

Dry Drayton C.E (C)

Primary School



Positive Behaviour Policy

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Positive Behaviour Policy

1. Introduction

Small School Big hearts Big ambitions

At Dry Drayton C of E (C) Primary School, our motto is reflected in everything we do. We aim to provide a calm, safe, happy and supportive environment where respect for others and excellent behaviour create an atmosphere which enables children to learn, build caring friendships, thrive and grow. Valued behaviour in schools is central to a good education. It means that school is a place which children and young people want to attend and where they can learn and flourish. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

The expectation is that everyone in our school maintains the highest standards of personal conduct, they accept responsibility for their actions and behaviour, in an age appropriate way, and they support and encourage others to do the same.

This is a Positive Behaviour Policy because our philosophy is to treat others as we wish to be treated ourselves, with dignity, kindness and respect, thereby developing positive relationships between children, between children and adults and between adults and adults, including parents and the wider community.

This policy sets out the consistent, restorative approach which we use throughout school to support children's behaviour and should be considered alongside our 'Child-on-child abuse' and 'Antibullying' Policies.

When behaviour is below our expectation, this policy guides everyone through our fair and consistent restorative approach to supporting behaviour.

This is through reflective conversations with all children involved to include the following opportunities to consider:

1. what has taken place;
2. resolutions;
3. suggestions to avoid it reoccurring;
4. how they could apologise and think about forgiveness.

This policy also acknowledges our legal responsibilities under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs (SEND).

Our aim can be summarised as these three rights which all members of our community are entitled to experience in our school:

- to be safe physically and emotionally
- to be treated with respect
- and to learn without unfair distraction.

2. Our Values

These are our values. We wish for all who are part of our school community – pupils, staff, parents, governors, volunteers and visitors to be:

- Respectful
- Inclusive
- Kind
- Attentive
- Engaged
- Challenged

3. Our Vision

‘I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding.’ Philippians 1:9

Our vision is to educate and inspire each child in our care, enabling them to gain the knowledge, skills and confidence to make a positive difference in the world. Our small inclusive school provides a safe, nurturing community built on the foundations of Christian values.

4. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2024) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2024) ‘Mobile phones in schools’
- DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools’

5. Roles and responsibilities

The governing body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.
- Collaborating with the governing board and headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - classteacher.
- As authorised by the headteacher, setting consequences for pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

6. Our approach

Our approach is one of promoting the values of good behaviour within an ethos which fosters discipline and mutual respect between pupils, between staff and pupils, and between all members of our community. Behaviour is managed consistently so that positive reinforcement is provided when

expectations are met, while consequences are required where rules are broken or behaviour is not acceptable. This enables pupils and staff to thrive, achieve and build positive relationships based on predictability, fairness and trust. We train some upper KS2 children to become Peer Mediators so that they are an additional support to the children in our school.

Through our approach, we aim to achieve the following:

- To provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered
- To provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values
- To provide a clear set of expectations to which everyone can aspire, whilst taking into account that some children may become more easily dysregulated and will need a thoughtful response to this that doesn't involve an immediate consequence
- To make reasonable adjustments to our approach for children with SEND who might be experiencing SEMH difficulties, for example by adjusting our language or allowing longer take-up time
- To encourage everyone to take responsibility for their own actions and their consequences
- To praise considerate behaviour
- To encourage children to become independent in their approach to work and in managing their own behaviour.
- To enable children to reflect upon their words or actions, and in talking with them, they are encouraged to consider the consequences and reasoning
- To focus on identifying any behaviour that is causing harm, that is hurtful physically or emotionally, or preventing children from learning
- To learn how to apologise and the importance of forgiving and being forgiven
- To help children to develop an understanding of what is right, what is wrong, and why
- To meet the needs of all pupils in the school, including pupils with SEND
- That everyone can feel they belong in the school community and high expectations are maintained for all pupils

7. Our expectations

At the beginning of the school year, each class creates a Class Charter of behaviour expectations through collaborative work between pupils and staff. They are concerned chiefly with the safety and happiness of the pupils, consideration of others and for good learning behaviour. We hope, too, that it will prepare them for life in society. We expect pupils to demonstrate these behaviours and meet these expectations at all times: in the classroom, playground, during sport fixtures, educational trips, visits and events and whilst they are on the way to and from school wearing Dry Drayton School uniform when they are acting as representatives of the school.

Whole school behaviour expectations include the following list created by the pupils and staff:

- We are honest and always tell the truth
- We look after each other
- We listen when someone is speaking
- We generally look at the person who is speaking, but we accept that this might not be comfortable for all children

- We put up our hand and wait our turn to speak
- We are calm and always walk when inside
- We concentrate to the best of our ability and learn to find ways to develop our concentration skills e.g. through movement breaks and fiddle toys
- We use kind hands and kind words
- We help everyone
- We sit in a way that has a positive effect on those around us
- We keep everywhere tidy
- We use inside voices
- We look after all of our books, equipment and resources
- We work hard and try our best
- We play nicely, kindly and inclusively
- We are helpful
- We demonstrate good manners at all times
- We show appreciation when we are given something
- We generally follow instructions straight away, take-up time may be extended to support some learners
- We ask if we need to come inside at break times

In addition to the behaviour expectations above, we support pupils to develop self-help skills for learning: have a go and if you are stuck, look back in your book to see if you have covered this before, check the working wall, then check with a peer in the lesson and finally ask an adult.

We have created the 6R's to provide strategies to assist pupils in modelling good learning behaviour – to be respectful, resilient, resourceful, reflective, responsible and a reasoner. Each of the 6R's has a related Bible story to help to explain the R and act as a reminder.

<p>A good learner is resourceful</p>  <p>Wedding at Cana John 2:1-11</p>	<p>The 6 Rs help you to be the best learner you can be:</p>	<p>A good learner is a reasoner</p>  <p>Noah and the dove Genesis 8:9-12</p>
<p>A good learner is reflective</p>  <p>Moses and the burning bush Exodus 3:3-15</p>	<p>A good learner is responsible</p>  <p>The wise man's house Matthew 7:24</p>	<p>A good learner is resilient</p>  <p>The parable of the sower Mark 4:1-9</p>
<p>A good learner is respectful</p>  <p>The little children and Jesus Matthew 19:13-15</p>		

The consequences of following these expectations, suggested by the children are:

- We create a safe, happy environment at school
- We are rewarded
- People show us respect
- We are given praise and our valued behaviour is acknowledged
- We earn house points for ourselves and our House Team
- We can have a positive influence on others
- We could be awarded certificates
- We may win the Courtesy Cup
- It makes us feel good about ourselves
- Our school can be the best school

8. Encouraging and rewarding valued behaviour

To promote and encourage valued behaviour we have house points and a house system. All pupils are automatically assigned to a house team when they join the school with siblings being given the same house.

Good manners and behaviour in the lunch hall are rewarded by sitting on the Golden Spot with a friend of their choice for a week. Lunchtime supervisors choose four pupils each week.

All adults are encouraged to acknowledge kind and valued behaviour with house points in addition to for example, making a great effort, displaying any of the 6Rs in regard to learning, positive attitudes to learning, progress and high quality work. Pupils collect these on their personal House Point Card.

Throughout the year, pupils' house points accumulate, and they are awarded the following:

- Bronze Certificate for 100 house points
- Silver Certificate for 200 house points
- Gold Certificate for 300 house points
- Platinum Certificate for 400 house points
- Diamond Certificate for 500 house points.

These are presented in our Celebration Collective Worship which is held every week and led by a Year 6 pupil. Parents, family and friends are invited to attend these weekly assemblies to celebrate the achievements of everyone and not specifically of their own child

The house team with the most points at the end of each term have a non-uniform day with a special activity in recognition of their team effort and hard work.

We also recognise the positive contributions, achievement, progress and behaviour of pupils through:

- Verbal praise and encouragement
- Written comments and feedback
- Referral to other members of staff for positive recognition
- Sharing positive experiences with their parents
- Displaying and sharing children's achievements in school, through Class Seesaw to parents and through our fortnightly newsletter
- Class teacher certificates in our weekly Celebration Collective Worship

- Positions of responsibility across the whole school (House Leader) or within the class (helping with class routines or chosen to be a messenger)

9. The consequences and management of not meeting these expectations

To achieve these aims, a response to behaviour may have various purposes which include:

- deterrence: consequences can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via consequences, reflective conversations or targeted pastoral support.

Pupils will learn that behaviour will not normally disrupt teaching, learning or school routines and that disruption is not tolerated. Proportionate action is taken to restore acceptable standards of behaviour.

The first priority when responding to misbehaviour is to ensure the safety of pupils and staff and to restore a calm environment. It is important that our staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will be used to help prevent further behaviour issues arising and recurring.

Sometimes a pupil's behaviour will be unacceptable or unsafe and pupils need to understand that there are consequences for this behaviour. Often this will involve the use of reasonable and proportionate consequences.

When pupils show unacceptable or unsafe behaviour, we aim to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. Sometimes there may be an acceptable delay between the incident and the resolution to allow a calming down time or for reflection – examples of reasonable adjustments which may be necessary to manage pupils and their behaviour.

We wish for every pupil to meet these expectations as we believe that they will have a happier and more fulfilled experience at Dry Drayton Primary School. It will help to prepare them to be good citizens in the world. The vast majority of pupils at our school behave well and have positive attitudes to school and learning.

We acknowledge that there are times when pupils will not always meet the high standards we expect at all times in school and so the following procedure will be followed. We will always consider the age and maturity of the pupil and make reasonable adjustments, if necessary, but without lowering our expectations of valued behaviour.

Where expectations are not being met, an adult will try to talk to the pupil/s to try to find out what has happened. Staff will listen objectively to all pupils involved in an incident. They will try to present either side's viewpoint so that the pupils can reflect on their actions, the consequences of these actions and then there is an opportunity for apologies, acceptance and forgiveness. Sometimes there

will need to be a consequence as a result of unacceptable behaviour and this will be discussed with the pupils involved. Sometimes it may be appropriate for the pupil to suggest a suitable consequence for their actions.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

10. Managing unacceptable behaviour in lessons

In some cases, particularly when a pupil is persistently disruptive and support or consequences are not deterring poor behaviour, further action may be needed.

Behaviour will be recorded in My Concern and serious or repeated behaviour will be reported to parents.

At the completion of each stage, the adult and pupil will take time to discuss the events and causes to provide opportunity to hear the other point of view and allow time for apologies, acceptance and forgiveness.

(At any point in this staged behaviour process, the school may have to make the decision to move up or down the stages in more than single increments)

Stage 1

Make the right choice

In first instances of inappropriate or unacceptable behaviour in lessons, it is important to praise and recognise valued behaviour in pupils and to give attention to those who are making the correct choices. It is made clear that it is the pupil's behaviour, and not the pupil themselves, which is not acceptable.

They will be asked to make the right choice: to continue with their work or activity and to stop the inappropriate behaviour and/or disruption to their classmates.

They should be asked if they understand what they need to do. Age appropriate opportunities for the pupil to reposition and/or separate e.g. ask the pupil if they think they might want to sit or play somewhere else. In school, there are 'Quiet Working Spaces' where a pupil can choose to sit if they feel they would work better by themselves.

The 'Quiet Space' maybe a separate table in the classroom, a cushion, a bench in the field or hall, or whatever is suitable.

Stage 2

Second reminder to make the right choice

If the unacceptable behaviour continues, the pupil will be reminded that it is the second time they are being asked to make the right choice: to, for example, complete the task, work without distracting others, or they can choose to move to the Quiet Space.

Stage 3

Final reminder to make the right choice

The pupil will be told that they have already been reminded about making the right choice and this is their final reminder. They still have the option to move to the Quiet Space.

Stage 4

Pupil has to move to the Quiet Space

Since the pupil has been clearly reminded and not made the right choice, the staff member will instruct the pupil to move to the Quiet Space for a length of time considered appropriate.

They are also reminded that their work needs to be completed in lesson time otherwise it will need to be finished at break times or at home. This is to ensure that children have completed the necessary learning and skills to continue with their learning the following day. Pupils are expected to complete their work with minimal interaction and assistance from an adult at the Quiet Space.

At all times, adults ensure that pupils have all the resources they require to complete their work and that they know and understand what the task entails. Adults also explain why their behaviour is preventing them from continuing with their work or how it is preventing others from completing theirs.

Stage 5

Pupil is moved to another classroom or Head's office

If the unacceptable behaviour continues, the pupil will be moved to another classroom or to the head's office for the rest of the lesson in order that their work is completed.

Stage 6

Assessment and Personal Support Plan prepared

When defiant behaviour persists daily, an Initial Assessment will be undertaken in partnership with the Headteacher or SENDCo, the class teacher, parents/carers and the pupil to identify key difficulties and triggers. Following this, a Personal Support Plan (PSP) will be written detailing support and provision from school and home including clearly defined behaviour expectations, targets and consequences. The pupil will be expected to meet with the Headteacher or SENDCo during break-times and lunchtimes to review progress and achievements. A weekly review meeting will be held with parents. The PSP will run for a minimum of 2 weeks but may also be superseded by further stages. If targets are achieved, remove from the PSP, if it is unsuccessful then move to Stage 7.

Stage 7

Review PSP and all extra-curricular activities stopped

The PSP will be reviewed and adjusted as necessary to ensure the agreed behaviour expectations, targets and consequences are reasonable. The pupil is made aware that these are to be followed in order to avoid exclusion, which would be the next stage. Alongside this, extra-curricular and

enrichment activities will be stopped. All clubs, trips outside of school suspended, break times and lunchtimes with peers earned by positive attitudes and meeting of targets noted on the PSP.

If targets are achieved, return to Stage 6 with re-instatement of extracurricular and enrichment activities. If targets are not achieved move to Stage 8 or 9.

Stage 8

Internal Exclusion

Maximum 10 days. Engagement with staff and parents/carers (as above) plus LA support to identify what additional provision can be provided to avoid exclusion. PSP reviewed and amended to ensure the agreed behaviour expectations, targets and consequences still remain. Targets achieved: maintain for a further week then develop re-inclusion programme with all agencies to ensure a sustainable return to quality first teaching in the classroom.

Stage 9

Fixed Short Term Exclusion

Maximum of 5 Days. Work will be set by the School and MUST be completed by the pupil before any re-integration process can begin. The school will contact twice a day (morning and afternoon registration) to ensure that work is being completed and to offer support. An agreed re-inclusion programme will be developed including reduced timetabling, and a staged return in consultation with all agencies.

Stage 9+

Further stages in this process are described by the LA and DfE guidance. The School fully subscribes to this advice and guidance. Ultimately, the School will do everything it can to avoid permanent exclusion, but we will be guided by the principles and rights enshrined in this behaviour policy.

11. The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain order and discipline at school or among pupils.

12. Child-on-child sexual abuse and harassment

It is very clear to us in school that in every aspect of our culture, sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. It will be made clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

13. Behaviour incidents online

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and in consultation with the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

We expect parents to take full responsibility for all their children's online activity, using games, social media and apps outside of school making themselves aware of age guidelines and restrictions. Online safety is taught each term and revised as required each lesson. Parents have a duty of care to keep their children safe online. Parents are invited to join in parental support sessions and information is shared in the school newsletters.

14. Mobile Phones in school

Mobile phones are not to be brought to school or any school organised activity under any circumstances. If one is accidentally brought into school or is needed for after school, it should be left in the school office and collected by a parent at the end of the day.

15. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner and this Positive Behaviour Policy will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises,

staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

16. Role of Parents in supporting our Positive Behaviour Policy

We reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by sharing this policy with them, keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes. Where appropriate, parents will be included in any pastoral work following unacceptable behaviour, including attending reviews of specific behaviour interventions in place.

17. Monitoring and review

In writing this policy, we have considered the following related policies and documents:

- KCSiE
- Safeguarding policy
- Child protection policy
- Child-on-child abuse Policy
- Special educational needs and disability policy
- Special educational needs and disability 0-25 years code of practice
- SEMH policy
- Staff behaviour policy/code of conduct
- The role and identity of the designated safeguarding lead and deputy
- School uniform policy
- Complaints procedures policy
- Equality Act 2010
- Children and Families Act 2014
- DfE Suspension and permanent exclusion guidance
- DfE Behaviour in Schools Guidance Sept 22

Our Positive Behaviour Policy will be reviewed and shared annually with staff, pupils, governors, parents and carers and it will be on our website.