Together we care, Together we learn, Together we achieve.
Gyda'n gilydd rydym yn gofalu, dysgu a chyflawni.



Ysgol Gynradd
COEDPENMAEN
Primary School

WHOLE SCHOOL POSITIVE BEHAVIOUR MANAGEMENT POLICY

Policy written:	**Summer 2026**
Headteacher signature:	
Chair of Governor's signature:	
Policy review date:	**Summer 2027**

Coedpenmaen Primary School motto:

'Together we care, Together we learn, Together we achieve'

'Gyda'n gilydd rydym yn gofalu, dysgu a chyflawni'

Our Behaviour Mantra:

'Regulate, Relate, Restore'

Equality and Inclusion Commitment

This policy has been equality impact assessed and is designed to ensure fair and equitable treatment for all pupils, regardless of:

- Race, ethnicity, culture or language
- Disability or additional learning needs (ALN)
- Gender or gender identity
- Sexual orientation
- Religion or belief
- Socio-economic background
- Looked After or previously Looked After status

The school recognises that behaviour is influenced by individual circumstances and commits to making reasonable adjustments to ensure equity of outcomes.

Race Equality Statement

At Coedpenmaen Primary School we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We, at Coedpenmaen Primary School, recognise that Wales and the U.K have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society.

This policy should be read in conjunction with the following documents:

- Safeguarding
- Anti-Bullying

Introduction

Excellent behaviour is an essential part of the ethos of the school. All staff and pupils need to be kept safe from physical and verbal assault and the school has a duty of care in this respect.

For effective teaching and learning to take place, excellent behaviour is necessary. For pupils to learn they need a secure environment with a clear framework of behavioural expectations that are consistently implemented.

At Coedpenmaen Primary School, we seek to create an underlying ethos, which will support the development of personal qualities of honesty, trust, perseverance, compassion and responsibility. We all have a responsibility to ensure that our pupils are provided with the best opportunities in order to develop and learn in an ever changing world. We should all aim to accept responsibilities we are given and to endeavour to improve constantly to the betterment of all.

This policy attempts to outline a clear boundary of acceptable behaviour for all adults and children, so that they may develop and grow, understanding the need for boundaries in everyday life.

The United Nations Convention on the Rights of the Child

At Coedpenmaen Primary School we believe the rights of the child are of paramount importance and the United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos.

Rights are things every child should have or be able to exercise. These rights are listed in the UN Convention on the Rights of the Child. All the rights are connected to each other and all are equally important. At Coedpenmaen Primary School, the following rights are supported by this policy:

- All adults should do what is best for you.
- You have the right to give your opinion, and for adults to listen and take it seriously.
- You have the right to find out things and share what you think with others.
- You have the right to choose your own friends and join or set up groups.
- You have the right to privacy.
- You have the right to be protected from being hurt or mistreated, in body or in mind.
- You have the right to a good quality education.
- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.
- No one is allowed to punish you in a cruel or harmful way.

Aim

At Coedpenmaen Primary School we aim:

- To create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the

school community.
- To promote self-awareness and self-control.
- To set out the four school rules.
- To set out how the school encourages self-discipline by all members of the school community.

Our aims, we believe, are achieved when:

- Clear expectations are agreed, understood and accepted.
- A school atmosphere is created which is consistent and caring.
- Pupils are provided with excellent role models who remain calm and non-judgemental.
- Sanctions are applied consistently and fairly within the school in a calm and considerate manner.

Responsibilities

The Governing Body

The Governing Body is charged with the duty to have policies designed to promote good behaviour and discipline. The Governing Body expects the staff to be modelling calm consistent behaviour and provide first attention to good conduct. The Governing Body recognises behaviour is communication and that flexible responses to challenging behaviour are required.

The Headteacher

The Headteacher's role is to implement the Governing Body's policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority. The Headteacher must determine measures to be taken, with a view to:

- promoting self discipline and proper regard for authority;
- encouraging good behaviour and respect for others, and preventing all forms of bullying;
- securing that the standard of behaviour is acceptable; and
- otherwise regulating the conduct of students and staff.

The Headteacher is required to have regard to any guidance given by the Governing Body. The Headteacher must also determine the standard of behaviour regarded as acceptable. The measures can, to such an extent as reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the school staff. The Headteacher is required to set out the behaviour policy in a written document and publicise it by making it generally known to staff and students.

The Headteacher should:

- define the standards of behaviour the school wants;
- seek the widest possible agreement;
- ensure that the standards are consistently and fairly applied; and
- ensure that any sanctions are reasonable and proportionate to the offence, and enable students to make reparation where possible through restorative follow ups;
- ensuring all are aware of individual potential triggers and anxieties and protecting against them;
- ensure the school creates a safe base for all;
- ensure all staff have relevant CPD and support giving them strategies to address challenging behaviours.

Staff

The school respects the rights of staff and Governors:

- To expect pupils and parents to cooperate with the school in maintaining an orderly climate for learning;
- To expect pupils to respect the rights of other students and adults in school;
- To enforce the Discipline and Behaviour policy, including rules and disciplinary measures;
- Not to tolerate violence, threatening behaviour or abuse by any member of the school community;
- To engage external support services as appropriate.

We expect staff to:

- give first attention to best conduct;
- ensure staff model good behaviour and are consistent, calm and self-aware in their approach;
- use non-threatening and supportive language;
- promote positive behaviour through active development of the school community's social, emotional and behavioural skills;
- be aware of how insecure attachments and ACEs (Adverse Childhood Experiences) may affect children's behaviour;
- all behaviour is understood as communication.
- responses will prioritise regulation and support before sanction, particularly for pupils affected by trauma or adverse experiences.
- establish, and communicate clearly,measures to ensure good order, respect and discipline;
- ensure the school's behaviour policy does not discriminate against any student on, e.g grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities;
- apply preventative approaches fairly, consistently, proportionately and reasonably - taking account of ALN, disability and the needs of CLA(Children who are looked after) and other vulnerable children, and offering support as appropriate including responsive strategies for supporting more challenging behaviours;
- take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- keep parents informed of their child's behaviour, positive as well as inappropriate , use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- work with other agencies to promote community cohesion and safety;
- work with pupils to create One Page Profiles to better understand their needs; these will be updated regularly and contain input from parents when appropriate;
- recognise individual potential triggers and anxieties and protect against them.
- Staff must adapt behaviour approaches, scripts and sanctions to meet the needs of pupils with ALN, trauma, communication needs or other vulnerabilities. This may include:
  - ❖ Adjusted expectations
  - ❖ Use of visuals or simplified language
  - ❖ Extended processing time
  - ❖ Alternative consequences

Pupils

The school respects the rights of the pupils:

- To contribute to the development of the school behaviour policy;
- Additional efforts will be made to ensure that the voices of all pupils are heard, particularly those who may face barriers to participation, including pupils with ALN, EAL learners, and vulnerable or disengaged pupils.

- To be taught in environments that are safe, conducive to learning and free from disruption;
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- To be able to appeal to the Headteacher and Governing Body, if they believe the school has exercised its disciplinary authority unreasonably.
- Pupils have the right to express themselves in Welsh, English or their own home language. Behaviour systems will respect linguistic identity.

We expect pupils to:

- Follow reasonable instructions by school staff, to abide by our school rules and accept sanctions in an appropriate way;
- Act as positive ambassadors for the school when off the school premises;
- Show respect to staff, peers, school property and the school environment;
- Never to harm or bully other pupils or staff;
- Cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Elsa.

Parents

The school respects the rights of the parents:

- To be kept informed about their child's progress, including issues relating to their behaviour;
- To expect their child to be safe, secure and respected in the school;
- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary;
- To be able to appeal to the Headteacher or Governing Body, if they believe the school has exercised its disciplinary authority unreasonably; (Sees Complaints Policy)
- To be able to appeal against a decision to exclude their child, first to the Governing Body and then, incases of permanent exclusion, to an independent appeal panel.

We expect parents to:

- Respect the school's behaviour policy and the disciplinary authority of school staff;
- Help ensure that their child follows reasonable instructions by staff and adheres to school rules;
- Send their child to the school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn;
- Ensure school staff are aware of any ALN-related or other personal factors which may result in their child displaying behaviours outside of the norm.
- Be prepared to work with the school to support their child's positive behaviour;
- Attend meetings with the Headteacher and school staff, if requested, to discuss their child's behaviour.
- If their child is excluded from school, to attend a reintegration meeting with the school at the end of a fixed period exclusion.

Curriculum

Through the school curriculum, we aim to teach values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. Values are shared half termly and celebrated through Jigsaw and our values schedule.

Our School Rules

These apply to **everyone** at Coedpenmaen Primary School:

Be Kind

Be Respectful

Be Ready

Be Safe

Class Charters

Every class will have a class charter that is constructed with the learner, as this will help them understand the rules and why they are in place. The rules should be positively phrased and outline the desirable behaviour. For example: 'In this class, we always try to…'. The charter should be clearly displayed in the classroom.

Desirable and Undesirable behaviour

DESIRABLE BEHAVIOUR	UNDESIRABLE BEHAVIOUR
Respect for other people, their views and their work	Racial harassment
Attentiveness	Violence and aggression towards staff and pupils
A sense of right and wrong	Hurting other people's feelings
Self-respect	Threatening behaviour which includes bullying

Respect for the environment	Dishonesty
Working cooperatively	Deliberate disobedience
Honesty, trust and fairness	Discrimination
Self-discipline	Using unacceptable language
Politeness and good manners	Deliberately damaging property
Setting a good example to others	Disrupting learning and teaching
	Talking things from others

School Staff Responsibilities

All staff have responsibility for:

- Ensuring they consistently follow behaviour policy and procedures.
- Being vigilant for children behaving out of character e.g. signs of distress, upset and withdrawal.
- Reporting to the Head Teacher any suspected safeguarding concerns.

Consistencies of Adult Behaviour:

Expected Consistencies for all Adult Behaviour:

- Refer to and abide by **Our School Rules and Behaviour Blueprint**
- **First attention to best conduct.** Praise those demonstrating appropriate behaviour and emphasise the values and behaviours we promote. Give **encouragement** and show **appreciation** of those who act as positive role models. Provide those that go **above and beyond** the expected level of behaviour with appropriate **recognition.**
- **Model** consistent positive behaviours and build positive relationships.
- Ensure **praise outweighs** anything negative with a **five to one** ratio.
- Maintain **consistency**, maintain **responsibility, support peers** and **acknowledge successes.**
- **Meet and greet** and **be visible.**
- Provide stimulating, attractive learning environments and lessons that **meet the needs of all**.

- Use a **calm tone of voice at all times**, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- **Avoid** using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem.
- **Demonstrate** through our conversations with children and adults, and by our responses, that racist or sexist language and attitudes are never acceptable.

Rewards

At Coedpenmaen Primary School, we use Class Dojo as our positive rewards system. Class Dojo is an online platform which offers many useful features including positive behaviour management, parent/teacher communication and class/ school news feeds. There is a Class Dojo Expectations and Acceptable Use Policy at Coedpenmaen Primary School (See **Appendix 1**)

Dojos as a reward system:

- Dojo points are to be used to celebrate achievement and effort.
- Teachers will be encouraged to award Class Dojo points to pupils when they demonstrate positive behaviours or attitudes to learning.

1 point = Good, 2 points = Excellent, 3 points = Outstanding.

- Rewards recognise individual progress and effort, not comparison or uniform targets.
- When children reach the milestones of 25, 50 and 75 Dojos then they will have a certificate and a house point.
- When all children in a class reach 25, 50 and 75 Dojos, then a whole class reward will be given. The activity chosen will be at the discretion of the class teacher - This must be inline with our Healthy schools policy.
- All Dojo points will be reset to 0 on a half termly basis.
- As we are working to achieve our next Healthy Schools Award – we will **not** be rewarding pupils with chocolate/food or other unhealthy rewards.



Coedpenmaen Primary School House Point System:

At Coedpenmaen Primary School we have a house point system in place. There are four houses linked to our local community which pupils are allocated to on admission to the school.

Ty Coch - Carreg Siglio

The Rocking Stone or 'Y Maen Chwyf' in Welsh is a glacial boulder remaining from the Ice Age. It formed the central point for a 'Gorsedd' or 'Gathering of Bards' in 1814, which was organised by stonemason Edward Williams known as 'Iolo Morganwg'. The Gorsedd Circle of smaller stones was constructed in 1849 by Evan Davies, Bardic name 'Myfyr Morganwg' and has often been used for Bardic gatherings, and as a focal point for other public occasions. The Rocking Stone is on Coedpenmaen Common and was a focal point for public meetings in Pontypridd.

Ty Melyn - Tai Crwyn

The Round Houses were built in 1938-1939 by Dr William Price. The twin Round houses have been an iconic feature of Pontypridd. They were originally intended to form the gateway to a 19th Century museum of Welsh Druidic life, but never fulfilled their intended purpose, as it quickly emerged that Dr Price neither owned the land, nor had permission or finance to build them.

Ty Gwyrdd - Parc Ynysangharad

Ynysangharad War Memorial Park was opened by Field Marshal Viscount Allenby on the 6th August 1923. It features a bandstand, the National Lido of Wales, tennis courts, lawn bowls greens, a football pitch, a cricket pitch and war memorials for Pontypridd and a memorial for the composers of the Welsh National Anthem.

Ty Glas - Yr Hen Bont

The old bridge, which is now known as the William Edwards Bridge or Pontypridd Bridge, was originally known as The New Bridge or Newbridge, is an arched single-span footbridge that spans the River Taff. The bridge was

built by William Edwards and completed in 1756. It was so long that it took 4 attempts to get it right. The first wooden bridge was washed away by floods in a storm. The second and third bridges made of stone collapsed during construction because of their weight. The final design was also made of stone but much lighter because it has 6 holes in it... 3



House points are awarded for:

- Attendance
- When children reach the milestones of 25, 50 and 75 Dojo points.
- Eisteddfod events
- Sports Day events
- There is also a large orange token that can be awarded for 'Outstanding Achievements'. The orange token is then worth 10 house points.

Happy-Gram



Positive messages sent home.

As a school, we employ a consistent strategy to reward positive behaviour. Below is a summary of the other types of rewards pupils may receive throughout the week. As a school, we also employ clear preventative approaches for managing pupil behaviour. Below are steps adults follow to ensure a consistent approach across our school.

Rewards	Preventative Approaches
Positive Praise	**'Drive by'** *Pupil is not paying attention, humming loudly and banging the ruler on the table. Teacher approaches the pupil whilst still addressing the class, places hand gently on the pupil's shoulder, puts ruler down and table and walks back to previous position without a word being spoken. Child is back on track.*
Seren Yr Wythnos at the end of each week.	**'Reminder'**

Scripted intervention - Bob *I have noticed you are **writing on the table.** It's not showing our school rule of **being respectful.** Remember yesterday when you **tied the tables** - that's the behaviour I want to see. (Walk away/processing time). Thank you.*

Class Dojo points

'Warning'

Scripted intervention - Bob *I have noticed you are **distracting those on your table by being silly** and are not **being respectful.** This is a warning, if I have to speak to you again it will be during your break time. I need to see you **to be respectful** now please. (Walk away/Processing time) Thank you*

House points

'Removal from group'

Scripted intervention - Bob *I need you to **move to that table there** now please. I know you will show that you are **being respectful.** (Allow processing time) Thank you.*

'Removal from class to partner teachers class'

Scripted intervention - Bob *I need you to **move to Sycamore class** now please **for 5 minutes.** I know you will reflect on how to show that you are **being respectful.***
(Allow processing time)
Thank you.
Teachers will have 5, 10 or 15 minute cards for the pupil to take to partner class.
Partner classes are:
Acorn = Maple
Cherry = Ash
Hazel = Holly
Sycamore = Willow
Beech = Oak.

Stickers/Happy-Gram

'Removal of break, time decided by teacher'

Scripted intervention - Bob *I've noticed you're still unable to **be respectful**at this time. We will speak about your choices at break time and work together to find a way forward. (Allow processing time) Thank you.*
Teacher discretion for how long of the break the pupil misses - it may be a quick chat or they may need to catch up on work they've not produced during the lesson. The class teacher should supervise the pupil during the removal of break. Remember pupils should have some fresh air and a mind break to allow them to concentrate in the next lesson.
Minimum 5 mins

Headteacher awards

'Sent to SLT at convenient time'

Scripted intervention - Bob *I've noticed you're still unable to **be respectful** at this time. You will need to speak to **Miss Ansell-Jones/Mrs Griffiths/Mrs Walters/Miss Bailey** about your choices. (Allow processing time) Thank you.*

Zones of Regulations

At Coedpenmaen Primary School, we use the Zones of Regulation to support pupils in understanding and managing their emotions.

All classrooms provide a Regulation Area which is accessible to all pupils at all times. These spaces offer a range of strategies and resources to help children regulate and return to learning.

The four zones are taught consistently across the school:

- Green Zone: Calm, happy, focused and ready to learn
- Blue Zone: Tired, sad, unwell or disengaged
- Yellow Zone: Heightened state such as worry, excitement, frustration or restlessness
- Red Zone: Overwhelmed, angry or out of control and in need of support

Pupils are explicitly taught that all zones are normal; however, they are supported to use appropriate strategies to return to the Green Zone when ready.

Regulation Areas may include tools such as:

- Breathing techniques
- Sensory and fidget resources
- Quiet or reflection spaces
- Visual supports
- Opportunities to talk with an adult

Adults support pupils to:

- Identify their feelings
- Select appropriate regulation strategies
- Develop independence in managing emotions over time

This approach supports our whole-school mantra of Regulate, Relate, Restore and ensures that emotional wellbeing is prioritised alongside behaviour expectations.

Sanctions

All adults deal with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding the age and stage of the child, as far as sanctions are concerned. Sanctions will not be applied in a uniform way where this would disadvantage a pupil with a protected characteristic. Decisions must take into account:

- Individual needs and triggers
- Disability and ALN
- Social and emotional development
- Equality implications

Process and Script

- **De-escalate and Redirect** - Non-verbal prompt - Body language and movement - Gentle encouragement.
- **Reminder -** A reminder of Our School Rules delivered calmly and discretely.
- **Caution** - A clear verbal caution, delivered calmly and discretely, that makes the pupil aware of their behaviour and the consequences if they continue. Use language such as 'I've noticed that …' and 'I need you to…'
- **Time Out -** Chance to reflect away from others. Speak to the pupil privately and give them a final

opportunity to engage.

- **Internal Referral** - The pupil is referred internally to a partner class for a 5, 10 or 15 minute period. A short Reconciliation meeting should take place immediately on return to class.

Reconciliation Meeting - 6 Questions

- What happened?
- What were you thinking?
- How were you feeling?
- Who has been affected?
- What should we do to put things right?
- How can things be done differently in the future?

Reconciliation meetings should respect the dignity of the pupil and their right to privacy. Such meetings should be brief and last no longer than 10 minutes.

Specific Sanctions

The Governing Body has agreed that the following 'disciplinary penalties' may be used in the school:

- Engage in Restorative follow-up;
- Removal from the group/class or particular lesson;
- Withdrawal of break or lunchtime privileges;
- Withholding participation in visits or sports events which are not essential to the curriculum;
- Carrying out a useful task in the school;
- Completion of work or extra work (Internal Exclusion);
- Fixed term exclusion; and
- Permanent exclusion;

Pupils with emotional/behavioural difficulties often require very structured, sensitive programmes of behaviour modification. These pupils should be supported by advice from Access and Inclusion services and the Educational Psychology Service.

Procedures for dealing with major breaches (Physical assault, major disruption of the school environment) of discipline where standard processes as outlined above have not been successful:

- Withdrawal from the classroom for a designated period of time as decided by the Headteacher or senior member of staff. This will take the form of an Internal Exclusion and parents will be notified as such.
- Where there are no improvements in behaviour, a meeting will be held with parents, and a warning given about the next stage in the process.
- Where the problem is severe or recurring then fixed term procedures are considered after consultation with the Governing Body.
- A multi-agency meeting involving parents and other agencies may be arranged if deemed necessary.
- Following the multi agency meeting a permanent exclusion after consultation with the Governing Body may be needed.
- Parents have the right of appeal to the Governing Body against any decision made.
- In exceptional circumstances, where there is a severe breach of school discipline, permanent exclusion may be considered an appropriate first course of action. This will always be in consultation with the Governing Body.

Exclusions

The school avoids excluding pupils(including CLA) unless under extraordinary circumstances and only as a last resort. Exclusions may be for a fixed period or permanent.

The Decision to Exclude:

- Only the Headteacher can exclude a student, (or the person in charge on the day, if the Headteacher is absent from the school).
- Students should only be excluded: In cases of a serious breach of the school's behaviour/discipline policy and if the continued presence of the excluded pupil in the school would seriously damage the education or the welfare of other students, or staff.

Before deciding to exclude a pupil the Headteacher will:

- ensure that an appropriate investigation has been conducted.
- ensure that all the relevant evidence has been considered;
- give the pupil an opportunity to be heard; and
- consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision. The Headteacher is permitted to exclude a student for one or more fixed term periods not exceeding 45 school days in any one school year. The school will continue to provide education for an excluded pupil (whilst they remain on roll). A decision to exclude a student permanently, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence has been committed.

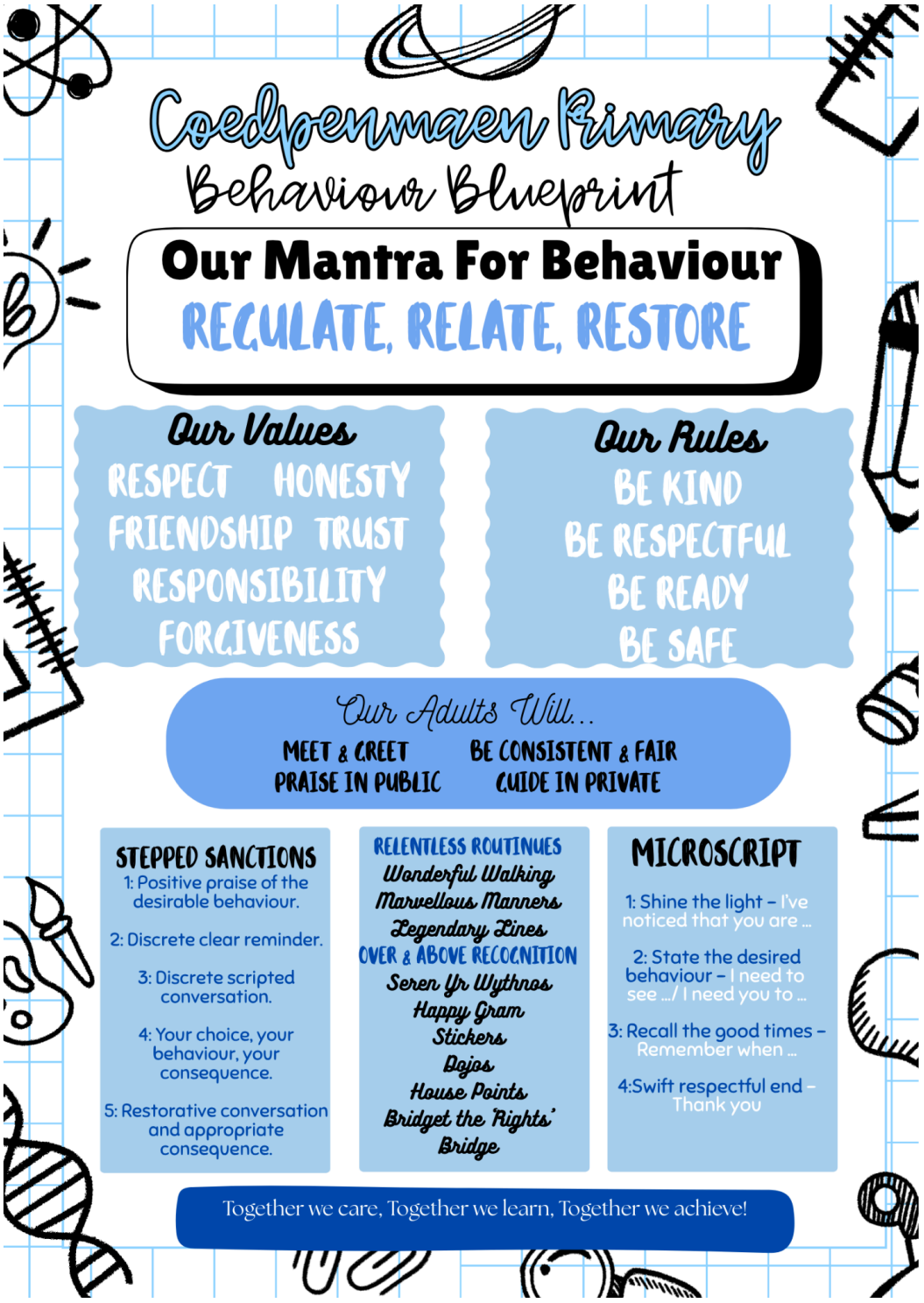
Positive Handling

Physical intervention is only used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and pupils. More information can be found in our Restrictive Physical Intervention Policy.

Physical intervention will only be used as a last resort and must take into account the pupil's:

- Disability
- Medical needs
- Positive Handling Plan

Behaviour Blueprint



Links to Charges and Remissions policy

This policy should be read in conjunction with the school's Charges and Remissions Policy. In the event that a pupil deliberately and purposefully damages or breaks school property, the school will work in partnership with parents/carers to discuss the incident and may consider appropriate arrangements for reimbursing the cost of repair or replacement. Any such approach will be proportionate, reasonable and handled sensitively, taking into account individual circumstances.

Monitoring and Review

Behaviour, sanctions and exclusions will be analysed termly by:

- ALN status
- Gender
- Ethnicity
- FSM / deprivation
- Looked After status

Any disproportionality will trigger review and action.

The working of the policy will be monitored by the Headteacher and a report made to the Governors' each term. All exclusions will be reported in the termly Governors report. This policy will be reviewed every two years by the Governing Body.

Equality Impact Statement

This policy has been reviewed through an equality impact lens to ensure it promotes fairness, inclusion and equity for all learners. As a result of this review, the policy has been strengthened to explicitly recognise all protected characteristics and to ensure that behaviour is understood within the context of individual need, including ALN, trauma and socio-economic factors. Greater emphasis has been placed on making reasonable adjustments to behaviour expectations, scripts and sanctions so that no pupil is disadvantaged. The rewards system has been refined to recognise individual progress rather than uniform targets, reducing the risk of inequity. Additional measures have been introduced to ensure the voices of vulnerable groups, including pupils with ALN, EAL learners and more disengaged pupils, are actively sought and represented. Furthermore, monitoring processes have been enhanced so that behaviour data is analysed for any disproportionate impact across different groups, enabling timely and responsive action. These changes ensure the policy is inclusive, proportionate and aligned with the school's commitment to equity and the wellbeing of all pupils.