



**Woodchester Endowed Church of England (Aided) Primary School**

**‘Love, Learn and Flourish Together’**

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

# **Behaviour Policy**

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**Written by:**

**Lynne Loomes (Headteacher)**

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Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

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# Our Vision and Rationale

Woodchester Endowed Church of England Primary School community seeks to inspire children and adults to **'Love, Learn and Flourish Together'** so that we may become everything God has created us to be.

**'Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)**

As a Church of England school, our Christian vision is central to all we do. Our school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be. Our Christian vision is rooted in Paul's letter to the people of Corinth and in our desire to nurture the whole community, flourishing both now and in the future.

Paul reminds them that they should live good lives and that their community will be stronger and make a bigger difference if everyone works together to make the most of their individual talents and skills. Our school vision recognises that we are unique individuals, loved by God, and we aim to develop all children and adults to their full potential through a wide variety of opportunities and experiences.

As an inclusive school where we wish for everyone to flourish, we seek to create an environment where positive behaviour is at the heart of all that we do, whether in the classroom or outside. We firmly believe that everyone can maintain high standards of personal conduct, accept responsibility for behaviour choices and encourage others to do the same. Where things are not quite as they should be, we prefer to foster a culture of forgiveness and seek reconciliation using restorative justice. Throughout our community we link behaviour to our ethos of 'love, learn and flourish together'.

## Aims of the behaviour policy

The aim of this policy is to clearly set out the expectations of behaviour by the school community with clear guidance for children, staff and parents. It has been put together with input from children via the School Council, staff, parents and governors and industry experts including Gloucestershire Virtual School and KCA associates.

Behaviour is the responsibility of every person within our school community, and we will only be successful in positively managing behaviour if all parties work together to support children with consistent expectations and support. Supporting children to thrive in our setting is not just about managing the behaviour but also understanding the emotions behind it.

This behaviour policy is embedded into whole school practice, involving all staff and pupils. It is based on positive reinforcement, rewarding positive behaviour; putting responsibility on to pupils themselves for their behaviour and effort for learning. There is an expectation that all parents support this policy and will support the school in reinforcing behaviour expectations.

## Managing behaviour

Our school thrives on building positive relationships between staff and pupils to build and maintain a better classroom environment. Whilst the headteacher is visible throughout the school day to model behaviour expectations for both staff and students by reinforcing culture, expectations and societal norms, behaviour is the responsibility of everyone at Woodchester Endowed CofE Primary School. We pride ourselves on building relationships built on mutual care and respect.

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In line with the Education Endowment Fund's 2021 research on improving behaviour in schools report<sup>1</sup>, our school deploys a combination of both proactive and reactive approaches in order to build and sustain positive relationships.

1. **Know and understand our pupils and their influences**
2. **Teach learning behaviours alongside managing behaviour**
3. **Use classroom management strategies to support good behaviour**
4. **Use simple approaches as part of our regular routine**
5. **Use targeted approaches to meet the needs of individuals**
6. **Consistency is key**

## 1. Know and understand our pupils

All children need human connection in order for them to develop and learn the right way to do things. When a child becomes dysregulated, angry or upset it is important that they receive care and nurture to allow them to help manage their emotions. Whilst schools cannot prevent traumas that may impact on children, a school can support children in building secure attachments with adults. This is the heart of our behaviour policy and central to our beliefs as educators.

Whilst at school, children come in to contact with different groups of adults – teachers, teaching assistants, administration staff, midday supervisors, supply teachers, sports coaches etc. All adults have a responsibility to support any child in regulating their behaviour regardless of their role in school. This support can be offered in many different ways from a smile or greeting to a silent thumbs up, to accompanying a child if they need to leave a situation and will be unique to each child and situation. Interactions can be subtle but the timing and impact is powerful when a child is feeling dysregulated, angry or upset.

Adults also support children by modelling how to approach challenge, further supporting our pupils in how to deal with setbacks calmly. We want every pupil in our school to have a supportive relationship with school staff.

Here at Woodchester, we follow the 'Five to Thrive' approach to support children in developing resilience and wellbeing. This approach is based on neuroscience research.

### The background

Children are not born to regulate stress. As they develop and build connections with parents and supporting adults, those connections support children from becoming too overwhelmed in times of stress. The body needs stress and challenge to allow children to learn but too much stress can become overwhelming and lead to the body experiencing fight, flight or freeze responses which in turn trigger negative behaviours through a lack of regulation.

### 'Five to Thrive'

When a child is experiencing a fight or flight response, they need support from peers or adults to respond to that through:

<sup>1</sup> <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour>

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| Stage                                                                             | What happens inside us when supporting a child in fight or flight?                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Our brain and nervous system connect with theirs when we respond. Humans are born to connect, mirror and match. Just for a moment our face and body will show the same stress or emotion they are feeling. We need to manage this so that they can connect with us. |
|  | They are overwhelmed and need us to help them engage with us.                                                                                                                                                                                                       |
|  | We need to relax ourselves in that brief moment in order to support the child. We need to settle to a calm state in order to help them.                                                                                                                             |
|  | Using non-verbal communication or gentle humour is important. The adult may move closer or smile to show care.                                                                                                                                                      |
|  | When all of the above steps are in place (almost instantly) conversation is more likely and can be used as a mean to support moving away from the fight or flight state.                                                                                            |

All of the above stages can take place in a matter of minutes, allowing a child to draw comfort from the supporting adult and begin to regulate their own responses.

The role of any adult is to:

1. Recognise, empathise, validate and label the feeling that the child is experiencing. For example "I can see you are really upset..."
2. Set limits on the behaviour. For example "That is not acceptable because..."
3. Problem solve with the child. For example "What could you do differently next time?"

Whilst dysregulated children will need lots of adult support to start with, over time they will become more independent as they become more familiar with this approach.

## Working with Parents – Understanding Change

There are many factors that may affect pupil behaviour, some of which are outside of school. By becoming aware of external factors, we are better placed to mitigate any negative change and intervene earlier to focus on positive behaviour. Being informed where staff can be aware of negative influences starting or continuing to affect a pupil's life is key to building an understanding and to identifying the most effective behaviour management approach for that child.

## 2. Teach learning behaviours

Whilst positive behaviour in the classroom supports learning, children also need to have a positive view of themselves as learners so that they can improve both academic achievement and cognitive ability. Learning behaviour is simply the behaviour that is necessary for a person to learn effectively in the classroom and splits into three areas:

- A child's relationship with themselves – this is based on how a child perceives themselves as learners. If they feel they give up easily or something is too hard, they may not want to

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try. Staff work hard to try and encourage self-esteem, celebrating wins whilst encouraging resilience and a determination to try again.

- A child's relationship with others – this is based on how a child views themselves against others in the class. Staff celebrate all learners, regardless of academic ability so that children feel valued and accepted. We aim to build a culture where children feel safe and valued when they say they found something hard or get something wrong. Children are tasked with owning their own learning and providing feedback, such as circling the face on the lesson objective to show and reflect how they feel about a lesson.
- A child's relationship with the curriculum or subjects. Pupils are provided with appropriately levelled work that will lead to an experience of success. When children experience success as a result of perseverance, their self-worth grows and in turn they feel accepted, secure and confident in the classroom.

### 3. Classroom Management Strategies

#### What do we expect?

At the start of each year, classes discuss what helps successful learners, the learning partnerships between children and adults, golden rules, likes and dislikes, consequences of behaviour, whole school rules, etc in order to create their charter- an agreed and signed poster displaying positive behaviour expectations. These are individual to each class, displayed in the classrooms, shared and signed by all in the class.

The school council has requested that the minimum expectations for our school community are:

- Be kind to one another (adults and children)
- Be polite
- Show respectful listening to everyone (adults and children)
- Look after our building, our playgrounds and our things
- Play nicely together, keeping arms and legs to yourself.

These rules are displayed around school and reinforced regularly during worships, class time and playtimes.

The school council will help monitor the impact of our rules and will address any issues with the help of staff if needed.

#### Celebrating/Steps to positive behaviour

In order to support children in making positive behaviour choices, adults are consistently using strategies to:

- **Identify** the behaviour we expect
- Explicitly **teach** behaviour
- **Model** behaviour we expect
- **Practise** behaviour
- **Notice** excellent behaviour
- **Create** conditions for excellent behaviour

Focusing on positive relationships with reward and incentivisation will support positive interactions. We really enjoy celebrating positive behaviour throughout our school and use a variety of means to celebrate. Throughout the school community, adults in school are actively noticing the behaviours of all children during the day. Positive behaviour is celebrated by:

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- Verbal praise such as congratulating a child for showing positive behaviour e.g. good manners, holding open a door, being a kind friend etc.
- Awarding house points
- Awarding class marbles in a jar
- A 'Wow' card
- A certificate at celebration worship on a Friday
- Being sent to another member of staff to share the praise
- Receiving a sticker
- DoJo messages to parents sharing praise

Every moment within the school day is an opportunity for a fresh start and children are actively encouraged to reset and demonstrate positive behaviour should that reset be needed.

The school has a range of systems, including pastoral support, to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour.

The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or recorded discussion using child-led techniques such as graphic facilitation. Low level sanctions may be given following such processes.

## Offsite behaviour

The behaviours described in this policy also apply to school trips and offsite activities. The school has an Offsite Visits policy, which is underpinned by the behaviour principles described here. Pupils, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the offsite visit activity. The Visit Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the early journey home. Mobile Phones and electronic devices will not be allowed on trips unless deemed suitable and appropriate.

## Dealing with misdemeanours

There are any number of reasons as to why a child may show unacceptable behaviour within school and whilst those reasons need to be understood, the first priority is to ensure the safety and wellbeing of those around before any further steps can be taken. This may include using de-escalation techniques to prevent further behaviour issues arising.

When dealing with problems, it is very important to **label the behaviour and not the child** or the emotion behind the behaviour. (e.g. 'That is not the right sort of behaviour' or 'Are you making a good choice?' rather than 'You are a naughty child'. Phrasing will remain conversational in order to support de-escalation before attempting to resolve any issues. For example, "I wonder if you are feeling angry because..."

Staff should always recognise the importance of ascertaining pupil's views. If it seems that there is a problem, then the member of staff dealing with it should ask the child what he/she is doing; establish if it is against the Classroom Charter or School Rules and, if it is, then try to work out with the child how the problem is to be resolved. For instance, it may be possible for those in the wrong to make immediate reparation to the injured party. This may be sufficient in itself; it may however be necessary to invoke some sort of sanction.

There is no place for physical or emotional violence, bullying, racism, vandalism, rudeness or bad language in our school and incidents that are perceived as these must be challenged and dealt

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with appropriately. Sanctions exist to ensure those are dealt with appropriately. As a Christian school, we believe that solutions to these unacceptable forms of behaviour will also offer opportunities to support and guide that child to reflect and have an opportunity to make amends.

Incidents are recorded on the school behaviour management system (CPOMS) and are then marked for the attention of the leadership team (Headteacher and SENCO) for further analysis.

Whilst it may not always be obvious to those not immediately involved, there are consequences and next steps applied for all misdemeanours.

## Restorative Justice

The school uses a restorative justice approach, which focuses on the child recognising and understanding what they have done and the impact of their actions both on others and themselves so that they can make better choices in the future.

For restorative justice to be most effective the adult will make a decision as to the best time to sit calmly with the child to unpick the reason for their poor behaviour choice. This may be at a different time to the incident to ensure that all are able to calmly examine what happened and why. There are restorative justice guides in each classroom and the headteacher's office which can support any child discussions.

## Sanctions

Minor problems will be dealt with by the member of staff responsible for the child at that time and sanctions applied will match the behaviour to be the most effective. Woodchester staff work hard to get to know pupils and in turn try to use sanctions that have the most impact on the child without being demeaning or embarrassing. It is not a 'one size fits all' approach.

Possible sanctions include, but are not limited to:

- A verbal rebuke or reminder
- A repetition of a task
- Allowing the time and space to self-regulate
- Loss of a privilege
- Reflection time to consider the impact of their actions
- Removal from class to a quiet space for a limited period of time
- Referral to the Headteacher should a serious behaviour incident occur or when the above sanctions have already been used.
- Phone call to parents

Children identified with SEN behavioural needs will be treated both by this policy and with regards to the details within their personalised learning plan (MyPlan) or Education and Healthcare Plan (EHCP). Staff must be made aware of these children and the structures in place to support the children in managing any unexpected or in appropriate behaviour.

## Repeated unacceptable behaviour

If unacceptable behaviour continues to be repeated, the school will invite parents to come in and discuss ways forward with the class teacher initially. It may be that a MyPlan is established to target specific behaviours.

Behaviour will then be reviewed regularly (on set dates) unless need arises beforehand, but the school will liaise with parents as necessary.

Where repeated unacceptable behaviour exists, the school will monitor behaviour, particularly taking notes of previous events and relevant factors (unfamiliar setting/adult/child, challenging

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work, PE, etc) and how the child deals with what happens afterwards. If despite a MyPlan, the behaviour continues then the school may choose to contact external services for support.

Should there continue to be an ongoing pattern of unacceptable behaviour or an extreme incident then, depending on severity, the Headteacher may be required to issue a suspension (short-term) or exclusion (permanent).

## More serious misdemeanours

Allegations, complaints or rumours of serious and/or persistent breaches of discipline should be referred to the headteacher where they will then be investigated. The investigation will be documented and shared with the governing body if required.

The decision to issue a sanction because of investigation and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff. The main categories of misconduct which are likely to be considered as serious breaches of discipline include, but are not limited to:

- physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)
- physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
- persistent breaches of discipline or attitudes or behaviour which are inconsistent with the School's vision, values and ethos

Depending on the investigation, then depending on severity, the Headteacher may be required to issue a suspension (short-term) or exclusion (permanent).

## Exclusions and Suspension

There are two types of exclusion:

- Suspension (temporary exclusion for a fixed period of time)
- Permanent exclusion

The aim of the school is always to improve a child's general behaviour and it will only use exclusion when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that exclusion is unavoidable.

The school follows strict LA guidelines regarding any exclusion matter and procedures. Further information on exclusions can be found here - <https://www.gloucestershire.gov.uk/education-and-learning/school-attendance-and-exclusions-and-welfare/what-to-do-if-your-child-is-excluded-from-school/>.

Further information can also be found in the school Suspension and Exclusions policy.

**WE DO NOT TAKE PERMANENT OR TEMPORARY EXCLUSIONS LIGHTLY AND WE HOPE THAT ALL PARENTS SUPPORT ALL SCHOOL ACTIONS WHICH ATTEMPT TO STOP THIS HAPPENING.**

## 4. Regular routines

### School Routines

The management of behaviour starts at the beginning of the day when staff greet the children in the playground, support them in lining up and walk them into school. This approach allows children to approach the transition to school with confidence as they know what is expected of them.

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Greeting children at the door, particularly those in need of stronger relationships, helps to foster connection and enhance the school experience.

Once in school, children are supported to move around the buildings calmly and quietly. The daily morning routine of registration quickly becomes familiar and is essential to settling children ready to start learning. At the start of each day, children are encouraged to record their feeling by either placing their name on a feelings chart, or putting their heart into a coloured tub. Using this approach means that adults can quickly identify those children who may be needing some extra support but do not wish to identify themselves in front of others.

During the school day, at key transition times children line up so that they can move safely and calmly round the school site. Class teachers greet the children in the playground at the end of breaktimes and lunchtimes to reset behaviour expectations before recommencing the learning. This approach allows any playground incidents to be quickly resolved, and the mindset refocussed ready to learn.

Whilst in the classroom, there is constant reinforcement of positive behaviours which help to remind children what is expected of them. Expectations differ within each class as appropriate for age, however we expect our children to:

- Have ownership and respect the classroom rules
- Engage with learning
- Ask an adult for help if needed
- Tell an adult if something has happened to them

We expect our adults to:

- Stimulate concentration
- Scan, circulate around, monitor the class during lessons
- Adapt lessons as needed (activity or pace) depending on general class behaviour
- Follow this behaviour policy
- Give praise to those doing the right thing
- Listen to children's concerns and act accordingly
- Set high expectations for all pupils to listen whilst others are speaking
- Teach all that respect is fundamental in our daily lives
- Use positive persuasive language 'I know that you will do this sensibly'

## Playground Management

Children need unstructured, supervised time when they can process and allow their brains to relax. This is provided through breaktimes and lunchtimes. Teaching staff provide supervision during breaktimes, whilst Midday Supervisors and the Headteacher provide supervision at lunchtimes.

Children are encouraged to play or use some of the outside play resources collaboratively. Staff are on hand should a child need support to help regulate behaviour. Quiet spaces are provided both inside and outside should reflection time or removal from the situation be required.

Class teachers collect their children from the playground at the end of these sessions where staff on duty can hand over information relating to behaviour as needed.

## Recording incidents

Staff use their professional judgement to determine whether an incident warrants recording formally on CPOMS. Where incidents are recorded, staff will record time, date, location, children

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who are involved and any other useful information. All information recorded is impartial and fact based.

This may involve a discussion with another member of staff or Headteacher prior to recording. Minor incidents may not be recorded initially but may be added if required at a later date.

The Headteacher reviews all CPOMS records daily and will assign follow up actions if required. If parent communication is needed this will be recorded in CPOMS along with the date, time and method of communication.

## 5. Targeted approaches

### Personalised behaviour plans

For some children, the routine of school and expectations can be overwhelming. Where children show continued low-level disruptive behaviour, the school will work with parents and external partners such as the local authority educational psychologists, the advisory teaching service and the inclusion service to support a child. Personalised plans, such as MyPlans, may be used to help with close and regular communication with parents so that the child is central to all that we do.

### Special Needs/Supporting Pupils with Behavioural Difficulties

The needs of children with recognised emotional and behavioural problems are assessed using the Code of Practice (SEND code of practice: 0 to 25 years) found here - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) and met through the school SEN Policy and EHCP.

Where a child has ongoing behavioural difficulties, the school will work with the local authority and other external partners to create a MyPlan detailing actions to be taken by the school, parents and carers to improve behaviour. The MyPlan will provide targets that will be broken down into manageable tasks. It may also contain identifiable rewards that can be achieved whilst identifying roles and responsibilities for the school, child and parents.

Training is provided for staff in specific strategies when supporting pupils with high behaviour needs.

## 6. Consistency

For behaviour management to be successful, consistency and coherence is key in ensuring that all adults understand the behaviour policy and can apply it. Regular training on approaches and techniques are delivered throughout the school year from both the senior leadership team and external providers such as the local authority, advisory teaching service or the virtual school.

## Partnership with Parents

### The role of parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## Working with Parents – Sharing information about other children

Parents naturally put their children first and may at times be keen to know more about the consequences another child is facing; particularly if it is felt that their child is on the receiving end of negative behaviour.

Whilst the school is always happy to speak with parents and share openly what has happened to their child; the school is unable to discuss details pertaining to another child, their needs, the consequences in place or any other details related to anyone other than the parent's own child as each child's right to privacy is protected by law.

## Bullying

Further information on bullying can be found in the anti-bullying policy.

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