Kingsland CE Primary School

Attachment Aware Behaviour Regulation Policy

Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

July 2026

Kingsland CE Primary School
Attachment Aware Behaviour Regulation Policy

Date Established: July 2026
Review Date: July 2029

This policy takes into account the principles of the DfE publication Behaviour in Schools September 2024 and Developing a Relational Approach to School Behaviour September 2022, and has received input from Herefordshire Virtual School.

Other DfE publications which this policy refers to are:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
- Working together to improve school attendance August 2024

Philosophy

At Kingsland CE Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning this Attachment Aware Behaviour Regulation Policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”.

Policy aims and objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Our Christian Ethos: 'Let your light shine'

As a Church of England School, our attitudes and responses to behaviour are based on Christian values. The life and teachings of Jesus inform the way that we behave as a community towards each other:

- **We aim to treat each other as unique and precious individuals made in the image of God.**

  Therefore,

  We respect the rights and feelings of everyone, regardless of race, gender, religion, disability, social position, intelligence etc.

  We deal with each other's misbehaviour as individuals.
  'Fairness is not always treating everyone the same'

  We believe the best in each other and understand that, for a variety of reasons, children might experience a skills deficit in terms of managing their behaviour.

- **We seek to forgive each other; learning from our mistakes and starting afresh.**

  Therefore,

  We try not to bear grudges and release people to change their behaviours – every day is a fresh start.

  We have a positive attitude to struggles and not always being successful; this is the point at which we can learn. We aim to develop Growth Mindsets.

  We allow time for personal reflection and choice about giving a genuine apology. We encourage children to engage in restorative resolution.

- **We aim to care, especially for the vulnerable, lonely, sad and those who find loving difficult.**

  Therefore,

  We are committed to including everyone.

  We prepare children to live harmoniously in a world of diversity and difference.

  We acknowledge that there is often a reason why children display behaviour which is challenging to manage, and will seek to understand and unravel this with the child, family and other agencies as appropriate.

- **We seek justice and fairness for all.**

  Therefore,

  We do not make prejudiced and quick judgements.

  We listen and expect the truth. We also acknowledge that children who have experienced trauma, abuse or neglect often genuinely do not know what the truth is or try to shield themselves from shame by denying something that has happened. We encourage children to engage with adults in showing a willingness to repair relationships.

  We are called to respond to the needs of the victim and those behaving inappropriately.

- **Love can be tough**.

  Therefore,

  We face up to the reality of how difficult it can be getting along with some people, and nurture skills of tolerance, independence, patience and respect.

  We need to make clear that certain behaviour is unacceptable and, depending on the situation, consequences which are proportionate and related to the incident may have to be put in place.

Linking with our Ethos

Policy

The attitudes and values explained in this Behaviour Policy are at the heart of all our school policies e.g. Equality, Child-on-child Abuse (Anti-Bullying), Collective Worship, Assessment, Special Educational Needs, and Safeguarding & Child Protection, and is read in conjunction with the safeguarding duties set out in Keeping Children Safe in Education.

The national PREVENT programme is there to safeguard communities from extremist attitudes and behaviours.

We can make a difference by:

- encouraging our children to develop strong moral values of tolerance and respect
- helping our children to be secure in who they are and therefore more able to stand up for what is right and/or turn away from wrong
- allowing our children opportunities to think deeply for themselves about the morality of political, racist, religious, gender and other issues in terms of equality, respect and potential extremism

Practice: Curriculum

These attitudes and values are reinforced throughout our school curriculum e.g. Global Dimensions, Circle Times, RE, Philosophy (P4C).

Values

We have a well embedded Christian values programme; a Christian value e.g. Love, Respect, is unpacked half-termly in school and communicated through displays, lessons and Worship Times, and to parents. These shared and understood Christian values are key for discussing individual behaviour with pupils.

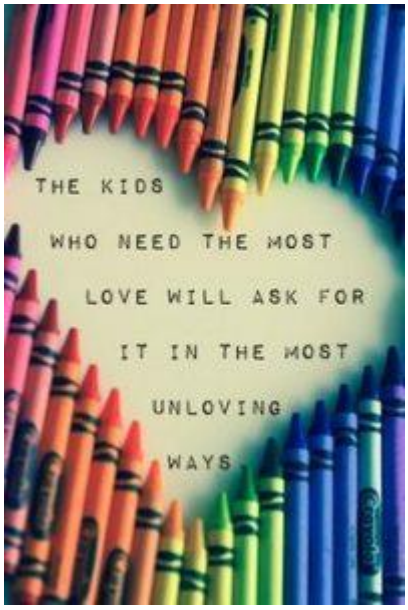
Positive behaviour is essential for 'letting your light shine':

Positive behaviour is essential in providing an environment for learning:

- Children must feel safe and secure to learn most effectively.
- Behaviour is unacceptable when it affects the learning opportunities of others.

The school recognises that there are usually underlying reasons for behaviours. The school also recognises that children's behaviour is a method of communication. It is important to identify the root cause of behaviours in order to have a sustainable and lasting impact. See Appendix 1.

A relational approach to behaviour and trauma-informed practices



Although behaviour policies based on rewards and sanctions can work for the majority of children and young people, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children and young people who have experienced trauma and loss, including vulnerable groups such as children in care, children at the edge of the care system, and children previously in care, approaches that heavily rely on punitive approaches to unwanted behaviour often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

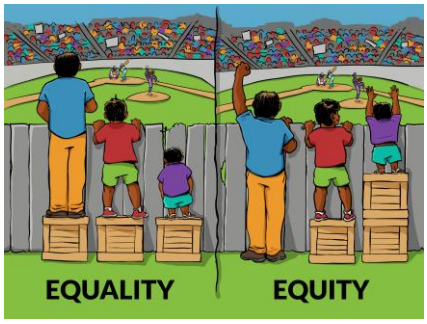
This policy promotes a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and sanctions (punishments) linked to behaviour, towards a more, relational and universal approach, which is inclusive for all, and can benefit the whole school community. This policy also promotes the view that **attachment is everybody's business**.

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children do better in school and life than others. Attachment is central to our well-being and affects us all.

This policy is based on a number of key values and which include:

- A non-judgemental, curious and holistic stance when trying to understand behaviour
- A belief in the importance of mediation and reparation, especially following exclusions

The policy also warns against certain practices that can be emotionally harmful (e.g. public shaming - both verbal and non-verbally - including the use of sad faces against names on classroom boards). See Appendix 2.



This policy promotes some key attachment-aware principles to a relational approach to behaviour and trauma-informed practices:

- **Be fair** - this is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- **Behaviour is a form of communication** - an assumption that behaviour has underlying social and emotional causes, reflected in the use of the term Social, Emotional, and Mental Health (SEMH) difficulties
- **Taking a non-judgmental, curious and empathic attitude towards behaviour** - we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- **Developing relationships** - positive relationships come from a school ethos that promotes and values strong relationships between staff, children and young people and their parents/carers. This type of positive school culture fosters connection, inclusion, respect and value for all members of the school community.
    - We all need to feel safe and cared for
    - In school pupils need to have a sense that they belong and are valued
    - Relationships are key to achieving well-being and academic progress for all pupils.
- **Maintaining clear boundaries and expectations around behaviour** - to help children people feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all staff, within the context of a safe and caring school environment. However, we do advocate “connection before correction” and promote strong relationships to support children and young people to learn how to regulate their own behaviour.
- **Not all behaviours are a matter of ‘choice’** - not all factors linked to the behaviour of children and young people are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not helpful, and for some children, a zero-tolerance approach will ultimately end in the escalated use of consequences without the desired effect. All children want to do well and do well if they can. Those who are not succeeding either academically or emotionally and socially are likely to have unmet needs.
- **Behaviour is viewed as arising within the context of important relationships** (i.e. as occurring between people rather being the result of an internal problem in the children).

- **Encouraging parental / carer engagement** - family involvement is absolutely crucial when addressing and planning support for children's social and emotional needs.
- **A whole school approach and relationship-based ethos** - creating an inclusive and positive school ethos around behaviour which is endorsed by, and embedded across, the whole school community is critical.
- **Natural and logical consequences** – the school aims to use natural and logical consequences where possible rather than overly punitive actions.

Staff should be aware that pupils experiencing high levels of anxiety may present as avoidant, noncompliant, rude or sullen. They may demonstrate disruptive or challenging behaviours as a means of reducing the high levels of emotional and physiological arousal they feel. Their behaviour could be a means to control their environment and those around them, and to orchestrate a situation they feel more comfortable with (e.g. reduce or avoid challenge).

Behaviour may not always appear as an emotional 'meltdown' and can be seen as emotional dysregulation. Children may appear to know what they are doing is wrong, but may have got themselves into a situation where they cannot see a positive way out for themselves. With support to self-regulate / co-regulate and problem-solve, children can be helped to behave in more socially acceptable / appropriate ways.

The school aims to adopt the **PACE approach** (Dan Hughes):
PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.
ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.
CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.
EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Positive Affirmation

Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

Acknowledging and praising good behaviour is far more effective than focussing on unwanted behaviour. We are also mindful that not all children respond positively to praise and reward so these should be carefully given to ensure children can accept them.

We recognise that people, generally as they grow older, should require less praise for doing what is right as their motivation should not be for reward. However, we all need some affirmation that we are on the right tracks!

We praise and reward children for good behaviour in a variety of ways:

- Teachers, Teaching Assistants, Administrative Staff and Lunchtime Supervisors delight in spotting a child doing something wonderful.

- Each class can have its own reward system for positive behaviour.

- Headteacher's Awards are given for good behaviour as well as other efforts and achievements; these are celebrated on the newsletter and in Celebration Assemblies.

- Children complete 'house point charts' which are used to highlight hard work and positive behaviour. When children achieve 10 house points, they receive a house token and a certificate. Certificates are presented in our Celebration Assemblies.

- At the end of Year 6 there are awards that acknowledge the importance of good behaviour e.g. Lyttle Cup of Kindness, 'Learn to Love - Love to Learn' Award.

- Parents' Evenings and annual School Reports are designed to celebrate good and outstanding behaviour and achievements.

- Daily 'Star Table' awards in the lunch hall.

Whole School Expectations

- We expect that pupils will show respect for their environment, their own belongings and those of other people.
- For safety and to reduce erratic behaviour, pupils should not run or speak loudly in shared areas of the school.
- Courtesy and good manners should be shown in shared areas of the school.
- Regular and automatic use of 'please' and 'thank you' should be embedded by both pupils and staff.
- We expect all pupils and staff to:
    - Be Ready
    - Be Respectful
    - Be Safe

Expectations in Class

- We expect children to listen carefully.
- We expect children to respect their teachers and each other.
- We expect children to try their best in all activities.
- We expect a child not to disrupt the learning of others.
- We expect a child to behave in a way that is safe for themselves and others.
- Negative behaviour should not distract the teacher for an unreasonable amount of time from the teaching and learning of the majority.

Classes discuss and agree their own rules at the beginning of each year.

The class teacher will develop strategies to ensure that these behaviours are encouraged and learned in their classroom.

It may mean that certain children will be moved temporarily to another place in the classroom, that work has to be repeated, that apologies have to be made, that conversations have to take place, that a child needs space and time to feel regulated, calm and in control etc.

It may be decided that the child needs time to reflect on their behaviour and on rare occasions this may mean missing a playtime. Consequences should be linked as closely as possible to the offence.

If such actions are not improving behaviour, the Headteacher may be asked to reinforce expectations.

Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.

Graduated consequence response to unwanted behaviours

Consistency in approach is key so that children, staff and parents understand the school's approach and whole school system. As with all areas of school life, the school has high expectations of the children's behaviour, both in lessons and with breaktimes, lunchtimes, playtimes and transition periods. The following graduated response will be implemented to guide children away from unwanted behaviours:

1. Non-verbal communication / cues will be given to the child e.g. eye contact, a shake of the head, removal of a piece of equipment if being fiddled with.
2. If the unwanted behaviour continues, a verbal warning will be given, emphasising the expected behaviour and how the child can turn the situation around.
3. With continued unwanted behaviour, the child will receive a further verbal warning, and may receive a written warning where their name will be recorded in a class behaviour log; the expected behaviour will be re-emphasised. The child will be required to have a restorative conversation with the member of staff during the next available breaktime about how the behaviour was unacceptable and how they can improve the situation. During the next lesson, the expectation will be that the child demonstrates improved behaviour (a fresh start).
4. If unwanted behaviour continues and there is disruption to other children's learning, the child will be asked to have a short period of self-regulation time outside of the classroom. This will be framed positively, stating that the staff member would like them to return to the lesson calmly and when ready to learn.
5. With further continued unwanted behaviour, the child will be removed from the classroom by the headteacher / member of SLT in order to self-regulate, manage their emotions and have a restorative conversation. The child will return to the classroom when ready to learn again. Children will catch-up on lost work at the next breaktime / lunchtime. Parents will be informed.
6. Further unwanted behaviour will result in the procedures outlined below …

Procedures for Severe Cases of Unacceptable Behaviour

A process for modifying repeated or severe cases of unacceptable behaviour will be personalised for that child and that behaviour. The following options may be implemented:

- Discussions with other colleagues that can produce ideas and strategies, or shared working with a child.
- Discussions with parents and carers can help to understand a 'bigger picture'. Shared strategies and working together can be very effective. A Home / School diary may be useful.
- Children who demonstrate repeated challenging/disappointing behaviour will be given a Relational Behaviour Support Plan. Home/School Behaviour Cards could also be used - with agreed targets and rewards set between home and school.
- We actively seek support for parents in understanding their child's behaviour e.g. Triple P parenting course, Solihull Parenting Course
- SENDCo support and advice - this may lead to further external advice being sought e.g. from Behavioural support, Educational Psychologist etc.
- Peer support can be very powerful and initiated through social games, circle times, philosophy etc.
- The Headteacher may become involved as appropriate in discussion with parents / outside agencies.
- Proportionate and relevant sanctions may be put in place that will help to reinforce the seriousness of the behaviour.
- Unacceptable behaviour that is related to child protection issues will be referred to county safeguarding services.
- In very serious cases, the Headteacher may decide that the child cannot safely remain in school and will take out procedures for a short–term suspension. The school refers to the DfE Suspension and Permanent Exclusion Guidance 2026.

Playtimes and Lunchtimes

There are agreed processes and procedures for lunchtimes based on this behaviour policy - 'Lunchtime Principles and Procedures'.

Bullying and Child-on-Child Abuse

We define bullying as a repeated act of conscious verbal or physical hurt caused by an individual or group. It is NOT the occasional hurtful comment or action of another; we understand that children have to grow up in a world that is far from perfect and in which not everyone will behave towards us as we like. Resilience and appropriate responses are important.

However, 'bullying' is serious and the school does everything that it can to ensure that it is prevented and that it stops. We encourage children to tell us how they are feeling and endeavour to build a community of trust in which individuals are able to talk to their class teacher or another adult. We want parents to know that they can discuss any

concerns about bullying at any time (see Child-on-Child Abuse policy / Antibullying Policy).

The school is clear that any form of Child-on-Child Abuse is unacceptable. The measures set out in this Behaviour Policy and the school's Safeguarding and Child Protection Policy ensure that incidents of child-on-child abuse are prevented and addressed quickly and efficiently.

Racism

Racist comments of any sort are totally unacceptable. They are dealt with in school and reported to school governors.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Searching, screening and confiscation

Detailed guidance for schools can be found in Searching, screening and confiscation at school. It identifies prohibited items such as:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Children are encouraged to keep mobile phones at home. If a child requires a mobile phone to be brought to school, they must hand it in to the school office for safe-keeping as soon as they enter the premises. It can be collected at the end of the school day. Children should not be using a mobile phone in school.

Flourishing for All: Antibullying guidance for Church of England schools (2024)

This guidance for Church of England schools on challenging all forms of bullying informs the attitudes and responses of Kingsland CE Primary School. Our school will be a safe and welcoming place for all God's children.

Serious Incidents

Serious incidents of behaviour are recorded by the Headteacher. Staff are encouraged to relate the events objectively and in detail as close to the incident as possible. These are evaluated usually by the SENDCo, Class Teacher, Teaching Assistant (SEN) and Headteacher.

Incidents of behavioural concern are recorded on My Concern.

Positive Handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils,* and the DfE guidance Restrictive interventions, including use of reasonable force, in schools 2026. Teachers in our school do NOT hit, push or slap children.

Staff only intervene physically if a child is at risk of severely hurting themselves or others, or damaging property.

Staff are trained regularly to be able to safely intervene physically in a potentially dangerous situations e.g. MAPA (Managing Actual and Potential Aggression) and TEAM TEACH. There are trained staff who are available to assist and diffuse difficult situations using verbal de-escalation and positive handling strategies.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Staff Responsibilities

All staff are expected to:

- act as role models for our Christian values; positive, caring relationships are at the heart of a good school and we are responsible for creating an atmosphere of love and respect, demonstrating care and forgiveness.

- deal with negative behaviour calmly and rationally.

- ensure that there are clearly understood and fairly applied boundaries of acceptable behaviour.

- work in positive communication with parents, sharing strategies etc.

- attend our daily Collective Worship; it is a practical way of demonstrating that we are '*learning to love'* together.

- reinforce good behaviours throughout the school, not just within their own classroom; this is a vital way of children hearing the same message and with supporting colleagues.

- supervise any children who may be reflecting on their behaviour during playtime or outside of the classroom.

- be responsible, as timetabled, for ensuring playtime is fun for everyone and that the school values / ethos and expected behaviours are evident.

- take an active role in staff induction and regular behaviour management training, including, where appropriate, the National Professional Qualification in Leading Behaviour and Culture (NPQLBC), and Mental Health and Behaviour in Schools

- address incidents of negative behaviour with predictability, fairness, trust, dignity and consistency

Lunchtime Supervisors:

- meet regularly to discuss issues including behaviour with the Headteacher
- have clear guidance about school expectations of behaviour and rules
- manage small incidents of inappropriate behaviour
- report significant incidents to the class teacher
- refer serious cases of negative behaviour to the Headteacher immediately

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may enter into discussion with the Local Authority about the future permanent schooling of that child. Both these actions are only taken after the School Governors have been notified.

The Role of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the

school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

The views of pupils concerning behaviour are sought and acted on through regular discussions.

Pupils have contributed to this policy offering their thoughts, feelings and suggestions via the Worship Team and School Council.

The Role of Parents

Kingsland CE Primary School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's values and expected behaviours in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to support the school in implementing its policies and procedures. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have significant concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to correct a child, we believe parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, then an appointment can be made with the Headteacher. If parents are still not satisfied, they should follow the procedures set out in the school Complaints Procedure Policy.

The Role of Governors

The Governing Body at Kingsland CE Primary School has the responsibility of setting down these general guidelines on standards of behaviour, and of evaluating their effectiveness. The Governors support the Headteacher in implementing this policy. Governors visit school regularly and comment on the standards of behaviour that are evident. Detailed advice for governors is available in Behaviour and discipline in schools: Guidance for governing bodies.

Evaluation

The Headteacher evaluates the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The views of parents and pupils on behaviour in our school are sought annually in questionnaires.

It is the responsibility of the Governing Body to ensure that the school policy is administered fairly and consistently.

Behaviour in school is evaluated annually in the SEF according to Ofsted criteria and judgements by the staff and governors.

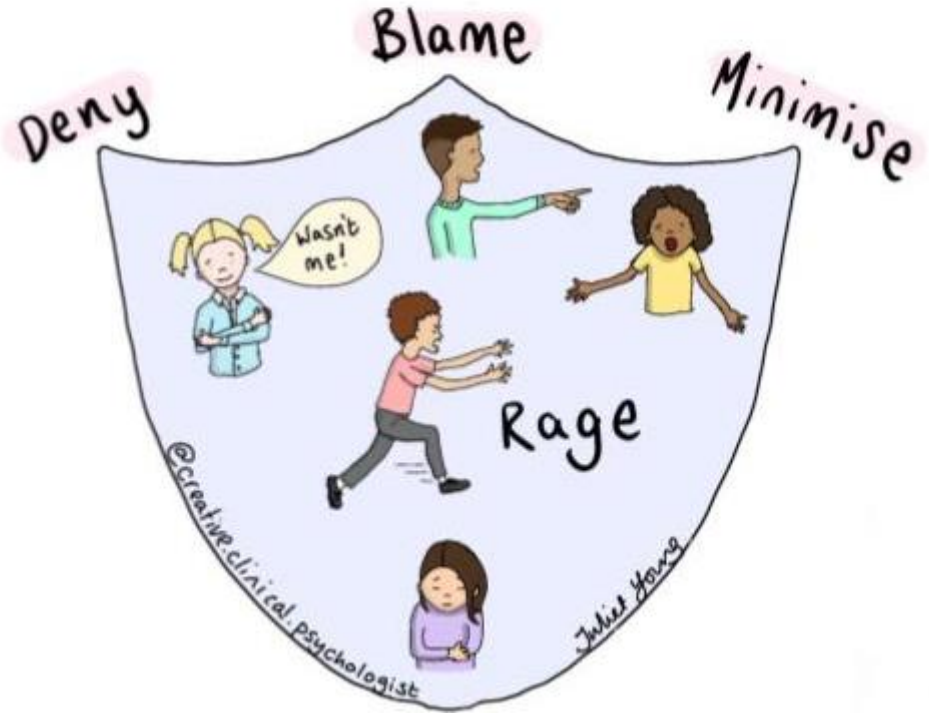
Review

The Governing Body will review this policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1

Appendix 2

The Shield of Shame

(adapted from Golding and Hughes, 2012)

Shame can be such a painful emotion to feel that we often respond in ways that end pushing people away (at a time when connection is really needed)