

Oakfield Primary School



Behaviour and Relationships Policy

Autumn 2026

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Policy ratified	8 th October 2026
Policy due for review	In line with Governor schedule

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School Values

At Oakfield Primary School we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Behaviour and Relationships policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rule should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs.

At Oakfield Primary School we have three simple rules for our school community to remember and adhere to. They can be applied to all situations where pupils may need a reminder of acceptable and expected behaviours.

*Our 3 rules are: **Be ready. Be respectful. Be safe.***

These rules are promoted throughout the school by all adults and are visually displayed around the school building.

The following expectations cover all times of the school day and where children and young people are representing the school out of hours or off site. This means:

We expect children to <u>be ready and respectful</u> by listening to and following instructions from adults.
We expect children to <u>be ready</u> by focusing on their learning and not disrupting the learning of others.
We expect children to <u>be ready</u> and try their best in all activities
We expect children to <u>be safe and respectful</u> when representing the school at anytime
We expect children to <u>be safe and respectful</u> by not endangering themselves, others or the school environment.
We expect children to <u>be respectful by</u> using appropriate language and not swearing.
We expect children to <u>be respectful</u> towards others.

To help achieve this, Oakfield Primary School staff will:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- follow clear, consistent routines and systems that are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place **and explicitly taught**. This includes routines such as:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

We recognise that building positive relationships is key to developing a positive learning environment.

Positive language and praise are used consistently to promote and reinforce our expectations. Learners who 'go over and above' our expectations are recognised and rewarded. Below is a list that outlines some of the rewards that may be used.

Positive strategies	Explanation
Positive praise	Children will receive positive praise for positive behaviour, good work and conduct.
House points	Children can receive house points for positive behaviour, good work and demonstrating the school values. Achieving specific numbers of house points equates to specific rewards. Children will earn individual and group rewards. There are linked stickers and certificates to celebrate pupils individual achievements.
Green time	Green time is a 20-minute reward activity decided on by the class with the teacher. As a class the children will work together to earn a target number of house points to earn their 'green time'. Possible activities including and not limited to are: Extra break Food treat Playing a game Board games
Sharing learning	Children will be sent to other members of staff to share and celebrate their work.
Oakfield Values Superstar	Children who have demonstrated commitment to a core school value (be ready, be safe, be respectful) may be chosen as the Oakfield Values Superstar and receive a certificate and sticker. This will be given in class.
Headteacher award	Children can receive a headteacher award for outstanding effort and work.
Achievement certificate	Certificate awarded to a pupil in each class during a Friday celebration assembly by their class teacher for achieving something specific.
Celebration in newsletter	Children may get a special mention in the weekly newsletter for achievements from home.
End of year house reward	At the end of the year the house with the most house points will receive a trophy.
Lunch VIPs	The lunch team will choose up to 8 children each week who have shown fantastic lunchtime behaviour. They will be announced in the Friday celebration assembly and sit at the VIP lunch table the following Monday; they may choose a friend to accompany them.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

Viewing behaviour as a learning process

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they

can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to incidents

Our school believes that all behaviour is communication and in the power of using restorative approaches.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

At our school the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

As part of the restore and repair process, they have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

Using logical consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

Our school applies consequences using the following principles:

- Adults are clear that it is a consequence
- Consequences are delivered with empathy and understanding of the context
- Consequences are logical and fair
- Consequences are appropriate to the child's level of understanding
- Consequences keep children safe. They can be proactive based on lessons learnt from previous incidents.
- Consequences protect the relationship.

Evidence shows that sanctions alone have limited long-term effects, so it is important for the pupil to see a logical link between their behaviour and the response. Consequences should, wherever possible, have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur again, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. These should always be logical, appropriate and proportionate. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

At Oakfield Primary School, we use a colour coded card system to support children to understand their actions and associated consequences.

The Card System

Staff will follow this process and always aim to work through the strategies and cards. Some behaviours, however, warrant moving straight to a coloured card change.

Redirection	e.g. Proximity: Move closer to the pupil Proximity praise: comment on the positive behaviours of others who are close to the learner. Non-verbal: make eye contact with the pupil and redirect their behaviour
Reminder	A clear verbal reminder of the expectations delivered privately (where possible) to the pupil. State the behaviour, redirect and allow the learner adequate time to make the right choice. <i>'Mason you are talking, you need to focus on your work. Thank you.'</i>
Orange Card Warning	Pupil to speak to class teacher away from other pupils. A clear verbal warning delivered privately (where possible) to the pupil. Pupil could be told to move to a different seat or area of the classroom to complete their learning. Outline the consequences if they continue (pupil will move to a yellow card) <i>'Darcie you are still talking, you are now on an orange card, if you choose to continue that will be a yellow card. You need to focus on your work. Thank you.'</i> A behaviour record will be made on the school system by the class teacher.
Yellow Card Time-out	The pupil speaks to the teacher away from the other children and is instructed that they will need to continue their work in the classroom next door for ten minutes as they are now on a yellow card. When they return the class teacher has a restorative conversation with the pupil and reminds them of their previous positive conduct/attitude/learning and are given a final opportunity to re-engage with the learning and follow instructions. <i>'Jack, earlier today you showed me how well you can work in our class, I would like to see that again now you are back with us. Thank you.'</i> A behaviour record will be made on the school system by the class teacher.
Red Card Meeting with a senior member of staff e.g. Headteacher	The teacher will send the pupil to a member of the Senior Leadership Team to discuss their behaviour. Possible sanctions: Missed break or lunchtime Letter and or phone call home Meeting with parents Internal exclusion Suspension Exclusion A behaviour record will be made on the school system by the class teacher.

Within this system, we aim to make sure consequences are applied logically. The table below provides some examples of how we may do this.

Behaviour	Possible Consequences/outcomes
Missed learning	Catch up in their own time
Repeated poor behaviour	Restorative conversation, unpicking issues with an adult, missing all or part of a break/lunchtime, restorative conversation
Upset someone else	Engage in a restorative conversation, supported conversation with peer
Damage to property	Assist with repairing the damage and clean up
Difficulty following rules and boundaries	Access temporarily limited or supervised
Lacks skills required for the task	Attend an intervention to develop the skills or additional provision added in class
Dangerous behaviour	Removed from impacted peers Suspension/exclusion as necessary (see below)

Use of suspension as a consequence

Our school still applies the protective and educational approach to consequences even if the outcome is suspension: protective as a suspension insists on a short-term change in routine and becomes educational when the provision is more personalised to meet the child/young person's needs.

Appropriate use of suspension is to allow the adults time to make the necessary adjustments to meet the needs of the child/young person going forward. This includes:

- reflecting, identifying needs and amending plans
- using the time to prepare psychoeducation or other appropriate interventions to support
- using co-regulation to develop self-regulation strategies.

We understand that whilst a suspension might mark a break from the challenge for school staff, this is often not the case for the child/young person. Reflection and restoration are still essential to enable to pupil and staff to learn from the situation, to not carry unresolved shame with them, and to remain hopeful for the future.

To achieve this, suspensions are issued with kindness and compassion. At our school we will aim to explain why the suspension is happening, separate the child/young person from their behaviours and ensure they have a safe adult to speak to. We also provide hope for their return by planning for their reintegration and providing opportunities for them to share their views.

We refer to the [Education Access Team's Suspension Guidance](#).

Use of exclusion as a consequence

Our school considers the following principles/questions when considering exclusion:

- Is it absolutely necessary to exclude?
- Is it in the best interest of the child/young person?
- Is it in the best interest of the school community?

We also understand that the child/young person will likely remain within the local community. To sustain hope for the child/young person, exclusion is presented as a means of accessing an alternative safe space rather than a threat or punishment.

On the rare occasion that exclusion occurs, our school ensures:

- Positive goodbye with closure for staff, child/young person and their family
- A robust handover between school staff to support the transition to the new school/setting
- Ensuring the child/young person takes all their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child/young person's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

There are 15 DfE exclusion codes that can be used to record why a child/young person is excluded:

PP – Physical Assault against a pupil orientation and gender identity	PA – Physical Assault against an adult	VP – Verbal abuse/ threatening behaviour against a pupil
VA – Verbal abuse/ threatening behaviour against an adult	OW – Use or threat of use of an offensive weapon or prohibited item	BU – Bullying
RA – Racist abuse	LG – Abuse against sexual	DS – Abuse relating to disability

SM – Sexual misconduct	DA – Drug and alcohol related	DM – Damage
TH – Theft	MT – Inappropriate use of social media or online technology	DB – Persistent or general disruptive behaviour

Schools can also exclude for 'Persistent Disruptive Behaviour'.

We refer to the [Education Access Team's Exclusion Guidance](#).

Harm from dysregulated (stress) behaviour

Our school always prioritises the safety and welfare of all staff and children/young people, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response. However, the safety of children is paramount and consequences will be applied that maintain pupil safety.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 5.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools February 2024](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here: [Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf \(essex.gov.uk\)](https://www.essex.gov.uk/understanding-and-supporting-behaviour-safe-practice-for-schools-august-2023)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident. **Please see our separate policy for restrictive intervention.**

Screening and searching children and young people

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104444/Searching_Screening_and_Confiscation.pdf)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

OR any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile Phones and other smart technology

In line with the [Mobile phones in schools \(DfE 2026\)](#), our school is a phone-free environment. Our approach to this forms part of our wider safeguarding arrangements and is detailed in our Child Protection Policy. Only Year 6 pupils can bring

mobile phones to school and on arrival must turn them off and hand them in to the teacher. Pupils are not allowed access to their mobile phone during the school day. Pupils bringing mobile phones to school do so at their own risk. As part of our wider safeguarding arrangement, smart watches are not permitted for pupils. They are able to wear a basic watch or step counter. It must not have internet connectivity or any functionality to make video/audio recordings or take photographs. Visitors, parents and staff are not permitted to use smart glasses to take video/audio recordings or take photographs on the school site. Staff expectations are further clarified in their Code of Conduct policy. Failure to comply with this may result in consequences relevant to the individual/s involved.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children and young people will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child/young person's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Recognising that 'flexible consistency' allows for personalisation and reasonable adjustments, staff in our school are trusted to apply this policy with discretion through their knowledge of the child/young person's context. This includes integration between policies which enables staff to seek the views of internal school leads for SEND, Mental Health, Pastoral Support and Safeguarding to ensure that use of all the policies enable a fair and informed decision.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child or young person be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our Principles - the things we will do as adults

All staff

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child or young person's life can impact on how they think, feel and act
- Use logical consequences as much as reasonably practicable
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

Headteacher

- Leads on all aspects of this policy and models the expectations for all staff
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children and young people
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child or young person may be having.

Family

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child/young person's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Further Guidance

1. [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2023)
2. [Behaviour in schools guidance Sept 2022](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and Permanent Exclusion Sept 2022](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)