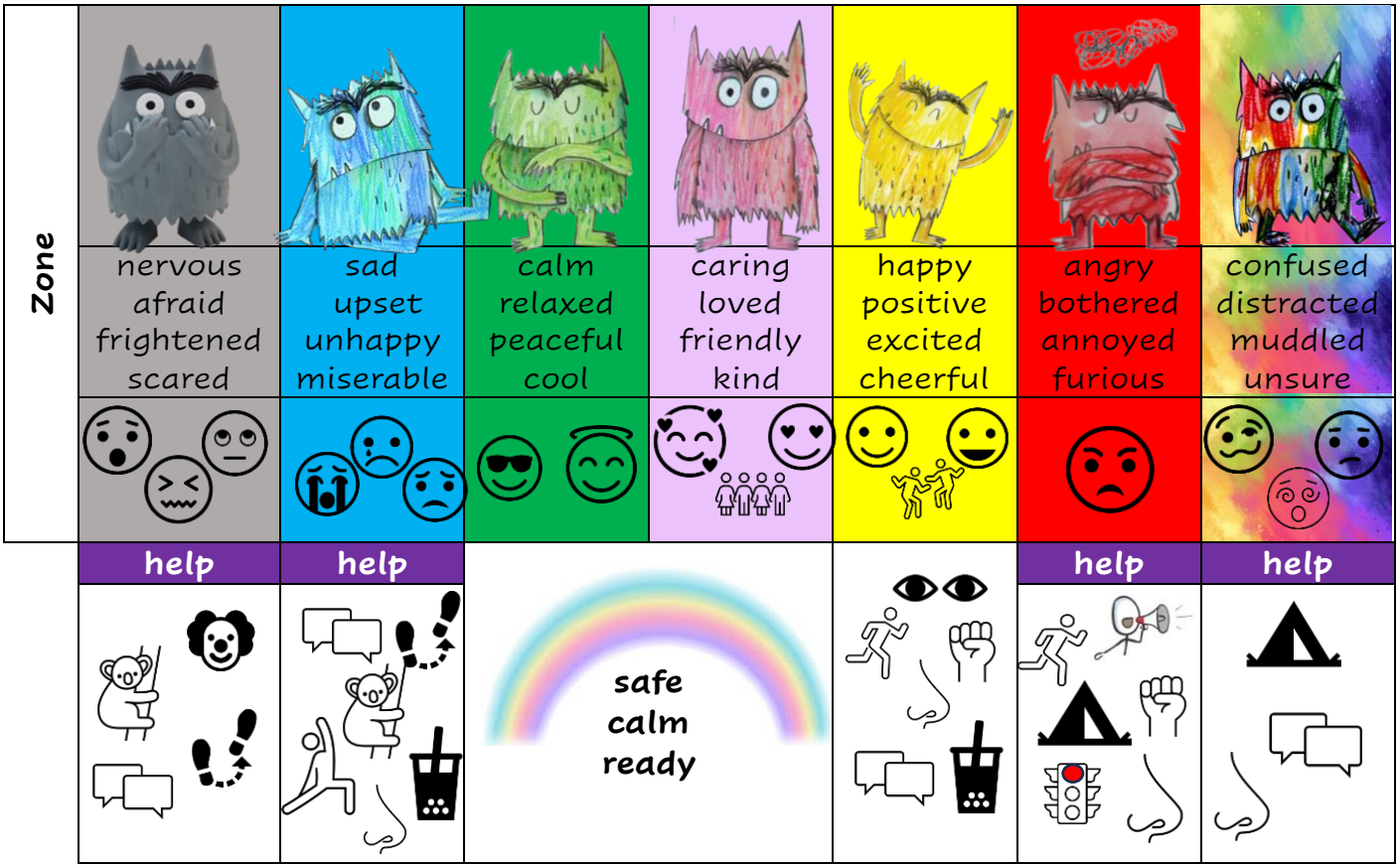
What we do nurture and educate through our Heart, Head, Hands

How we nurture behaviour	How we educate behaviour	How we respond to behaviour
 The provision and environment we provide to foster and nurture individuals	 Specific teaching to help children gain the knowledge and skills needed to self-manage	 Our response to how children behave
• Mutual respect • A calm, enabling environment. • Emotionally intelligent, available adults • Community • Physical needs (food, water, warmth, breaks) • Opportunities to fail and take risks • Brain Time • Calming music • Soft start each morning and toast • Rolling snack • Constant access to water • Movement breaks • Little Leaders • Opportunities to contribute • Caring people • Clear boundaries • Expectations that are easy to understand • Adults who are responsive to needs • Adaptable and personalized practice • A sense of team • Consistency • High expectations • Celebration & acknowledgment • Active, intentional listening • Being valued • Autonomy • A sense of belonging • Experiences to promote self-esteem and self-worth. • Enable success. • Safety (psychological & physical) • Role models • Friends • Secure, trusting, consistent relationships • Well-resourced, fit for purpose spaces • Personalised provision as required e.g weighted blankets, cushions • The Nest – wellbeing and sensory room	• Daily Brain Time • Emotional literacy learning • Conflict resolution learning • Knowledge of self • Active learning skills • Life skills • Calming strategies e.g. finger breathing, tummy breathing • Calming spaces • Zones of regulation, colour monsters • Sport • Knowledge of expectations • Knowledge of what excellence is. • Knowledge of how to be safe • Knowledge of self-care and caring for the environment • Knowledge of societal expectations • Communicate and inform with parents. • Knowledge of friendship • PSHE curriculum • Positive role-modelling **The use of modelled scripts:** “I am feeling…. And I need…” “I can see that you are feeling… because you are…, ….might help you” **Zones of Regulation** (see below)	• Constant, consistent feedback • Opportunities to self-correct • Praise • Rewards • Outcomes • Sanctions • Choices • Consistency through flowcharts • Staff training • Competition • Where additional provision is needed: **Medium-level Supportive Provision** ○ Behaviour Plan ○ Behaviour log ○ Behaviour Chart ○ ELSA **High-level Supportive Provision** ○ PFSA ○ 1:1 Supervision ○ Multi-agency assessment ○ Reduced Timetable ○ Alternative Provision

Zones of Regulation

We have linked the conventional zones of regulation with the colour monsters, which are taught in Reception and help children with a wider range of emotions.

If a child is in the green, pink or a calm yellow, they are Calm and Ready to learn. If they are in a different emotional state, then they can see suggestions for how to regulate.



Koala: hug
Clown: laugh
Speech bubble: talk to someone
Feet: take a walk
Nose: breath to regulate
Tent: find somewhere cosy
Traffic light: stop
Eyes: read a book
Fist: use a fidget

Boundaries, Choices and Consequences

It is essential for boundaries and expectations of behaviour to be clear and consistent to create an environment where children feel safe and trust the adults who are responsible.

Throughout life, when boundaries, rules, laws are tested, there are consequences, some intentional and some unintentional. We have planned and built in our intentional consequences through moments of allowing choices and encouraging good choices. Explicitly teaching this is a long-term protective measure to prevent as many unintentional

consequences (injury, upset etc) as possible. We believe that to know the value of boundaries, to learn where boundaries are, why they are in place, and that there are societal consequences if these are crossed, is an important life skill.

Shouting

We do not shout at our children, and we do not allow shouting or screaming from them, unless guided. This form of communication is emotionally harmful, jeopardizes trust and is a demonstration that the adult is not in control of their emotions. However, there are times when a controlled, loud voice is needed, such as:

- when there is a large group of children outside and instructions are being given
- when other methods of quietening a large group of children have not worked and attention is needed.

All staff can and will use a measured, controlled, firm voice when needed but, this will never breach into a perceived 'shout' and children are taught to recognize the difference.

Children with identified SEND needs

The needs of all children are catered for, and we recognize that children with SEND may require a different approach and different levels of expectation regarding their ability to regulate. Individual plans will be followed in these circumstances and the SENDCo will be involved in any decision making around consequences/reflection time (these will be pre-planned).

In-class consequences

- Missing playtime.
- Leadership Roles revoked.
- Enrichment activities revoked.
- Other in-class measures deemed appropriate by the teacher.

When are the Flowchart processes not followed?

There are times when this process may be deemed no sufficient. Specifically, if a child is:

- Physically hurting or threatening to hurt other children, staff, or themselves
- Causing damage to school resources, fixtures, fittings, furniture
- Intentionally using explicit language
- Displaying racism, other forms of discrimination or bullying

Time to Regulate and Reflect

Children are always allowed time to 'calm' and get 'ready' in a safe, supervised space before they are asked to reflect. Once a child is perceived to be calm, they are then expected to follow further instructions and being reflection/return to activity.

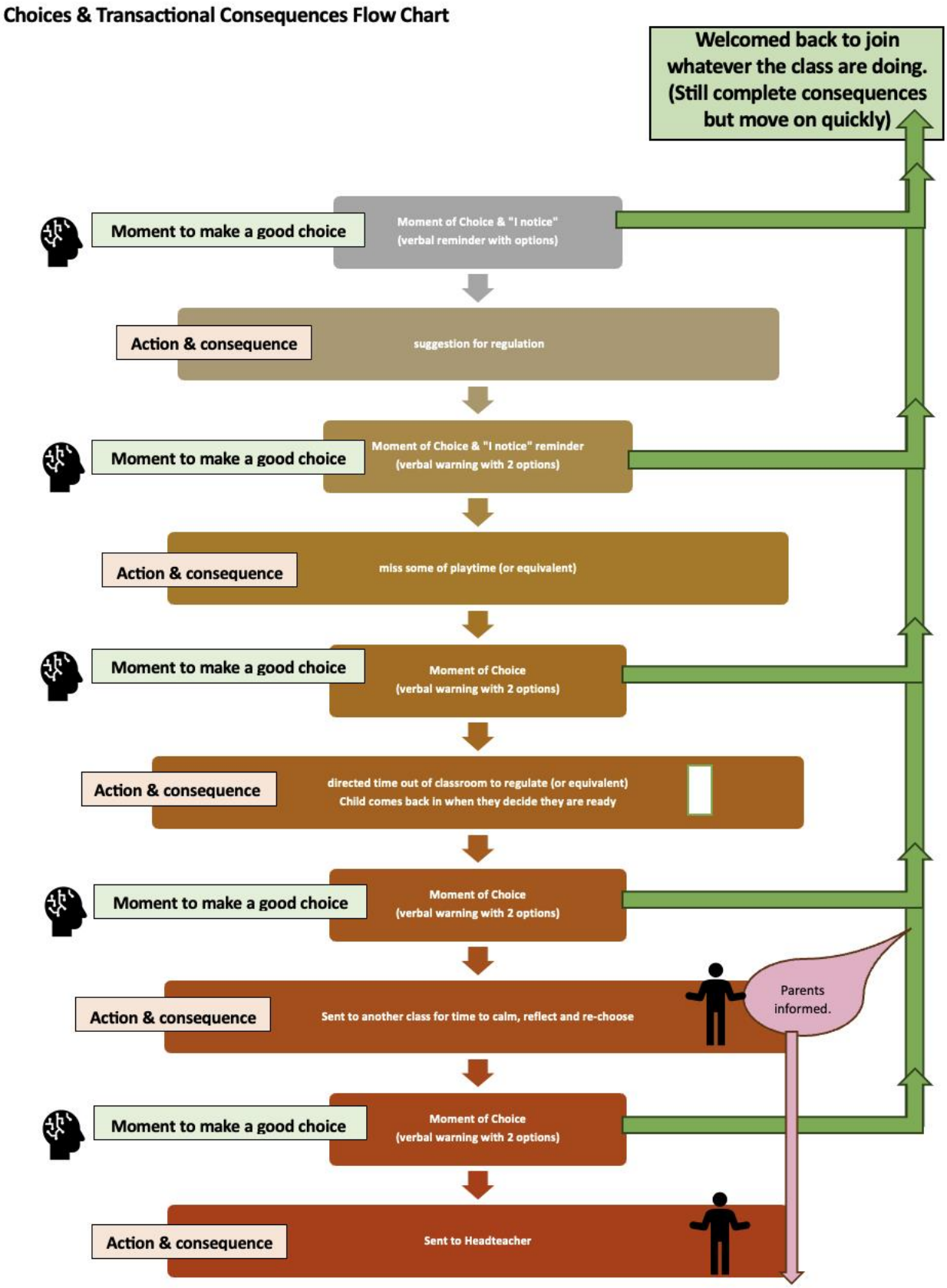
When reflecting we expect the child to start their sentence with "I" to encourage the reflection process.

Some examples of what is considered unwanted behaviour or disruption and therefore begins the process on the flowcharts below at Bowlish Infant School:

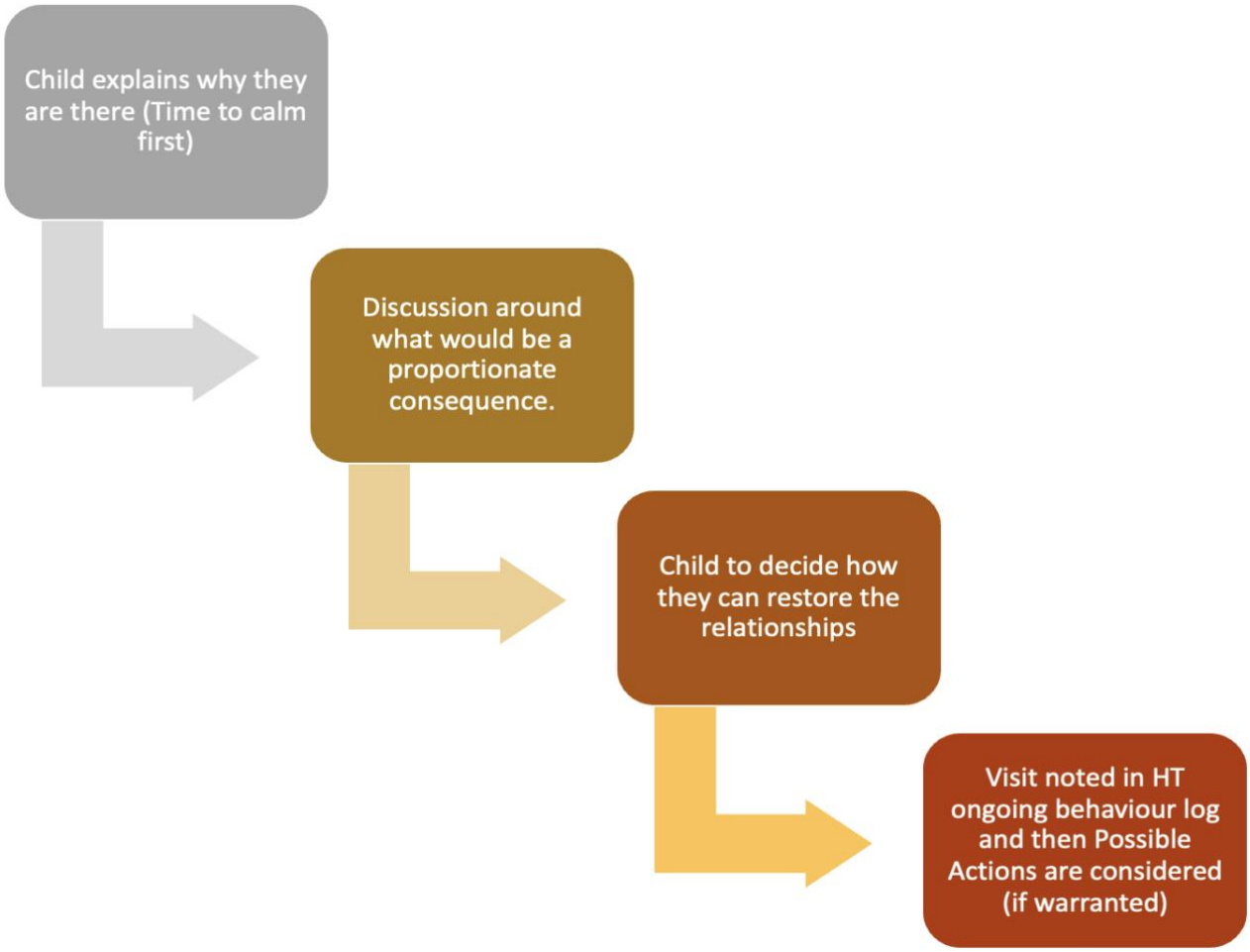
- Refusal to participate in lessons.
- Preventing others from learning.
- Being disrespectful to staff.
- Refusal to follow direct instructions.
- Delaying following instructions.
- Distracting others.
- Not respecting the school resources or environment.
- Being unkind to other children.
- Shouting out.

- Not listening.
- Being ‘silly’.

To help children know where the boundaries are, to sustain a safe environment conducive to learning and still allow natural moments of testing, the following Flow Chart is how we teach and sustain those expectations.



Process once sent to the Headteacher:



Further Actions by the Headteacher (In no order, depending on incident and/or regularity of visits)

- Parent phoned.
- Leadership roles revoked.
- Extended 'Time in'.
- Parents invited in to attend a meeting regarding behaviour.
- Child given a behaviour Chart to follow.
- Child put onto a Behaviour Plan.
- Internal Suspension.
- External Suspension.
- Permanent Exclusion.
- Medium level or high-level support provision as listed above.

Suspensions and Permanent Exclusions

Also see our Suspensions and Exclusions Policy.

Bowlish Infant School recognises that children who are suspended or permanently excluded may be vulnerable to a range of safeguarding concerns and that such actions can increase a child's risk of harm, exploitation, poor mental health, serious violence, criminal involvement, and becoming missing from education.

The school will ensure that safeguarding remains central to all decision-making relating to suspensions and permanent exclusions. Staff will consider whether a child's behaviour may be an indicator of unmet

safeguarding needs, abuse, neglect, exploitation, trauma, mental health concerns, family difficulties, or special educational needs and disabilities (SEND).

Bowlish Infant School will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with statutory guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Actions we take when suspending

- Ensure safeguarding considerations form part of all decision-making processes.
- Consider whether behaviour is linked to an underlying safeguarding concern or unmet need.
- Involve the Designated Safeguarding Lead (DSL) where safeguarding concerns are identified, suspected, or known.
- Consider whether Early Help, Children's Social Care, mental health support, or other multi-agency interventions are required.
- Notify the Statutory Virtual School of a suspension or permanent exclusion of a Looked After Child
- Remain alert to the heightened risk of children who are suspended or permanently excluded becoming missing from education, experiencing child criminal exploitation, child sexual exploitation, or becoming involved in serious violence.
- Work collaboratively with parents/carers, the local authority, alternative providers, and other relevant agencies to promote the child's safety and welfare.
- Ensure that safeguarding arrangements remain effective throughout any suspension period and during transitions to alternative provision or other educational settings.
- Transfer child protection records, safeguarding files, risk assessments, and any other relevant welfare information securely and without delay when a child moves to another education provider following permanent exclusion.

The school acknowledges that a permanent exclusion should never be viewed solely as a behaviour matter and will take all reasonable steps to identify, assess, and address any underlying safeguarding vulnerabilities affecting the child.

Child-on-child abuse

All children have the right to attend school and learn in a safe, happy and respectful environment. We do not tolerate child-on-child abuse in any form and will always take concerns seriously. We recognise that young children are still developing their understanding of relationships, emotions, boundaries and appropriate behaviour, and we will respond in a way that is both protective and appropriate to their age and stage of development.

Child-on-child abuse can take many forms, including, but not limited to:

- bullying, including repeated unkindness, exclusion or deliberately hurting another child;
- physical behaviour such as hitting, kicking, biting, pushing or hurting another child;
- threatening or intimidating behaviour;
- name-calling, teasing or language intended to upset or humiliate another child;
- discriminatory or prejudicial behaviour relating to protected characteristics;
- inappropriate touching or other behaviour that does not respect another child's personal space or boundaries;

- harmful or inappropriate sexual behaviour; and
- online behaviour that causes harm, where this is relevant to our pupils.

We do not dismiss harmful behaviour as simply “banter”, “just playing” or “part of growing up”. Where behaviour causes, or has the potential to cause, harm or distress, adults will listen carefully, establish what has happened and provide appropriate support and education to all children involved. We will consider the age, developmental stage, understanding and individual circumstances of each child when deciding how to respond.

We recognise that child-on-child abuse can happen between any children, regardless of sex, age, background or circumstance. We will therefore take all concerns seriously and will not make assumptions about who may be responsible or who may be affected. Where a concern raises a safeguarding issue, it will be managed in accordance with our safeguarding procedures and appropriate advice and support will be sought.

Bullying

At Bowlish, every child belongs and should be enabled to have friends and learn in a safe environment. Children at Bowlish are taught what bullying is and the harm it can cause. They are taught at an age-appropriate level how to recognize it and what to do if they think they or someone else is being bullied. Bullying is not acceptable at Bowlish and is taken seriously.

What is bullying?

The NSPCC defines bullying as “repeated physical or emotional behaviour that hurts someone, encompassing actions such as name-calling, hitting, and cyberbullying.”

Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Types of bullying

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulative behaviour
- making silent, hoax or abusive calls.

The following types of bullying are also hate crimes:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability

If bullying is identified, then both the victim and perpetrator will receive the support they need. Actions such as separating the children, considering class moves and providing mediation and friendship support. Bullying is taken seriously and the school expects parents to support wherever needed.

Swearing

We do not consider swearing to be appropriate language within our school community because hearing swear words can be upsetting, confusing or potentially harmful for other children, particularly our younger pupils. We therefore expect all members of our school community to use language that is respectful, appropriate and supports a safe and positive environment for everyone. However, we recognise that young children may sometimes use swear words or other inappropriate language without fully understanding their meaning, impact or social significance. Staff will respond calmly, consistently and proportionately.

Where a child uses inappropriate or offensive language, adults will first establish the context and intent, explain why the language is inappropriate and support the child to identify and use more appropriate words to express their feelings or needs. Repeated or deliberate use of swearing, particularly where it is directed towards another person, will be addressed through the school's behaviour procedures and may result in an appropriate consequence. Where swearing forms part of a pattern of concerning behaviour, this will be taken seriously and addressed as such. Our approach is restorative and educational, recognising the age and developmental stage of our pupils while maintaining clear and consistent expectations for respectful language.

Imitation and Curiosity: The NSPCC acknowledges that young children often use inappropriate words simply out of language exploration, frustration, attention-seeking, or imitation. If a child is just repeating a word they heard elsewhere without understanding its meaning, it is considered standard, socially unexpected behaviour that requires guidance.

Emotional Crisis

Assisting a child through an emotional crisis

When emotions have become so 'big' they cause a child to act in a way that is causing them to not be in control of their actions, we see the emotion before we see the actions. In these moments children are not able to self-regulate or reason and need time to allow the emotion to pass, understanding of the adult supporting them and to be kept safe.

The PACE process will be followed with the listed subsequent preventative/safety measures.

When an adult is interacting with a child in this crisis moment, in addition to intentional listening they will use the following planned techniques (after any emotional crisis, there must always be a reflective moment of listening and teaching):

- Tell them you care and want to help. Ask "How can I help?"
- Use scripts.
- Change of face.
- Planned ignoring.
- Use as few words as possible.
- Use mindful body language.
- Use a calm/firm clear voice.
- Leave moments of silence.
- 'Meeting' the child at their emotional level and steadily 'coming down'.
- Physical outlet activities in response to sensory seeking needs (not playing).
- Give the child space to work through the emotion.
- Use necessary, reasonable, and proportionate physical intervention (see positive physical contact policy).
- Withdrawal – Actively removed from a situation.
- Distraction (not playing) such as telling a story or humour
- Bringing a child's friend to support and listen to them.
- Time Out – time away from the situation.
- Seclusion – Having own space in supervised isolation.

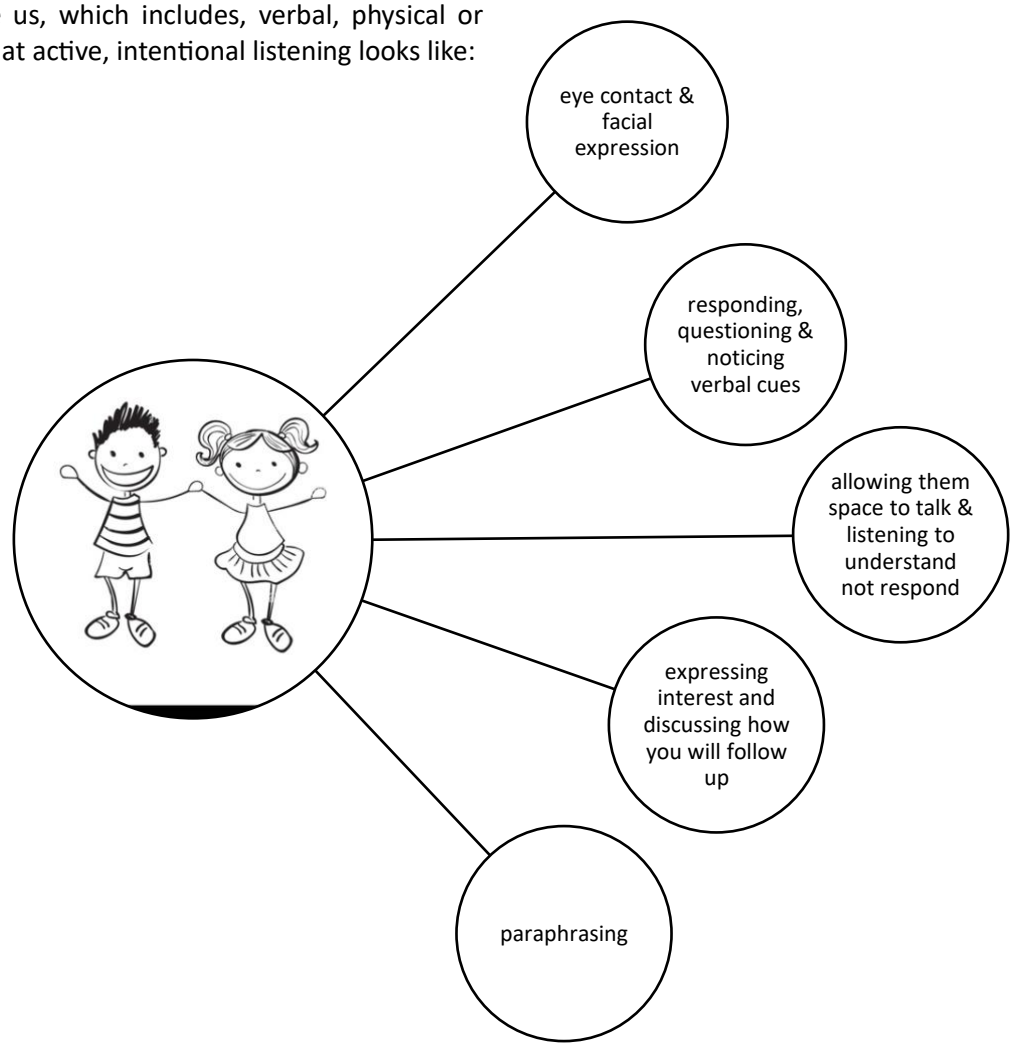
PACE: VITAL Map for Change in Mental Health

	**Play** P	Using a playful, light, warm spontaneous way of interacting with a child/young person to form safe connection.
	**Acceptance** A	Accepting and acknowledging the feelings underneath the child's/ young person's behaviour. This leads to trusting that you are not going to be shaming or critical.
	**Curiosity** C	Voiced active interest in how the child/young person is experiencing an emotionally charged event past or present. "Will you help me understand…?" (The opposite of scolding, giving lectures, talking 'at' a child or young person.)
	**Empathy** E	Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child/teenager.

PACE was originated by Dr Dan Hughes. Full explanation can be found in his books and on website https://ddpnetwork.org

What does good listening look like?

We actively listen to our children. We take time, are interested and act on the information they give us, which includes, verbal, physical or emotional. We have agreed that active, intentional listening looks like:



Scripts with children

Scripts can help lower/diffuse anger or anxiety and keep staff consistent in their language.
"John" use their name.
"John, I can see you are upset" avoid putting an emotion word there yourself.
"I am here to help" ensure body language shows this.
"Talk and I will listen" this gives direction and your function for being there.
"I want to keep you safe" assuring them that your intention is of care and safety.
"How are you feeling? Can you recognize the emotion" this could be a moment where you use a resource to help them pick the emotion?
"How can I help?" allowing them some freedom to express what will help them and what you can do (within reason)
"John, come with me, let's go to the …" continuing to provide direction.

Scripts between staff

If there is a change of face needed and this is recognized by the active staff member of the 'new to the situation' staff member the following scripts can be used between staff to communicate staff actions:
"Mrs X would you like some help?" – this signifies you have noted that they may need you to join.
"Mrs X I am available for MORE help?" – this signifies you are going to take over.
"How about I sit with John?"
"What do you suggest Mrs Z?"
"Mrs Z you can help by"
"Mrs X can you please come and join us?" – this signifies that the staff member with the child requires another adult.
"Mrs X can you please give me MORE help?" – this signifies that the staff member is ready to leave.
"Mrs X can you please as Mrs Z if they would like to join us?" – this signifies SLT or a specific person may be needed
"Mrs Z, we are going to help John stay safe" – this signifies that jointly they are going to physically intervene.

Rewards

We always overestimate the power of intrinsic reward.

We recognize effort and excellent learning and progress by facilitating moments of pride and celebration.

Being Safe, Calm, Ready and all that entails is expected from the children and although an expectation is not rewarded but simply expected, to help young children recognize if their behaviour meets or goes above those expectations, rewards are used. In addition, there are awards for excellent behaviour, role-models and going above and beyond with all aspects of school life.

There are different levels of reward; some to help with operational routines and other to recognize effort. Rewards are also used to create a sense of team, unity, pride, and self-esteem as well as reinforcing that children's efforts are noted and valued. Rewards must not be over-used to prevent them losing their value.

For academic success, intrinsic reward is used, and certificates of appreciation given. Stickers and House Points are not used for this purpose.

Houses & House Points

We have 3 Houses at Bowlish: Yellow, Blue, Green. Points are gained for various reasons throughout the day. Weekly the points are totaled in assembly, so children can track their team progress. There is always a 'reward' for when each team reach the top of the tube. House Teams are used for events, Sports Days, House Days and promoted throughout the school to create cross-school unity.

Rewards are given for:

Daily	Weekly	½ Termly / Termly	Yearly
Behaviour expectations Routines Community contributions Effort	Community contributions Effort Excellent behaviour expectations Excellent routines	House Point totals Attendance	End of year trophy awards for exceptional effort, strength of character, academic achievement and so forth.

Which Rewards are given for what?



Responsibilities

Pupil Responsibility

- Learn the meaning of and adhere to Our 3 Words: Safe, Calm, Ready.
- Learn how they can apply their Hands, Heart and Head to regulate their emotional responses.
- Always try and be the best version of themselves.
- Try to understand we are all on a learning journey and going at our own pace.
- Follow instructions, expectations, and procedures.

Parent Responsibility

- Help their child understand the meaning of and adhere to Our 3 Words: Safe, Calm, Ready.
- Support their child to come to present at school as the best version of themselves.
- Understand every child is on a learning journey and going at our own pace.
- Support their child to follow instructions, expectations, and procedures while at school.
- Be proactive in knowing about their child's behaviour in school and taking appropriate responsibility.
- Be supportive of the school in their approach to managing their child's behaviour.
- Ensure the school are fully informed of any circumstances which may impact how their child presents.

Teacher Responsibility

- Know, understand, apply and embed this policy.
- Build secure relationships with all children and parents.
- Believe in every child.
- Model all aspects of this policy.
- Communicate honestly and effectively regarding behaviour with parents, children and the headteacher.
- Be consistent and insistent with genuine care and understanding.
- Have consistently high expectations of behaviour.

- To look after themselves and each other in the face of challenging behavioural circumstances.

Headteacher Responsibility

- To have overall responsibility for this policy and its use.
- Ensure staff are well-trained and able to apply this policy.
- Communicate and promote this policy effectively to parents, children and staff ensuring successful application.
- To have overall responsibility for the welfare of staff and children.
- To report to the governors on the effectiveness and success of this policy.
- Be mindful and proactive in supporting the wellbeing of all impacted by challenging behaviour.

Governor Responsibility

The Governors have a guidance role in promoting the effectiveness of this policy. They need to and will:

- pay due regard to the wellbeing of staff and pupils at the school.
- ensure that expectations do not put unnecessary stress on any member of the school community.
- ensure the bi-annual review and effectiveness of this policy.
- monitor the rate of suspensions and permanent exclusions and reasons for their use.
- Fulfil the responsibilities in the DFE statutory guidance for governors on Behaviour and Discipline in Schools