PROMOTING POSITIVE BEHAVIOUR POLICY

Springhill Primary School

Mainstream and Specialist Provision Classes

Supporting our Pupils to Succeed

Helping Children SHINE since 1959

"Treat other people the way you want to be treated."

The Golden Rule | Matthew 7:12

Ethos:

In Springhill we work together to create a welcoming, nurturing and supportive environment where individuals in school and the wider community are all included, valued and respected equally. As global citizens we appreciate and strive to help sustain our world and its resources. We endeavour to build confidence, develop curiosity and foster creativity through organic and digital learning environments that will grow happy, resilient and independent life-long learners.

Vision:

Our vision is rooted in a desire to see our pupils flourish through a globally connected community where well-being and respect is cultivated and pupils are encouraged, enabled and expected to reach their full potential.

Policy statement

Positive behaviour at Springhill is promoted through safe, nurturing and inclusive relationships, clear expectations, explicit teaching, appropriate support and fair, proportionate responses. We recognise that behaviour is a form of communication while maintaining the right of every pupil and member of staff to learn and work in a safe, calm and respectful environment.

Policy owner	Springhill Primary School
Approved by	Board of Governors
Date approved	_____September 2026_____
Review date	September 2029, or sooner if guidance or circumstances change
Applies to	All pupils, parents, staff and governors across mainstream and specialist provision.
Status	Working draft for Board of Governors approval

1. Introduction and relationship to pastoral care

At Springhill Primary School, positive behaviour is an essential part of pastoral care and a lived expression of our vision, ethos and values. We believe pupils learn best when they feel safe, valued, respected, included and ready to learn. This policy applies across our mainstream classes and specialist provision and should be implemented in a way that is consistent, fair, inclusive and responsive to individual need.

Our mission is **Supporting Our Pupils to Succeed**. We **encourage**, **enable** and **expect** pupils to reach their full potential within a welcoming, nurturing and globally connected community. Respect forms the roots of our Value Tree and is expressed through the Golden Rule: "Treat other people the way you want to be treated."

The values of respect, kindness, honesty, empathy, resilience, creativity, inclusivity, determination, independence and generosity are explicitly taught, modelled, recognised and revisited through the curriculum and the wider life of the school.

Our shared approach
Behaviour is a form of communication. Understanding a pupil's needs does not mean overlooking unsafe or harmful behaviour. Staff respond with curiosity, compassion and professional judgement while protecting safety, learning, dignity and the rights of others.

2. Purpose and scope

This policy provides a clear whole-school framework for promoting positive behaviour, preventing difficulties where possible and responding to concerns in a consistent, proportionate and supportive way. It applies during the school day, on educational visits, at school events, in extra-curricular activities and where behaviour outside school has a clear impact on safety, wellbeing or school life.

It should be read alongside the school's Pastoral Care, Safeguarding and Child Protection, Addressing Bullying, Special Educational Needs, Attendance, Online Safety, Mobile Phone, Reasonable Force/Safe Handling, Staff Code of Conduct and Complaints policies.

The school will implement this policy in accordance with Section 75 equality duties and will make reasonable adjustments to ensure equitable participation for all pupils.

The school will also seek advice guidance and compliance in relation to:

- Education and Libraries (Northern Ireland) Order 2003 (where applicable);
- SEND Act (NI) 2016;
- Special Educational Needs and Disability Regulations (NI);
- Children (NI) Order 1995.

3. Guiding principles

Springhill recognises the rights of children as outlined within the United Nations Convention on the Rights of the Child (UNCRC). Positive behaviour approaches seek to uphold pupils' rights to safety, education, participation, dignity and respect while also promoting responsibility towards the rights of others.

- Every pupil and member of staff has the right to feel safe, respected and able to learn or work without disruption, intimidation or harm.
- Positive behaviour is taught, modelled, practised, recognised and reinforced, not simply expected.
- Adults remain calm, clear, reasonable, nurturing and consistent. Responses address the behaviour and its impact, not the worth or character of the child.

- Pupil voice is heard. Pupils are supported to explain what happened, express concerns, contribute to solutions and understand the impact of choices.
- Equality does not always mean identical treatment. Reasonable adjustments and individualised support may be required according to age, development, SEND, disability, communication profile, trauma, medical need and other relevant circumstances.
- Consequences are lawful, fair, proportionate, related where practicable, educational and restorative. They must never be humiliating, degrading or applied as collective punishment.
- Parents/carers are partners. Communication should include progress and strengths as well as concerns.
- Safeguarding takes precedence. Behaviour that may indicate harm, abuse, exploitation, neglect or significant distress is referred through safeguarding procedures.
- Staff wellbeing and safety matter. Leaders will support staff following serious or distressing incidents and review risks and resources.

4. Policy aims and success criteria

Aim	Evidence of successful implementation
Safe, calm and purposeful learning	Pupil voice, observations and records indicate that pupils feel safe; routines are understood; learning time is protected; serious and recurring concerns are reviewed.
Consistent, relational practice	Staff use agreed language and graduated responses; pupils can explain expectations; monitoring identifies and addresses inconsistency.
Inclusion and equitable participation	Reasonable adjustments and personalised supports are evident; pupils in mainstream and specialist provision access learning and wider school life as far as reasonably practicable.
Responsibility, repair and resilience	Pupils increasingly identify emotions, seek help, make safer choices, repair harm and demonstrate growing independence appropriate to need.
Meaningful pupil participation	Class Councils, School Council, ECO Council, Digital Leaders and other forums contribute to reviewing expectations and the experience of behaviour support.
Effective partnership	Parents/carers receive timely, respectful communication and are involved when additional planning or review is needed.
Improvement through self-evaluation	Behaviour, attendance, safeguarding, participation and wellbeing evidence is analysed; actions, impact and next steps are recorded within school improvement processes.
Supported staff	Staff report clarity about procedures, access relevant professional learning and receive appropriate support following incidents.

5. School expectations

Our three school rules are simple, memorable and applicable in all settings:

- Respect ourselves.
- Respect others.
- Respect our environment.

These rules are underpinned by the Golden Rule and translated into age-appropriate, visually supported routines for classrooms, corridors, playgrounds, dining areas, assemblies, transport, visits and online spaces. Staff explain and practise what the rules look and sound like, with additional modelling, repetition or communication supports where needed.

6. How positive behaviour is taught and promoted

6.1 Relationships and adult practice

Staff use nurturing approaches which promote **belonging, emotional wellbeing**, **resilience** and **readiness to learn** using the following approaches/strategies and behaviours:

- Welcome pupils positively and build secure, respectful relationships.
- Know pupils' strengths, interests, communication needs, triggers and effective supports.
- Use predictable routines, clear instructions and calm transitions.
- Use positive phrasing, visual prompts, first/then language, choices and appropriate take-up time.
- Notice and describe positive behaviour, effort, progress, kindness and contribution.
- Correct privately where possible and avoid public confrontation.
- Co-regulate before expecting reflection or problem-solving.
- Reconnect after correction and provide a genuine opportunity for a fresh start.
- Model respectful disagreement, apology, repair and emotional regulation.

6.2 Curriculum and participation

Positive behaviour, wellbeing, rights, responsibilities and relationships are developed through PDMU, Thinking Skills and Personal Capabilities / TransformED capabilities, RSE, online safety, anti-bullying education, assemblies, play, story time/class novel, class routines and wider enrichment. Participation through Class Councils, School Council, ECO Council, Digital Leaders, classroom responsibilities and school improvement activities supports belonging, agency and responsibility.

6.3 Recognition

Recognition should be specific, genuine and proportionate. It should build intrinsic motivation rather than create dependence on prizes or public comparison. Approaches may include:

- descriptive verbal or non-verbal praise;
- recognition linked to school values;
- sharing success with parents/carers;
- class responsibilities and leadership opportunities;
- Stars of the Week and Pupils of the Month;
- class-based systems suited to pupils' age and stage;
- celebration of improvement, effort, repair and perseverance as well as attainment.

Staff will consider individual needs and pupil preference. Public recognition should not embarrass a pupil or disclose private information.

7. Prevention and early support

Staff seek to prevent escalation by identifying barriers to regulation, engagement and learning. Factors may include communication difficulty, sensory need, unmet learning need, anxiety, trauma, peer conflict, change, tiredness, hunger, medical need, family circumstances or environmental demands. Staff do not diagnose or make assumptions. Relevant information is gathered respectfully with the pupil, family, colleagues and agencies as appropriate.

The following are used to prevent and support:

- adapting task demand, pace, language or environment;
- providing visual structure, movement, sensory support, safe spaces or regulation breaks where appropriate;
- pre-correction and rehearsal before less predictable activities;

- check-ins with a trusted adult and planned transition support;
- targeted teaching of emotional literacy, social understanding and problem-solving including those within PLPs (if applicable)
- Voice of the Child is respected and listened to (verbal and non-verbal communication)
- nurture, TEACCH-informed strategies and Zones of Regulation approaches where appropriate;
- recording patterns and reviewing whether support is making a difference.
- respectful engagement with parents/carers
- use of experts/ liaising with appropriate agencies

8. Responding to escalated behaviour (use appropriately and proportionately):

1. Check safety and regulate the environment. Move other pupils, obtain assistance or activate an individual plan where necessary.
2. Connect and communicate calmly. Use the pupil's preferred communication approach and reduce language during heightened distress.
3. Remind and redirect. State the expected behaviour clearly and positively; use visual prompts, choice and take-up time.
4. Use the least intrusive effective response. Avoid power struggles and address secondary behaviour only when necessary.
5. Apply a proportionate, related consequence where appropriate. Explain the reason and what needs to happen next.
6. Allow regulation and recovery. A pupil must be calm and developmentally ready before reflection.
7. Repair and restore. Support acknowledgement of impact, restitution, apology where genuine, and safe re-entry to learning or play.
8. Record, communicate and review in line with the level of concern. Escalate patterns, safeguarding indicators and serious incidents promptly.

Key safeguard
A consequence is one part of a wider response. Where behaviour is persistent, escalating or linked to additional need, staff must review provision and support rather than repeatedly applying the same consequence.

9. Graduated response to concerns

The matrix below supports consistency but does not replace professional judgement. Classification takes account of severity, frequency, intent where known, impact, context, risk, age, development and individual need. A behaviour may move directly to a higher response where safety or seriousness requires it.

Level	Examples	Support and response	Recording / communication
Universal / emerging	Low-level disruption, off-task behaviour, calling out, minor disagreement, forgotten routine.	Prompt, visual cue, proximity, positive correction, choice, take-up time, brief private reminder; reteach routine.	Normally classroom-level; note patterns where emerging.
Repeated / targeted	Repeated disruption, disrespectful language, deliberate interference, recurring peer difficulty, avoidance affecting learning.	Related consequence, supported reflection, repair, adjustment of provision; brief check-in or targeted support. Model appropriate language/behaviour (social stories)	Class record; parent contact where recurring or significant; inform relevant lead if pattern continues.
Significant	Persistent refusal, discriminatory or harmful language, repeated intimidation, damage, online misuse, physical behaviour	Prioritise safety; involve senior staff; restorative follow-up when safe; risk/support review; possible individual plan (risk reduction plan) and agency advice.	Record promptly; inform parent/carer; consider safeguarding, bullying and SEND procedures.

Level	Examples	Support and response	Recording / communication
	causing harm or serious disruption.	Tracking of behaviour (ABC) to evidence triggers.	
Serious / high risk	Serious aggression, credible threat, absconding or attempted absconding, significant deliberate damage, possession of a harmful or prohibited item, conduct creating immediate danger.	Immediate senior response; emergency/risk procedures; first aid; protect evidence; individual risk assessment and support planning; external services where necessary.	Serious incident record; safeguarding consideration; timely parent/carer communication; governor/EA notification where required.
Persistent complex need	Recurring or escalating behaviour despite reviewed universal and targeted support.	Multi-disciplinary assessment; personalised Behaviour Support / Regulation Plan; SEN review; risk assessment; planned teaching, regulation, de-escalation and reintegration strategies.	Regular documented review with pupil and parent/carer; monitor impact, equity, staff safety and pupil access to learning.

10. Consequences, reflection and restorative practice

Consequences seek to protect safety and learning, help pupils understand impact and support improved choices. Depending on circumstances, they may include:

- re-doing or completing a missed routine or learning task with appropriate support;
- restoring an area, repairing damage or making reasonable restitution;
- a temporary change of seat, group, activity or access to a privilege where directly related;
- a supervised regulation or reflection period rather than unsupervised isolation;
- a restorative conversation, problem-solving meeting or supported written/drawn reflection;
- increased supervision, adjusted arrangements or an individual support plan;
- senior leader involvement and formal procedures for serious incidents.

Reflection is not used when a pupil is dysregulated or unable to access the language or concepts required. Alternative communication, drawing, symbols, role play or adult scribing may be used. An apology should be encouraged only when it is understood and meaningful. Re-entry should preserve dignity and provide a clear fresh start.

11. Inclusion, SEND and specialist provision

Springhill recognises that pupils across mainstream and specialist provision have diverse strengths and needs. Behaviour may communicate distress, sensory overload, communication difficulty, uncertainty, anxiety, unmet learning need or difficulty with regulation. Staff will make reasonable adjustments and use individualised strategies, while taking all practicable steps to maintain safety and protect the rights of others.

- Individual plans identify strengths, communication approaches, preventative supports, early signs, de-escalation strategies, agreed responses and recovery/reintegration arrangements.
- Plans are developed with the pupil where possible and with parents/carers, relevant staff and external professionals as appropriate.
- Targets are specific, achievable, positive and reviewed against evidence of impact.
- A diagnosis or identified need does not automatically determine a response; decisions are based on the individual child, context, risk and legal duties.
- Exclusion from learning, visits, clubs or wider school life is not automatic. The school considers adjustments, risk controls and alternative arrangements as far as reasonably practicable.
- Where existing strategies are not effective, staff seek SENCo, pastoral, leadership and external advice rather than allowing risk or repeated failure to continue.

12. Bullying, discriminatory behaviour and safeguarding

Behaviour that may meet the school's definition of bullying is addressed under the Addressing Bullying Policy and relevant Northern Ireland requirements. Staff record the concern, listen to all pupils, consider motivation, persistence and imbalance of power, assess impact and implement proportionate support and intervention. Not every conflict or isolated incident is bullying, but all harmful behaviour requires an appropriate response.

Discriminatory language, harassment, prejudice-related incidents, sexualised behaviour, harmful online behaviour or conduct suggesting abuse, exploitation, neglect or significant distress must be reported promptly to the Principal / Designated Teacher or Deputy Designated Teacher in line with safeguarding procedures. Staff must not investigate safeguarding concerns beyond what is necessary to establish and pass on the concern.

13. Online behaviour and personal devices

The same standards of respect, safety and responsibility apply online. Personal use of pupil mobile phones and similar devices is prohibited during the school day in accordance with the school's current arrangements and

Department of Education guidance. School technology may be used for teaching and learning under staff direction. Online incidents are considered in partnership with safeguarding, anti-bullying, acceptable-use and data-protection procedures, including incidents outside school where there is a clear impact on pupils or school life.

14. Restrictive practices, reasonable force and safe handling

The use of reasonable force should be rare. It may only be used by authorised staff in circumstances permitted by law and school procedures, where it is necessary, reasonable and proportionate, and where less restrictive options would not safely achieve the required purpose. It must never be used as punishment or to secure compliance where there is no relevant risk.

- Preserve dignity and use the minimum intervention necessary for the shortest time practicable.
- Follow individual risk assessments and positive handling plans where these exist, unless an unforeseen emergency requires a different lawful response.
- Summon assistance, continue calm reassurance and monitor the pupil's wellbeing.
- Arrange first aid or medical attention where required.
- Record the incident promptly using the school's agreed form and serious incident procedures.
- Inform parents/carers as soon as practicable, normally on the same day, subject to safeguarding advice.
- Offer appropriate debrief and support to the pupil and staff, and review triggers, practice, risk and the support plan.
- Refer to the separate Reasonable Force / Safe Handling Policy and current Department of Education and Education Authority guidance.
- Refer to Springhill Primary School's Specialist Provision Restrictive Practices, Reasonable Force and Safe Handling policy.

15. Suspension and expulsion

Suspension and expulsion are formal measures used only in accordance with current legislation and Department of Education / Education Authority procedures. They are not automatic consequences within the graduated matrix. The Principal considers the seriousness and circumstances of the incident, safeguarding, the pupil's needs, supports and reasonable adjustments, the safety and learning of others, previous interventions and available alternatives. Reintegration planning and support are arranged following suspension.

16. Roles and responsibilities

Role	Key responsibilities
Board of Governors	Approve and monitor the policy; assure itself that statutory duties are met; review relevant evidence and serious themes without compromising confidentiality; support pupil and staff wellbeing. From June 2027 Governors will receive an annual anonymised report on behaviour, attendance, bullying, safeguarding themes and the impact of interventions as part of the school's self-evaluation processes.
Principal / SLT	Lead a safe, inclusive culture; ensure consistent implementation, training, resourcing, recording and review; oversee serious incidents, formal procedures and external liaison; support affected pupils and staff.
Pastoral Care Leads / SENCo	Coordinate pastoral and targeted support; help staff understand need and plan adjustments; monitor patterns and interventions; liaise with families and agencies; develop pupil voice and staff learning.
Teachers	Teach expectations and routines; create supportive environments; use agreed responses; identify and record concerns; communicate appropriately with parents/carers; seek help early and implement plans consistently.
Classroom assistants and support staff	Model expectations; use agreed language and supports; share observations; implement individual plans; report concerns and incidents promptly; contribute to review.
All staff	Promote the vision, values, safeguarding, inclusion and positive relationships; protect safety; maintain confidentiality; avoid humiliating or discriminatory practice; request support when needed.
Pupils	Learn and follow expectations; respect rights and safety; seek help; participate honestly in reflection and repair; contribute to pupil voice according to age, development and need.
Parents / carers	Share relevant information; support agreed expectations and plans; communicate respectfully; attend reviews where possible; work with the school and agencies to promote positive outcomes.
Visitors, volunteers and partner staff	Follow school expectations, safeguarding arrangements and staff direction; model respectful behaviour; report concerns to a member of staff.

17. Partnership and communication with parents/carers

The school aims to communicate strengths, progress and concerns clearly and respectfully. Contact will be proportionate to the incident and pattern of need. For recurring, significant or serious concerns, communication should explain what is known, the impact, immediate action, support offered, next steps and review arrangements. Confidential information about other pupils cannot be shared.

Where a parent/carer disagrees with a decision, concerns should be discussed with the class teacher or relevant leader. Formal concerns may be raised through the school's Complaints Procedure. Safeguarding complaints or allegations about staff are managed under the appropriate safeguarding procedures.

18. Pupil voice and rights

Pupils are listened to and supported to contribute to decisions affecting their experience. This includes discussions following incidents, individual planning and wider review through Class Councils, School Council and other participation structures. Staff explain decisions in accessible language. Pupil views are considered seriously but do not remove the school's duty to make safe, lawful and proportionate decisions.

19. Recording, information sharing and confidentiality

- Routine classroom matters may be managed without formal recording unless a pattern is emerging.
- Repeated, significant and serious incidents are recorded factually, promptly and without speculative or judgemental language.
- Records distinguish observed facts, pupil or witness accounts, staff actions, injuries/damage, parent contact, safeguarding decisions and follow-up.
- Physical intervention and serious incidents are recorded in the designated systems and reviewed by leaders.
- Information is shared on a need-to-know basis in line with safeguarding and data-protection requirements.
- Leaders monitor patterns by pupil, group, location, time, type, response and impact, while avoiding simplistic conclusions from raw counts alone.

20. Staff development, safety and wellbeing

Staff will receive induction and professional learning appropriate to their role, which may include positive behaviour support, relational and trauma-informed practice, autism and communication, de-escalation, safeguarding, anti-bullying, online safety and safe handling. Staff are expected to seek guidance where they are uncertain or where risk is increasing.

Following a serious or distressing incident, leaders will consider immediate welfare, first aid or medical support, reporting, debrief, workload, cover, supervision, risk controls and access to further support. Debrief should be supportive and learning-focused, not blame-focused, while maintaining professional accountability.

21. Monitoring, evaluation and school improvement

The Principal and Senior Leadership Team will monitor implementation through a balanced range of quantitative and qualitative evidence. Findings will be used to identify strengths, inequalities, emerging needs and priorities for improvement.

- pupil voice, wellbeing surveys and council feedback;
- parent/carer and staff feedback;
- behaviour, safeguarding, bullying, attendance and punctuality records;
- incident patterns, use of physical intervention, suspensions and reintegration;
- learning observations, environmental reviews and consistency checks;
- individual plan reviews and evidence of intervention impact;
- participation in learning, leadership, enrichment and extra-curricular opportunities;
- staff training, confidence, workload and wellbeing indicators;
- School Development Plan evaluation and relevant ETI quality indicators.

Evaluation will ask not only whether incidents reduced, but whether pupils feel safe and included, staff practice is consistent, support is timely, learning is protected, adjustments are effective and relationships are repaired.

22. Review and current guidance

This policy will be reviewed annually, or sooner following significant incidents, identified need, changes in legislation, Department of Education / Education Authority guidance or ETI expectations. The review will include the views of pupils, parents/carers, staff and governors. As the Department of Education's strategic review of behaviour policy commenced in 2026, the school will check this policy again when updated departmental policy and guidance are published.

Appendix 1: Consistent language for staff

Purpose	Examples of calm, positive language
Notice and reinforce	"You started straight away. That helped everyone learn." / "Thank you for showing respect by listening."
Prompt	"Show me ready." / "Remember: respect ourselves, others and our environment."
Direct	"Please walk." / "Put the pencil case away now, thank you."
Choice	"You can begin here with support or at the quiet table. Which will help?"
First / then	"First two questions, then a movement break."
Acknowledge and hold boundary	"I can see you are upset. I will listen. I cannot allow anyone to be hurt."
De-escalate	"You are safe. I am going to use fewer words. We can talk when you are ready."
Repair	"Who has been affected? What needs to happen to make this as right as possible?"
Re-entry	"The issue has been addressed. Here is what happens next. You have a fresh start."

Appendix 2: Supported restorative reflection

This framework is adapted to the pupil's age, development, communication and regulation needs. It may be completed through conversation, visuals, drawing, symbols, role play or adult scribing.

9. What happened? What did you notice in your body or feelings?
10. Who was affected and how?
11. What were you needing or trying to communicate?
12. Which school rule or value can help us understand this?
13. What could help you make a safer or more respectful choice next time?
14. What support do you need from adults?
15. What can be done to repair the harm or rebuild trust?
16. When and how will we check that the plan is helping?

Safeguarding reminder
Reflection must never require a pupil to disclose safeguarding information in front of peers. Any disclosure or concern is passed promptly to the Designated Teacher.

Appendix 3: Individual Behaviour Support / Regulation Plan

Section	Information to record
Pupil voice and strengths	Interests, trusted adults, preferred communication, what the pupil says helps.
Successful conditions	Routines, environment, relationships, teaching approaches and motivators associated with success.
Known triggers / barriers	Specific, observable circumstances; sensory, communication, learning, social, emotional or medical factors.
Early signs	Observable indicators of rising stress or reduced regulation.
Preventative support	Adjustments, teaching, visuals, check-ins, regulation, movement, sensory support and transition planning.

Section	Information to record
Adult response	Agreed language, de-escalation, safe space, support call and actions to avoid.
Risk management	Risks, controls, supervision, emergency plan and links to safe handling plan where applicable.
Recovery and reintegration	Regulation, debrief, repair, return to learning and support for affected pupils/staff.
Targets and evidence	A small number of positive, measurable targets; baseline; frequency of review; evidence of impact.
Contributors and review	Pupil, parent/carer, relevant staff and agencies; review date; changes agreed.

Appendix 4: Serious incident recording checklist

- date, time, location and activity;
- people present and staff responding;
- antecedents and relevant context stated factually;
- observed behaviour and exact words where significant;
- risks, injuries, damage and first aid / medical action;
- de-escalation, adjustments and assistance used;
- any physical intervention, duration, staff involved and outcome;
- pupil and witness accounts, clearly attributed;
- safeguarding consideration and referral decision;
- parent/carer contact and information provided;
- notifications required under school, EA or statutory procedures;
- immediate and longer-term support, risk review and follow-up date.

Appendix 5: Reference framework

This policy has been reviewed with regard to the following framework. The school will use the most current versions available at the point of implementation and review:

- Department of Education Northern Ireland guidance on behaviour at school and promoting positive behaviour;
- Education (Northern Ireland) Order 1998, including provisions relating to school discipline and reasonable force;
- Department of Education guidance on reasonable force, restraint, seclusion and restrictive practices;
- Department of Education and Education Authority procedures for suspension and expulsion;
- Addressing Bullying in Schools Act (Northern Ireland) 2016 and associated guidance;
- Children and Young People's Emotional Health and Wellbeing in Education Framework;
- Department of Education guidance on pupil mobile phones and similar devices;
- current safeguarding, SEND, equality, human rights, data protection and health and safety requirements;
- ETI inspection and self-evaluation expectations relating to safeguarding, wellbeing, inclusion, learning, leadership and pupil participation.

Appendix 6: Policy implementation checklist

Implementation area	Evidence / action
Policy communicated	Staff induction completed; pupil-friendly expectations taught; parent/carer summary issued.

Implementation area	Evidence / action
Routines and visuals	Consistent prompts displayed and adapted for mainstream and specialist provision.
Plans and risks	Individual plans current, accessible to relevant staff and reviewed for impact.
Recording	Staff know thresholds, forms and safeguarding routes; records are factual and timely.
Training	Needs identified and professional learning arranged according to role and risk.
Pupil participation	Pupil voice informs expectations, support and annual evaluation.
Monitoring	SLT reviews patterns, equity, intervention impact, physical intervention and staff/pupil wellbeing.
Governance	Governors receive appropriate assurance, approve changes and record review.
Guidance update	Departmental behaviour guidance checked and policy updated where required.

Signed (Chair of Governors): _____

Signed (Principal): _____

Date: _____