



A member of Hatton Academies Trust

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Relationship & Behaviour Policy

At Oakway Academy we believe that good behaviour and positive relationships with others are integral components of the learning process. Most children at Oakway Academy are able to regulate their own behaviour most of the time. However, we recognise that young children in the early stages of development are still making sense of their own feelings and have limited experience of understanding and empathising with others. By providing opportunities for children to see their behaviour in relation to others we can help them to understand and care about the viewpoint and feelings of others, thus strengthening their ability to develop and maintain positive relationships and behaviour.

1 Principles

- Positive social relationships between all members of our academy are imperative to our practices and the effective implementation of this policy.
- The principles of Restorative Approaches provide an alternative to the belief that punishment will change behaviour and achieve compliance.
- The principles of Restorative Approaches will be used as an educative process in which responses to poor behaviour choices are used as opportunities in which those involved learn how to change.
- Children and adults have a sense of belonging, feeling safe, secure and valued.

2 Aims

- To have a clear, fair and consistent approach to dealing with poor behaviour choices.
- Children learn to cope with all aspects of their lives with support from others.
- Members of our academy have respect for one another, their feelings, views and circumstances.
- Members of our academy have empathy with the feelings of others affected by one's own actions.
- Adults have a willingness to create opportunities for reflective change in other adults and in children.

- Children develop intrinsic motivation to do the right thing, because it is the right thing to do.
- Children will not be defined by an event and the context of the situation will always be taken into account.

3 Values

The Oakway Academy ethos is underpinned by a set of values we judge to be important to our moral development and standards of behaviour. These are our PRIDE values.

3.1 PRIDE

Passion: Develop deep interests and the desire to achieve

Responsibility: Be responsible and accountable for your actions and learning

Independence: Develop the resilience and confidence needed to succeed

Determination: Never give up in your pursuit of excellence

Enjoyment: Make learning enjoyable for everyone

4 Code of Conduct

Oakway Academy has a clear code of conduct for everyone to adhere to. This is clearly detailed in the Staff Handbook.

5 Home-School Agreement

Oakway has a home-school agreement that we encourage all parents, children and staff to sign up to.

6 Procedures

Our Relationship and Behaviour Policy is not primarily concerned with rule enforcement. It is a tool used to promote good inter-personal relationships, in order that we can all work together with the common goal for every child to reach their academic potential. By teaching children to address their feelings in a constructive way helps them to regulate their own behaviour. As children mature the ability to manage emotions helps them to navigate social situations, maximise academic success and develop confidence. Alongside this, children will be provided with a clear and consistent set of boundaries and expectations to follow.

6.1 Boundaries and Routines

All children can make poor behaviour choices and can find it difficult to comprehend, interpret and express their feelings and thoughts. At Oakway Academy we try to minimise the likelihood of this happening by providing clear and consistent boundaries and routines which apply to all children at all times. It is reassuring for children to know that the same things are expected of them wherever they are and whoever they are with and that adults will react to them in a consistent manner.

The boundaries will be on display in all classrooms and around the academy and act as a reminder to the children of the expectations of their behaviour. The routines are to be embedded by adults when working with the children and should be applied consistently and without exception.

The boundaries at Oakway Academy are

1. We learn and play safely
2. We are kind with words and actions
3. We follow adult instructions
4. We respect property & people

The routines in place at Oakway Academy are

- Adult hand up to gain children's attention and request silence
- Walk on left when inside building
- Enter and leave assembly in silence
- Line up in register order in silence
- Pegs to be worn by all children on errands or inside the building during break times

6.2 The use of Restorative Approaches at Oakway Academy

Underpinning the Relationship and Behaviour Policy are the philosophies of the Restorative Approaches. As such, we require all adults working with children to be aware of the principles and language of Restorative Approaches and to have the ability to apply these to resolving situations in their classrooms, corridors and everywhere else in the academy community. The principles of Restorative Approaches will be a regular feature in the academy Continued Professional Development programme, at the beginning of the school year and other appropriate times.

In addition to this a team of trained staff will use the model to resolve more difficult situations in a formal and structured manner. These staff will be trained to apply Restorative Approaches to conferences which bring together those involved, with the aim of creating restoration and reparation between all parties.

Similarly, the academy will train and maintain a team of children who are able to resolve low-level conflicts amongst peers.

6.3 Restorative Approaches Affective Questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected?
- What do you need to do now?

All adults working with children will be trained to use these questions to guide a discussion between those involved in incidents. The questions are non-judgmental, they are about the harmer / responsible child's behaviour and its effect upon others, but are open-ended and require a response. They take those involved from the past (what happened) to the future (repairing harm) and require reflection on who has been affected and in what way. They are designed to help the harmer / responsible child develop empathy for those affected.

6.4 Restorative Approaches Affective Statements

Affective statements are precise and truthful statements about the impact of poor behaviour choices. Affective statements:

- Begin with 'I...'
- Are followed by a question in order to prompt dialogue and problem solving
- Maintain a separation between the words used for people and the words used for actions
- Are spoken in a calm informative voice

Examples: *'I can hear chatting. It makes me feel disappointed that some children aren't listening. What can be done to sort this out?' Or, 'It makes me feel disappointed when I have to keep telling you to keep your arms by your sides when we're walking in a line, what can you do about this?'*

6.5 Restorative Approaches interventions

The Restorative Approach can be applied to a number of situations, ranging from informal work in the corridor and classrooms to formal conferencing with harmer / wrong doer / responsible child and harmed / affected child. Examples include:

6.5.1 The use of Affective Statements

These statements can be used at any time by any adult and are to be used in response to any specific low level incident that you require a child to take responsibility for. The starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behaviour has affected others.

6.5.2 The use of informal Restorative Conferences

An Informal conversation using the restorative questions, which does not require a formal referral, preparation, contract or debrief but may / should include a follow up conversation; The individual adult who witnesses or is made aware of the incident takes initiative and leads the process.

6.5.3 The use of Circle or Class Conferences

A more structured conference that requires a degree of pre-conference preparation and possibly a contract, debrief and follow up session. These interventions would be lead be trained staff (see Appendix 1 for current staff list) and children involved would be referred to the trained staff at the point of the incident occurring. These interventions are usually in response to incidents which affect the social dynamics of a group / class of children, such as; racist comments, repeated friendship difficulties.

6.5.4 The use of Formal Restorative Approaches Conferences

Requires formal pre-conference preparation and possibly; a home visit; formal referral; contract; formal setting; debrief and follow up session. This process must be led by a trained conference facilitator (see Appendix 1 for current staff list). These interventions are usually in response to a significantly serious incidents, such as; fighting, wilfully harming others, significant malicious damage to property and persistent bullying.

N.B All Restorative Approaches interventions (except affective statements) need to be recorded on Class Charts

7 Unsuccessful conferences or refusal to take part

Unless all of those involved have agreed to participate in a restorative intervention, it will not proceed. If during an intervention any participant is unable or unwilling to proceed the intervention will close and an alternative resolution will be implemented. If those involved fail to comply with expectations of the agreement, alternative solutions including the academy's consequences may be negotiated or applied to the harmer / responsible child's.

8 Reflection Room

Although it is best practice to hold a Restorative Intervention as soon as possible following an incident, there may be occasions where adults are unable to afford the time to facilitate these restorative discussions. In such situations, children may be referred to the Reflection Room where a member of the Senior Leadership Team will be situated over lunchtimes. These staff members will complete the Restorative Intervention with those involved. Adults wishing to refer a child to the Reflection Room must bring the harmer / wrong doer / responsible child to the room at the start of lunch break on the day of the incident or the following day should the incident occur after lunch break. Adults on lunch duty may bring children to the room throughout the lunchbreak should they not be able to resolve the issue themselves.

9 The use of Emotion Coaching at Oakway Academy

Emotion Coaching is a method that builds emotional intelligence in children and is a tool for adults to use which compliments the Restorative Approach. It is designed to help children to understand the different emotions they experience, why they occur, and how to handle them. By listening to and understanding children's thoughts and feelings, adults help children to understand themselves. Adults working with children are trained on the three steps involved in the method and use these when helping children to understand and manage their emotions.

9.1 Three steps of Emotion Coaching

Step 1: Recognise feelings and empathise

Try to see the world from the child's perspective. Understand that whether they are able to express it or not, there are reasons for their behaviour. Adults will listen to the child with empathy and use words to reflect back what they are hearing in a non-critical way.

Step 2: Validate and label the feelings

Adults will share examples from their own lives, naming the feeling they had, to help the child to label their feelings and show the child that you understand how they are feeling.

Step 3: Set the behaviour limits and problem solve with the child

Adults will explain to the child that some behaviours are not acceptable and cannot be tolerated. They will then guide the child to think of more appropriate ways to handle their negative feelings.

Example: 'I can see you got angry when Xx snatched the book from you. I feel angry when something is taken away from me, but it is not OK to hit when we get angry. What could you do instead?'

10 Growing PRIDE

Growing PRIDE is a whole-class approach which promotes emotional wellbeing through the development of positive and collaborative peer relationships using appreciative inquiry and solution focused approaches. During this intervention skills or strengths that are already in existence in the classroom are identified and nurtured through a cycle of teaching, modelling, experiential learning, reflection and celebration of their development. All teachers are expected to engage in Growing PRIDE projects within their classrooms following stages, detailed below:

Stage 1: Identification of skills

The adults working with the children in the class complete a consultation where they visualise a preferred future for their class and identify a skill which needs developing in order to achieve this future. Rating scales are used to measure progress towards the skill.

Stage 2: Exploration of skills

Children's views are gathered regarding these skills and rating scales are used to measure the extent the children feel the skill is being demonstrated by their peers in their classroom. The findings from stage 1 and 2 are fed back to the class to develop and children are invited to work alongside the adults towards the preferred future. Graduated rewards for increasing the frequency and consistency of this skill being demonstrated will be agreed collaboratively.

Stage 3: Skill building

Teacher plan for a series of lessons (typically 6) in which fun activities are used to nurture and increase the skill being developed. Children work in pairs and groups collaboratively so that over time all children have a chance to work with everyone in their class.

Stage 4: Appreciation and Celebration

Teachers will use the rating scales on a daily basis (usually several times a day) to help children to reflect and measure their progress in developing the identified skill. Adults working with the children in the class will 'spot' the children demonstrating the skill being developed at every opportunity. When children have reached the agreed skill level they will receive a shared class reward as decided upon in stage 2.

The Growing PRIDE process will start again once the skill identified has been significantly developed. Teachers will at this point, return to stage 1, but at this point a new skill will be identified to be developed.

11 Rewards

Oakway academy we will make every effort to reward positive behaviour.

11.1 Instant rewards

Smiles, Praise, Positive Comments

Adults to use a range of positive reinforcements to celebrate or to support the behaviour that they wish to promote. Praise must be given for effort and not just outcomes. Read, Write Inc. praise phrases such as Whooshes and Fireworks, along with smiles, well done, etc. can all be used. The adults need to know the children they are rewarding and how they will respond to public or private praise.

Team points

Each child is placed in a team. There are three teams, Team ACE, Team BRAVO and Team CHAMP. Children are rewarded for demonstrating positive behaviours and PRIDE values in the form of team points. These team points are recorded on the Class Charts system. Children accumulate team points which can be spent on rewards such as; certificates, stickers, pencils, VIP lunch passes. Every child will be provided with a log in and they can access the online shop in order to spend their team points. Parents are also provided with logins to Class charts in order that they are aware of the positive behaviours their child is demonstrating and in order to reinforce these at home.

All adults can award Team Points at any time. Only **ONE** Team Point can be awarded for any one positive behaviour.

PRIDE Postcards

PRIDE postcards are awarded for consistent demonstration of the PRIDE values, or exceptional effort, attitude or improvement. These will be awarded by teachers and posted to the home address of the child. The admin team will address and post the cards, the teacher will write the message on the post card. Teachers record on Class Charts when they send a postcard home.

Dragons

A child can be nominated by the class teacher/adult in charge of the class to care for a dragon. To receive the dragon, the child must collect the Dragon from the Principal's office and explain to a member of SLT why they have been awarded the dragon. Children may look after the dragon for the remainder of the day. Dragons stay in the classroom at play time and are returned to the Principal's office at the end of the day. Teachers record on Class Charts when they send a child for a Dragon reward.

11.2 Weekly rewards

PRIDE Assembly

During a weekly PRIDE assembly class teachers and physical education teachers will all nominate one children to receive a certificate for consistently demonstrating PRIDE values.

11.3 Termly rewards

Team reward

The team with the highest number of collective team points at the end of each term, will receive a team reward as a shared celebration activity. These celebrations will include all children of the team and will take place in the last week of each term.

Team point winner's lunch

One child from each class with the highest number of collective team points at the end of each term will be invited to a celebration lunch with a member of SLT where they are also rewarded with a cupcake.

12 Consequences

Consistent with the principles of this policy it is important that adults support children rather than blaming and punishing them. Punishment-based consequences need to be used proportionately, flexibly and cautiously to respond to individual's needs and the specific situation. Where a consequence such as time-out or loss of break time is unavoidable adults should take every opportunity to ensure this becomes part of a restorative process whereby children involved are provided with opportunities to consider the impact of their behaviour on others and where they are able to develop skills and strategies for more positive future responses. A punishment-based consequence should only be applied when a child is not willing to take accountability for their actions or engage in the Restorative Approach or where the harmed / affected child is not willing to participate in the Restorative process.

At times, poor behaviour choices may be to such a degree that despite all attempts to use the Restorative Approach it may be necessary for the child to receive a significant punishment-based consequence, such as a fixed-term exclusion.

12.1 123 Magic

123 Magic is a behaviour management system that should be used when a child is not responding to Emotion Coaching or the Restorative Approach or when immediate action needs to be taken to prevent harm. It can only be used when a child is demonstrating a behaviour that you want them to stop and relies on the adult refraining from using talk and emotion when interacting with the child. It involves counting to provide the child with a number of warnings to refrain from the behaviour they are demonstrating, followed by a time-out consequence should the behaviour not cease.

Stop Behaviours: Minor everyday poor behaviour choices, such as:

- Arguing with another child or an adult
- Shouting out
- Running inside the classroom or building

123 Magic steps:

1. 'That's 1'

This may be followed by one simple explanation of the poor behaviour that needs to stop, only if necessary. Wait for a few seconds for the behaviour to stop.

If behaviour stops, that is the end of the interaction, everyone moves on. If the behaviour continues, move on to step 2.

2. 'That's 2'

Wait for a few seconds for the behaviour to cease. If behaviour stops, that is the end of the interaction, everyone moves on. If the behaviour continues, move on to the step 3.

3. 'That's 3'

Child is expected to go to the time-out area within their classroom or on the playground (depending on where they are when they receive the consequence)

The consequence is a 5 minute time-out for children in Early Years and KS1 and 10 minute time-out for children in KS2. Time out will be taken as soon as possible after the incident, to allow the child involved time to reflect on their behaviour and be removed from the situation; timeout should not be taken in an unsupervised area.

If it is not practical for time out to be taken immediately it may be deferred to lunchtime or break time. At a later point the class teacher and the child should discuss the behaviour using the Restorative Questions in order to help the child understand the impact of their actions on others and in order to restore their relationship.

N.B The class teacher should record all behaviour incidents which led to a time-out on Class Charts.

12.2 Fixed-term and Permanent Exclusions

Repeated or very serious incidents of unacceptable behaviour may result in fixed-term and permanent exclusions. More information can be found in the **HAT Exclusion Policy**.

Short term fixed exclusions may be put into effect if:

- There has been a series of violent incidents that put staff and/ or children at risk
- There has been one serious incident which in itself is deemed serious enough
- The resources and staffing cannot meet the needs of the child to keep him/her safe
- There has been a series of incidents that are deemed unacceptable

The child will be reintroduced to the academy via a restorative meeting with the child and parents or a restorative conference should this be deemed appropriate. Children will have an agreed reintegration plan at this point, which may include a gradual introduction on a part time timetable.

The Principal has the authority to exclude a child from the academy. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one academic year. The Principal may also exclude a child permanently. The Principal may also exclude a child permanently, if the circumstances warrant this and in accordance to the HAT Exclusion Policy.

If the Principal permanently excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time it must be communicated to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The Principal informs the local authority and the Academy Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Committee Trustees cannot either exclude a child or extend the exclusion period made by the Principal. The Academy Committee has a personnel appeals committee which is made up of between three and five representatives. This

committee considers any exclusion appeals on behalf of the Trustees. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated. If the Academy Committee' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

12.3. Exceptions to the behaviour policy

We recognise that this Relationship and Behaviour policy and the practice it supports needs to be responsive to individual needs. As such, it may be necessary to make reasonable adjustments to this policy for children who may display inappropriate behaviour, relating to a special educational need. In these circumstances staff may implement a differentiated response in recognition of the additional difficulties these children may have in managing their actions and understanding their own feelings.

Adventure Ways is an alternative provision that we provide for a small number of children who are significant risk of exclusion. Adventure Ways staff specialise in using the outdoor environment as a catalyst for learning. Children who attend are provided with opportunities which are aimed at reengaging and inspiring them through an alternative learning environment.

Although our methods of supporting children may vary, it remains our firm expectation that all children behave in socially acceptable ways and we believe that effecting positive behavioural change is always possible.

Information on children with Special Educational Needs will be shared with all staff. The needs of these children will always be taken into account when managing their behaviour and supporting them within the classroom. It may be necessary to follow an individual behaviour plan for some of these children and manage their behaviour in a different way from that stated above. The Behaviour Support Plan / Pastoral Support Plan / Champion Plan will be updated regularly and shared with the pupil, parents and all relevant staff.

Attachment aware and trauma informed education (AATI)

Oakway academy strives to be an attachment aware school; this entails acknowledging and honouring the children's backgrounds and experiences. Some children may have experienced traumatic events or have lost attachments with key figures in their lives; these experiences impact the child's ability to manage their behaviours and emotions. For these children we offer additional support through Champions Plans.

A Champions Plan is a detailed plan that details the individual support for that child. This will include:

- Relevant information about the child.
- The adults that directly support the child.
- Key strategies for behaviour support.
- Key strategies and resources for learning and inclusion.
- How the parents will support the child.

To develop relationships adults on the plan are expected to provide regular 'time in' opportunities with the child. Ideally in times of challenging behaviour or conflict the adults named on the Champions Plan respond to the child.

When supporting children staff are expected to approach the children using PACE – playfulness, acceptance, curiosity and empathy. When helping to support behaviour and resolve conflicts staff are expected to consider the 3 R's of regulation (in this order)

- Regulate – help the child to regulate their state from flight, fight or freeze to calm and socially engaged using sensory interventions.
- Relate – Using Theraplay principles and PACE relate to the child's individual needs and motivations.
- Reason – Using Emotions Coaching help the child to explore their behaviour and problem solve ways to repair the situation.

It is acknowledged that a behaviourist approach like 1,2,3 magic will not be effective with these children these approaches may exacerbate challenging behaviour therefore these strategies are to be avoided when supporting these children.

13. Roles and Responsibilities

The following section is a list of roles and responsibilities for this policy. These are essential if the procedures and practices are to be adhered to.

13.1 Class Teachers must

- Ensure academy values are kept to in their classroom and on the playground through adhering to procedures set out in this policy
- Have high expectations of the children in terms of relationships and behaviour
- Provide appropriate opportunities for personal development for all the children in their class
- Treat each child fairly and with respect and understanding
- Record all behaviours which result in restorative intervention or a time-out on Class Charts
- Record all behaviours which result in a reward on Class Charts

13.2 Support staff, Volunteers & Students must

- Ensure academy values are kept to in the classroom and on the playground through adhering to procedures set out in this policy
- Have high expectations of the children in terms of relationships and behaviour
- Treat each child fairly and with respect and understanding
- Report any incidents leading to restorative intervention or a time-out so it may be recorded on Class Charts.

13.3 Inclusion Manager must

- Provide regular support to adults and children through facilitating the full range of restorative intervention as detailed in this policy as needed
- Ensure all staff are aware of individual needs
- Support staff in implementing the academy Relationship and Behaviour Policy consistently throughout the academy, and report to Governors, when requested, on the effectiveness of the policy.
- Be responsible for coordinating the support provided by the Inclusion Team through a range of interventions, for children who have repeated negative incidents recorded on Class Charts.
- Provide coaching and training for staff to help ensure a consistent approach to relationship and behaviour management across the whole academy.
- Ensure that relationships and behaviour are addressed through the curriculum
- Liaise with the Senior Leadership Team on a regular basis regarding individual children who have been identified through Class Charts, through analysis and reporting.
- Manage Inclusion staff to ensure effective support for children and their families.
- Work collaboratively to ensure the best outcomes for our children and their families.

13.4 Senior Leadership Team must

- Provide regular support for children in the Reflection Room using Restorative Approaches to resolve issues and restore relationships
- Support staff to manage behaviour through effective CPD
- Support children in understanding the values and ethos of the academy which underpin this policy
- Support parents in understanding the values and ethos of the academy which underpin this policy

13.5 Principal must

- Support staff in implementing the Relationship and Behaviour Policy consistently throughout the academy, and to report to Academy Committee, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the academy
- Keep records of all reported serious incidents of unacceptable behaviour
- Be responsible for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour
- Be responsible for permanently excluding a child for repeated or very serious acts of anti-social behaviour
- Inform the Academy Committee of any fixed-term or permanent exclusions

13.6 Parents must

- Know and support the academy values
- Support the actions of the academy if a reasonable consequence has been applied to their child
- Report any concerns relating to a response to their child's relationships and behaviour, to their child's class teacher
- Report ongoing or unresolved concerns relating to a response to their child's behaviour, to a member of the senior leadership team
- Attend training as required

13.7 Academy Committee Representatives must:

- Be responsible for reviewing the effectiveness of this policy
- Support the Principal in implementing this policy consistently throughout the academy
- Provide an appeal panel following a fixed term or permanent exclusion, should the need arise

14 Monitoring

The SLT will review the effectiveness of this policy on a weekly, termly and annual basis.

Monitoring may include:

- Behaviour audits
- Classroom Observations

- Playground Observations
- Analysing and reporting from Class Charts
- Inclusion Team observations
- Feedback from individual children
- Feedback from parents

15. Review

The Academy Committee reviews this policy annually. They may, however, review the policy earlier if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.