

Kiwi Primary School



Policy for promoting positive pupil behaviour

Updated September 2026

Kiwi Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

Policy agreed (date):	September 2026
Policy published (including on website) (date):	September 2026
Next review (date):	September 2027

Key Personnel			
Role	Name	Tel.	email
Head teacher & Designated Safeguarding Lead	Laura Eatherington	01980 632364	head@kiwi.wilts.sch.uk
SENCo	Nicola Wright	01980 632364	nicola.wright@kiwi.wilts.sch.uk
Pastoral Lead	Laura Eatherington	01980 632364	head@kiwi.wilts.sch.uk
Governor with responsibility for behaviour and safety	Chloe Stobbart	01980 632364	chloe.stobbart@kiwi.wilts.sch.uk

This policy has been produced in line with statutory guidance from the Department for Education, Keeping Children Safe in Education, the SEND Code of Practice, and local authority guidance. It provides the framework for the use of reasonable sanctions, restorative practice and, where necessary, exclusion in accordance with DfE guidance.”

This policy applies to all pupils (including those in the Early Years), staff, governors, volunteers and visitors on the school site, and to behaviour on educational visits, travelling to and from school, and online activity where behaviour affects the school community.

At Kiwi Primary School we promote positive pupil behaviour through our vision and aims based upon 'SOAR':

- We **Strive** for success
- We **Own** our actions
- We **are Ambitious**
- We are **Respectful**, reflective and resilient

We believe that in order to help children to feel safe and learn, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. We aim to be a Trauma Sensitive School.

Trauma is a distressing experience or set of experiences that threatens a person's actual safety or perceived sense of felt safety to such a degree that it exceeds an individual's capacity to cope in healthy ways.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health. We are also aware that many of our children may have suffered Adverse Childhood Experiences (ACEs), traumatic life experiences that occur before the age of 18.

A trauma sensitive school is a safe and supportive community that enables both adults and children to feel safe, build caring relationships with one another and regulate their feelings and behaviour, as well as learn.

Trauma informed practice is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities that support the children to be emotionally ready to learn and reinforces our understanding that learning happens all of the time. This includes arrival at school, break times and lunch times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We serve a predominantly military community and understand the pressures that many of our families face, especially at key times such as the deployment of a parent.

"Deployment and separation may have a significant impact on a pupil's behaviour and on their emotional and social well-being. Transitions around deployment can result in complex feelings at all stages of the deployment cycle which can be challenging for pupils and families to navigate."

(Service Children in State Schools SCSS)

Our trauma informed approach:

- Places relationships and a child's sense of safety at the heart of classroom management.

- Encourages nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging.
- Promotes a sense of community and belonging.
- Takes individual circumstances into account.

Introduction

As a school we believe in a nurturing approach where every child feels listened to. The commitment of staff to the emotional well-being of the pupils is a particular strength of our school. Each class' learning charter underpins this and promotes a positive approach to the education and pastoral management of each individual pupil. We reward and celebrate achievement/success which has a positive impact on the pupil's self-esteem, confidence and happiness. All pupils know that they are safe and secure – and that their contributions and achievements are respected and valued.

Aims of this Policy:

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos based upon placing a **strong emphasis upon the emotional health and well-being of all members of the school community.**

- To encourage a calm, purposeful and happy atmosphere within the school that enables all children to reach their potential.
- To give children opportunities to learn how to become responsible, honest, well-mannered and trustworthy members of society.
- To provide an environment and curriculum that supports the social, emotional and mental health needs of the whole school community.
- To have a school ethos that promotes strong relationships between staff, children, parents and carers.
- To help children develop a sense of worth, identity and achievement
- To encourage children to work co-operatively, showing kindness and respect to others.
- To ensure that low level disruption is kept to a minimum, so that the time for teaching and learning is maximised.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To communicate with parents effectively where significant positive or negative intervention has taken place.
- To provide support to staff ensuring that there is a consistent approach to behaviour management across the school.
- To ensure that children, staff, governors and parents are fully aware of the expected behaviour of children both in lessons and around the school to ensure the safety of all.

The Headteacher's responsibilities are:

- To ensure the effective implementation of the policy, ensuring staff training, reporting to governors, and making decisions on suspensions and permanent exclusions in line with DfE guidance.

Staff responsibilities are:

- To implement the policy consistently, record incidents accurately on CPOMs, use de-escalation/restorative approaches, make reasonable adjustments for SEND, and follow reporting requirements for restrictive interventions and safeguarding concerns.
- To cherish and prioritise our relationships with children and their families.
- To recognise that each child is an individual and to be aware of each individual's needs.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential by ensuring that they have a safe and pleasant environment in which to learn.
- To have consistently high expectations of behaviour in classrooms and around school.
- To support and develop excellent standards of behaviour throughout the school by being good role models, reinforcing behaviour expectations both in and out of classrooms, and by noticing and praising good behaviour.
- To be consistently calm.
- To always give children a fresh start as required.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To listen to and follow the instructions of all school staff.
- To take care of property and the environment
- To co-operate with other children and adults.
- To uphold the SOAR values throughout the school day and on trips. Pupils with additional needs will be supported through tailored plans.

Parents' responsibilities are:

- To foster good relationships with the school and staff members.
- To be aware of the school rules and expectations.
- To inform the school of any events that may affect the child's ability to manage their emotions or behaviour as and when those events occur.
- Parents must support the policy and engage with the school in restorative meetings, interventions and any required plans (IEPs and accompanying risk management plans).

Governors' responsibilities are:

- To review this policy annually, ensuring it complies with statutory requirements, and monitoring its effectiveness.

- The nominated governor for behaviour will monitor and review termly reports from the headteacher including behaviour data, use of restrictive interventions, suspensions and permanent exclusions, and patterns for pupils with SEND/SEMH
- To support and promote high standards of behaviour at Kiwi Primary School.
- To ensure that this policy is administered fairly and consistently.

The school's approach to behaviour

Whole school strategy

At Kiwi Primary School we believe in a 'top-down bottom-up' approach to behaviour. **All** members of our school community, including the Governing Body, are expected to demonstrate respect, good manners, honesty and kindness to others at all times. We strongly believe that responding to the Social, Emotional and Mental Health needs of children is not the responsibility of a few staff in school; it is **everyone's** responsibility. All members of staff are responsible for supporting the behaviour of children across the school. In order to facilitate this, staff communicate regularly about the children's individual needs and how best to support each child, so that the approach remains consistent.

We believe that teaching and expecting high standards of behaviour at all times enables children to learn how to function as part of a safe, inclusive community and leads to improved behaviour overall.

The Role of the Adults

At Kiwi Primary, we take a non-judgmental, enquiring and empathetic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Children 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.

At Kiwi Primary we follow these guiding principles when responding to behaviour:

- We understand that a child's behaviour is communication, the beginning of a conversation.
- Before making a reply we need to support the child to communicate further, by increasing our felt safety cues; having a warm open face, adapting our tone of voice so we are showing empathy, showing warm open body language and putting our relationship with the child first.
- Next we actively listen, translating what they might have said about what was happening for them if they had the right words.
- Once we fully understand what has just happened we reply using restorative justice, reason and repair as appropriate.

At Kiwi, we use the five to thrive approach:

five to thrive

From birth to adulthood

Five to Thrive describes a sequence of relational activities that build healthy brains in babies and young children and maintain healthy brain function throughout life. It provides a bridge between professional understanding of current research in neuroscience and everyday experience.

Brains develop in response to challenging experience but only when we can regulate the stress that is produced by challenges. If for any reason we cannot regulate the stress it becomes toxic and brain activity closes down. At that point we need access to someone else who will hold us in their own mind (mindfulness), connect with us and self-regulate (soothing, co-regulation) and prompt integrated brain activity (stimulation, co-learning). The five key activities of Five to Thrive set out this neurological process in terms of everyday relationships.

Five to Thrive is useful in work with anyone unable to regulate stress. This may include the following groups:

- Babies and young children
- Adolescents
- Vulnerable families
- Anyone who has lived through traumatic experience from which they have not yet recovered

For practitioners across children's services Five to Thrive helps embed systemic relational approaches to work so that they can engage with their service users and each other in new and transformative ways.

For the general population, the Five to Thrive approach provides access to important messages about healthy brains. The Five to Thrive resources effectively communicate these ideas to parents and carers of children of all ages through simple messages and artwork:



Respond • Engage • Relax • Play • Talk

www.fivetothrive.org.uk

All staff focus on the central principles of empathy, connection, attunement, trust and co-regulation.

We believe our approach to behaviour supports staff to feel empowered to respond in a way that is empathetic but has boundaries: firm and fair but also kind.

We use three clear and simple rules which all adults and children adhere to both inside and outside the learning environment.

- 1. Are you ready?**
- 2. Are you respectful?**
- 3. Are you safe?**

Ready, Respectful, Safe boards are situated in every classroom and in other key areas of the school including corridors, offices and the hall.

The teaching of good behaviour

"Classroom management is not about having the right rules, it's about having the right relationships."

'Feel The Difference: Learning in an Emotionally Literate School' Lynne Gerlach /Julia Bird (2006).

Only when children feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone. Each class has developed their own class charter based upon the three rules; ready, respectful and safe to enable all children to get the most out of all learning opportunities. It is visible throughout all classrooms within the school and must be endorsed by all members of staff.

RIGHTS: Every child has the right to an education and to learn in a productive, stimulating environment, where everyone has the right to feel safe and be treated with dignity and respect.

RESPECT: To ensure everyone has access to their rights, showing and demonstrating respect is essential. Where behaviours negatively affect the rights of others, teachers have the duty of care to respond and highlight the consequence to the child.

We believe that the organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning is interesting and varied and offers pupils a degree of choice. Account is taken of pupils' preferred learning styles. Pupils are involved in the learning and teaching process. Well organised, purposeful cooperative learning activities improve behaviour. Expectations are regularly enforced and are realistic but challenging. Simple non-verbal encouragement (smile, thumbs up, etc.) are used regularly and effectively. Teachers' model good behaviour patterns and are aware of their own stress control techniques, so that adults are in control but not 'controlling.' When pupils arrive in the classroom, initial contacts are positive. Smiling and greeting a child on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Behaviour is taught and reinforced through the Personal, Social and Health Education (PSHE) curriculum, SCARF and the Personal, Social and Emotional Development (PSED) provision in Foundation Stage. Staff also plan explicit teaching of routines and restorative language through Assemblies, circle times, and big class meetings which provide further opportunities to promote positive behaviour and for children to discuss and reflect upon it. The language of choice, reward and consequence are used regularly to ensure consistency of understanding throughout the school.

Behaviour systems and procedures

Our high expectations of the children's behaviour are organised and clearly shared on two posters which are found in every classroom. These posters share our expectations of our Kiwi Social Behaviours and our Kiwi Learning Behaviours. When children are seen to be exhibiting these behaviours they are rewarded, see below. Please refer to Appendix 1 – Kiwi Primary School Classroom Behaviour Charts

Rewards and Consequences

We believe that praise is the most effective way of rewarding effort and appropriate behaviour. Rewards have a motivational role and help children to see that good behaviour is valued. Rewards may include:

- Regular verbal feedback to reinforce positive behaviour
- Reference to good role models
- Children are congratulated
- Acknowledgement in class/group/other year group or class
- Teacher sticker award which goes on their individual VIP (Values in Practice) reward chart.
- Celebration with the Headteacher or Deputy Headteacher
- Postcard sent home to parents
- VIP certificates for every 25 VIP points received in celebration assembly
- SOARing certificates for children who have shown one of our values in action received in celebration assembly
- Class Kiwi Points weekly competition with the weekly winners receiving privileges such as sitting on the benches in assembly.

The impact of reward systems will be monitored termly by SLT and reported to governors.

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will on occasions be some students who may struggle to follow agreed expectations. When a child is regularly displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the

following people; Head and/or Deputy Head, Pastoral Lead, SENCo, Class Teacher and Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

Consequences are not seen as a central element of a trauma informed approach to behaviour. However, some children benefit from the opportunity to co-construct ideas for repairing a situation, alongside an adult. An emphasis will always be placed on restoration, not punishment or blame and should aim to reduce the feelings of guilt in the child.

Responses to support children to repair a situation will happen privately between the adult and child so as to avoid the child experiencing shame and will include the following:

- Adult showing sadness/displeasure
- Adult expressing disapproval/disappointment verbally but in a gentle supportive manner that focuses on the behaviour and not the child
- Actions to put things right, e.g. apology
- Time away from the situation (using timers according to the child's need)
- Time with one of the school leaders
- Parents contacted
- Reference to school Exclusions Policy

Where persistent low-level behaviour is causing significant disruption to other children's learning, we follow a clear stepped plan across the school using the approaches above and giving choice and consequence cards to the children in order to encourage them to own their actions and change their behaviours. Continued disruption results in the child being asked to go the Aviary, a safe and calm learning space where they can have a restorative conversation with an adult and complete their work. See appendix 2 for the posters in each classroom sharing this approach.

During a time away session, children are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using a restorative approach and questioning. Following the session, it is essential that children are allowed to start again with "a clean slate." This will restore the working relationship between staff and the child and place the emphasis back onto rewarding positive behaviour.

Where sanctions are deemed necessary, they will be proportionate, predictable and restorative where possible. The school operates a graduated response: low level classroom responses, targeted interventions (IEPs/IBIPs), senior leader involvement, and, as a last resort, fixed-term suspension or permanent exclusion in line with DfE guidance

Sanctions must be recorded on CPOMs including context, action taken and follow-up. Staff use de-escalation techniques and consider reasonable adjustments for pupils with SEND/SEMH or trauma histories.

Suspensions and Exclusions

Suspensions and permanent exclusions are used only as a last resort. The headteacher can issue a fixed-term suspension in line with DfE guidance. Permanent exclusion may be considered for a serious breach or persistent breaches of the behaviour policy where

allowing the pupil to remain in school would seriously harm the education or welfare of others.

For fixed-term suspensions, parents will be informed in writing with the reason for exclusion, length of exclusion and date of return. Parents will also receive an invitation to a positive return to school meeting. The headteacher will notify the governing body and local authority as required. The school will follow all statutory timescales for presenting evidence, arrangements for appeals and for arranging alternative provision for suspensions over five days.

The nominated governor will review exclusion data termly and the full governing body will review any patterns or disproportionate use for pupils with protected characteristics.

Communication with parents

Significant incidents, use of restrictive interventions, suspensions and where appropriate any safeguarding referrals will be communicated to parents/carers promptly. Written confirmation should follow any phone call. Where a child is at risk of exclusion, the school will endeavour to hold a restorative meeting with parents/carers and relevant professionals before exclusion where practicable.

Support for Behaviour

Reasonable adjustments: The school will make reasonable adjustments for pupils with SEND and consult the SENDCo when behaviour may be linked to a disability. Individual Education Plans (IEPs), Individual Behaviour Plans (IBIPs – see appendix 3) and risk management plans will be used where appropriate and reviewed at least termly. If required a child will be subject to a weekly behaviour tracker, see appendix 4 to monitor any patterns and help identify potential triggers. These are uploaded to CPOMs weekly and are reviewed by the Headteacher and Deputy Head/SENCO. The SENDCo will coordinate additional multi-agency support and referrals where required.

IEPs/IBIPs and risk assessments are completed prior to or within 48 hours of an identified pattern of behaviour or an incident requiring restrictive intervention. Reviews to be scheduled termly or sooner if indicated. Copies are uploaded to the pupil's CPOMs record and the SEND file.

Where behaviours indicate that a child has significant unmet needs and requires extra support, school will provide this support in the following ways:

- Focusing even more on building and developing relationships with trusted adults and peers.
- Developing self-esteem through positive praise and enabling a sense of achievement and belonging.
- Discussing the child's needs with the school pastoral team and accessing support as required.
- Discussions with parents and carers to try and ascertain the possible cause(s) of the behaviours and how these can be addressed.
- Offering pastoral support to the parents.
- Intervention work with ELSA (Emotional Literacy Support Assistant) or Time to Talk counselling.
- Seeking advice from external professionals such as Behaviour Support Service or Educational Psychologist.

- Completing IEPs/IBIPS/risk management plans as appropriate.

Resource Base

Kiwi primary School has a resource base for learners with complex and significant needs, we are committed to providing an inclusive learning environment where every learner can thrive.

We follow the recommendations and strategies outlined within each learner's EHCP to help them meet their potential. We work with appropriate teams within Wiltshire Council to agree the support learners accessing the resource base require.

We recognise that learners in the resource base may face unique challenges that require tailored strategies for managing behaviour and reasonable adjustments will be made to expectations. This includes understanding triggers and providing appropriate interventions to ensure that each learner can engage in learning to the best of their ability.

Positive Handling

Use of reasonable force: Staff may use reasonable force to prevent a pupil from committing a criminal offence, causing injury, or damaging property. Physical intervention is used only when necessary, proportionate and as a last resort. Staff must follow the Positive Handling policy and be appropriately trained (e.g., Team Teach or equivalent).

Any use of restrictive physical intervention must be recorded on CPOMs and the Restrictive Intervention log on the same day. Parents/carers must be informed by the end of the school day (phone call followed by written confirmation). The headteacher must be notified immediately and will review the incident and complete any required paperwork. The nominated governor for behaviour/safeguarding will be informed of all incidents involving restrictive interventions and will review records termly.

After any incident, an updated risk assessment and/or IBP must be completed within 48 hours.

Staff training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with learners are provided with continuous professional development in this area.

- This includes training in:
 - Positive behaviour management and restorative strategies
 - SEN and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
 - Solution focussed thinking and questioning.
 - Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child on child abuse.
 - Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of learners.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and learners.

Staff support

Due to the demanding nature of our work dealing with learners who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

New staff receive a thorough induction which includes safeguarding and behaviour management training as a key component.

Bullying/Child-on-child abuse

The definition of bullying that has been adopted by Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group is:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Kiwi Primary School makes a clear statement that bullying is unacceptable and will be dealt with swiftly and effectively. Please refer to the school's robust and detailed Child-on child abuse/Anti-Bullying Policy for more information.

Banned items and Confiscation

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs or alcohol
- pornography
- fireworks or flares

Staff can search a learner for any banned item, or any item believed to be stolen if the learner agrees and this is normally undertaken by senior staff and by at least two staff members. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a dangerous/ unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other learners talking about the item, or they might notice a learner behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

Schools are able to confiscate any item deemed unsuitable for possession within a school. Any such item will be retained by the class teacher or member of the school leadership team and returned to the child or parent at the end of the day. Police and/or Social Services will be informed should the confiscated item raise concern.

Kiwi Primary School does not allow the use of mobile phones by children whilst on the school site, please refer to our mobile phone policy for further information.

Managing transitions to the next stage of their education/life

As a highly mobile school due to our military context, we recognise that how learners start and leave our school is a key indicator of success with us and success at their next school, setting.

Consequently, we work closely with parents to ensure we have the most up-to-date information about our learner's social emotional and mental health needs. We ensure learner's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for learners are shared on transition:

- by the setting/school previously attended by the learner.
- by the DSL/Pastoral lead in the next school when the learner leaves us.

For any learner dual-registered with another school or supported by an alternative provider commissioned by the school, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the learner. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

British values

We want our children to become thoughtful, responsible and active citizens who are able to thrive in a diverse modern Britain. We encourage our children to be community-minded, teaching the importance of understanding and respecting other people's differences and opinions. We regularly explore the need for making good choices, and for recognising the difference between right and wrong and how the choices we make impact upon others.

This document should be read in conjunction with:

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England

DFE April 2026

Behaviour in Schools, Advice for headteachers and school staff

DFE February 2024

Preventing and Tackling Bullying

DFE July 2017

Keeping Children Safe in Education

DFE September 2026

Working together to Safeguard children

DFE March 2026

This policy should be read alongside the following policies;

- Child Protection & Safeguarding Policy
- Positive Handling / Restrictive Intervention Policy
- Exclusion Policy
- SEND Policy and SEN Information Report
- Child on child abuse/Anti-bullying Policy
- Attendance Policy
- Online Safety Policy
- Data / CPOMs recording guidance
- Mobile phone Policy

Recording Unacceptable Behaviour

All significant behaviour incidents (physical interventions, serious harm, repeated incidents, safeguarding concerns, racist incidents, bullying) must be recorded on CPOMs within 24 hours. The behaviour lead/SLT will review CPOMs weekly and produce termly behaviour reports for governors.

Data reviewed termly should include: number and type of incidents, use of restrictive interventions, exclusions, attendance correlations, patterns for pupils with SEND/SEMH, repeat incidents and outcomes of restorative processes.

The nominated governor will receive anonymised data termly and a full report annually allowing scrutiny of policy implementation and equality impact.

Safeguarding

Where behaviour gives rise to safeguarding concerns, staff must follow the Child Protection and Safeguarding policy and make an immediate referral to the DSL. Behaviour incidents that may constitute abuse or neglect will be escalated to social care as required by Working Together.

Governance, outcomes and policy review

Monitoring timetable:

- SLT weekly CPOMs review
- Termly behaviour report to governors
- Annual policy review by full governing body
- The nominated governor will carry out termly monitoring visits which will include scrutiny of records (CPOMs/anonymised restrictive intervention logs), meeting with the behaviour lead and reviewing the effectiveness of IBPs/ISPs.

Policy review: This policy will be reviewed at least annually or earlier following significant incidents, changes in guidance, or local authority directives.

Equality impact and data checks

The school will monitor the impact of this policy by pupil group (protected characteristics, SEND, vulnerable groups) and take action to address any identified disproportionate impact.

Appendices

- Appendix 1: Kiwi Learning and Social Behaviours
- Appendix 2: Stepped approach to rewards and sanctions
- Appendix 3: Exemplar IBIP
- Appendix 4: Exemplar Weekly Behaviour Tracker