

Behaviour Guidance 2026

1.0 Initio Learning Trust Vision

Trust wide guidance for those with responsibilities in relation to behaviour and discipline designed to sit at school level and act as the guide to how we apply the policy in our school.

1.0 Initio Learning Trust Vision: Enabling everyone to flourish in our communities and beyond

Collaboration. We are a family of schools working together, supported by an experienced team.

Ambition. We are ambitious in our drive for educational excellence, offering outstanding opportunities for our pupils and our staff.

Respect. We respect all pupils and staff and invest in every member of our community.

1.1 Defining our Culture of Behaviour. Our schools work towards our aspiration that:

- All children and young people will leave us as responsible, respectful and resilient citizens who are able to flourish and thrive in society.
- Behaviour will be taught not controlled; analysed not moralised so that behaviour becomes an internal not external discipline. We will do this by creating respectful relationships that are curious about context, compassionate, calm and consistent.

1.2 Trust Wide Behaviour Principles. Our schools work towards the principles that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression.
- All pupils will have support with behaviour management if they need it
- Staff are role models for behaviour and will effectively manage this to ensure a good and safe learning environment.
- Staff will establish and explicitly teach routines.
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time.

Behaviour Guidance 2026

2.0 Trust Wide Behaviour Expectations

2.0 Trust Wide Behaviour Expectations. We embed our culture by our three trust wide behaviour expectations, agreed by all schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

2.1 The Trust Behaviour Expectations are:

- Readiness to Learn
- Respectful Relationships
- Engagement

2.2 How we integrate these guidelines at Queen Elizabeth's School. We believe in high standards of learning, behaviour and living out our core values in everything we do. Built on a Christian Ethos and supported by the Rights Respecting Framework, we make no apologies for wanting the best for our students but do so in a caring environment where inclusion is central to culture.

Our Christian vision centres around hope and this provides the framework for everything we do. Our school is built on the following principles: **Hope, Community, Respect, Resilience.** These underpin every aspect of our relationship and rewards procedures and focus not only on what we do but **how** we do it.

Rationale:

- Built on the four principles as well as our Rights Respecting programme and Christian foundations.
- This document provides instructions on how to support students through the use of rewards and consequences and explains how these are carried out. It is designed to ensure consistency as all procedures are listed here and can be followed step by step.
- The procedures are not black and white but allow for adjustments as part of our inclusive belief that all students deserve high quality education and a chance to be successful.

Christian Ethos: School's theologically rooted Christian Vision: A commitment to hope

' You will be secure because there is hope' Job 11:18

As a Church of England Academy, we are grounded in our Christian faith and committed to providing an exceptional education, diverse opportunities, and strong community involvement. Every student is valued and supported to feel secure and achieve their best.

We offer a broad, challenging curriculum that inspires students to flourish and reach their aspirations, while developing confidence, resilience, and a love of learning. Through a caring pastoral system, we nurture each individual, with wellbeing, kindness, and respect at the heart of our school.

Behaviour Guidance 2026

2.0 Trust Wide Behaviour Expectations

As a Rights Respecting School we fully support the 54 Rights of the Child which underpin the decisions we make when developing our relationships, culture and vision. We are committed to the following seven articles as a main source of our development:

Article 2- Non Discrimination- all rights apply to all children (underpinning Equality Act)

Article 12- Respect for the views of the child

Article 19- Protection from violence, abuse and neglect.

Article 24- Right to enjoy the best possible health

Article 27- Every child has the right to a standard of living that is good enough to meet their social, emotional and physical needs

Article 28- Right to an Education and the right to learn

Article 31- Right to leisure, play and culture

Queen Elizabeth's School Culture and Values:

Respect everyone's right to an education

Respect everyone within our community

Respect the school and facilities

Respect the rules and guidelines in place at school

Be kind to everyone in the community

This is how some of these might be lived out day by day:

- Respect everyone's right to learn by arriving on time, attending all lessons, and avoiding disruption. Complete and submit all work punctually, always striving to do your very best.
- Respect everyone in our community by showing kindness and consideration at all times. This means no bullying or discrimination, using appropriate language, and keeping phones away when required.
- Respect the school and its facilities by taking care of your environment. This means no vandalism or theft, returning equipment as you found it, and disposing of litter responsibly.
- Respect the school's rules and guidelines by moving safely, wearing your uniform with pride, and keeping phones off and in your bag. Follow all safety instructions in practical lessons and do not bring any banned/illicit substances or items on site.
- Be kind to everyone in the community, be inclusive, no hate speech, value all cultures and religions equally and be open minded.

Behaviour Guidance 2026

2.0 Trust Wide Behaviour Expectations

2.3a Initio Trust Guidance for Demonstrating Readiness to Learn

What? The expectation we have of our pupils at the start of learning episodes, be that formal or informal, having the correct skills and equipment to accelerate learning.

Why? This is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning

How?

Staff will:	Students will:	Senior Leaders will:	We would like parents to:
<ul style="list-style-type: none"> • Model respectful relationships • Greet pupils into lessons at the door • Speak calmly and fairly to all • Ensure the vocabulary used is inclusive • Be tolerant of pupil's needs and ensure their needs are catered for • Seek to understand the wider context of a pupil's life • Teach social cues, where appropriate • Challenge any language that seeks to be derogatory to an individual or a group • Be open and welcoming to parents and visitors • Encourage all pupils to try their best 	<ul style="list-style-type: none"> • Speak to all calmly and fairly • Use language that is inclusive and non derogatory • Be welcoming and open to new pupils, parents and visitors • Use social media with respect for all other users • Attempt all tasks to the best of their ability 	<ul style="list-style-type: none"> • Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through thorough CPD • Model respectful relationships with all in the school and wider community • Use whole school teaching to demonstrate respectful relationships 	<ul style="list-style-type: none"> • Model respectful relationships, especially when working with the school • Use language that is inclusive and challenge language which is not inclusive or is derogatory • Encourage their children to try their best at all tasks • Talk about members of the school community in a respectful way

Behaviour Guidance 2026

2.0 Trust Wide Behaviour Expectations

2.3b Initio Trust Guidance for Demonstrating Respectful Relationships

What? Building considerate and courteous relationships with all members of the school and wider community.

Why? We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning to build respectful relationships is essential for confidence in wider society and future workplaces. Strong relationships also motivate pupils to achieve their best.

How?

Staff will:	Students will:	Senior Leaders will:	We would like parents to:
<ul style="list-style-type: none"> • Model respectful relationships • Greet pupils into lessons at the door • Speak calmly and fairly to all • Ensure the vocabulary used is inclusive • Be tolerant of pupil's needs and ensure their needs are catered for • Seek to understand the wider context of a pupil's life • Teach social cues, where appropriate • Challenge any language that seeks to be derogatory to an individual or a group • Be open and welcoming to parents and visitors • Encourage all pupils to try their best 	<ul style="list-style-type: none"> • Speak to all calmly and fairly • Use language that is inclusive and non derogatory • Be welcoming and open to new pupils, parents and visitors • Use social media with respect for all other users • Attempt all tasks to the best of their ability 	<ul style="list-style-type: none"> • Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through thorough CPD • Model respectful relationships with all in the school and wider community • Use whole school teaching to demonstrate respectful relationships 	<ul style="list-style-type: none"> • Model respectful relationships, especially when working with the school • Use language that is inclusive and challenge language which is not inclusive or is derogatory • Encourage their children to try their best at all tasks • Talk about members of the school community in a respectful way

Behaviour Guidance 2026

2.0 Trust Wide Behaviour Expectations

2.1c Initio Trust Guidance for Demonstrating Engagement

What? The expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

Why? Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging as they grow and mature. Engagement in learning maximises every opportunity by minimising low level distractions.

How?

Staff will:	Students will:	Senior Leaders will:	We would like parents to:
<ul style="list-style-type: none"> • Model engagement when pupils are addressing others including giving appropriate responses • Teach active listening to pupils • Make themselves aware of individual pupil's needs • Ensure that lessons are adapted to cater for pupils' needs in line with SEN and behaviour support plans where appropriate. • Make lessons relevant with an appropriate level of challenge • Use visual and verbal reminders about active engagement in lessons • Use feedback to gauge the engagement in lessons and beyond • Encourage pupils to participate in extracurricular activities • Model good attendance 	<ul style="list-style-type: none"> • Look at a speaker whilst they are speaking • Do not distract others • Be ready to answer questions and/or contribute to discussions • Respond to feedback • Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc • Attend school regularly and on time • Attend all lessons and on time 	<ul style="list-style-type: none"> • Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through thorough CPD • Track pupil engagement in extracurricular activities • Ensure there is an appropriate range of extracurricular activities on offer • Monitor attendance and support leaders to support families where attendance is not as expected 	<ul style="list-style-type: none"> • Model engagement with their children • Encourage engagement in extracurricular activities, either during school time or outside of the school day • Use staff feedback to understand how engaged their child is in school life • Ensure regular and punctual attendance at school

Behaviour Guidance 2026

3.0 Types of Behaviour

Queen Elizabeth's School generally defines behaviour into the following four categories:

3.1 Pro-Social Behaviour. This is the behaviour that we wish for all of our pupils to aspire to. Defined as positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society. Examples of this can be (but are not limited to):

- Helping others with tasks
- Lending equipment
- Welcoming visitors
- Polite and respectful behaviour
- Wearing the uniform correctly and with pride
- Standing up for vulnerable students

3.2 Un-Social Behaviour. This can be defined as not seeking or giving to association with others. It is characterised by being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of this can be (but are not limited to):

- Homework not being completed
- Not following instructions
- A lack of work in lessons
- Uniform worn incorrectly

Behaviours that don't support our community values are defined as being unsocial or, in extreme cases, antisocial. There is no clear dividing line between unsocial and antisocial behaviours (guide below), but we must ensure we don't drive un-social behaviour into being anti-social behaviour.

3.3 Anti-Social Behaviour. This can also be classed as 'difficult' behaviour when it is anti-social but not dangerous. This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society. Examples of this can be (but are not limited to):

- Persistent disruption of learning
- Absconding from the classroom or school
- Causing disrepute to the school
- Bullying- The Pro Kindness Policy outlines the procedures for tackling this in detail [Pro Kindness Guidance 25-26](#)
- Harassment
- Defiance
- Swearing or rudeness to staff/students

Behaviour Guidance 2026

3.0 Types of Behaviour

3.4 Dangerous Behaviour. This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples of this can be (but are not limited to):

- Racist/homophobic/sexist abuse
- Physical violence
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying

The school will closely monitor pupils who are displaying un-social or anti-social/difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be required to ensure provision throughout the curriculum and school is appropriate.

Most pupils will not require consequences for anti-social or unsafe behaviour, nor incentives to behave positively or achieve academically; a dynamic and engaging educational experience is usually sufficient. However, in each class there may be a small number of pupils who are at risk of harm, either physically or through withdrawal and disengagement. These individuals are often quiet and may go unnoticed, as their behaviour does not disrupt others. Staff are aware of these pupils and ensure they are carefully supported and monitored.

Behaviour Guidance 2026

4.0 Rewards

We recognise that modelling and teaching pro-social behaviour will likely result in more pro-social behaviours being shown. Pupils can be recognised with a system of rewards.

Rewards will be genuine and specific, allowing the reward to be a teaching opportunity. Rewards can include (but are not limited to):

- Verbal recognition
- Contact with home
- House Points
- Head of Year/house award
- Headteacher award
- Reward Breakfasts
- Film events
- Non uniform days

Rationale. The main aim of our rewards programme is for all students to be recognised for their strengths and contributions to the QE community. To have a clear, consistent and robust process to enable students to access rewards that reflect their actions in upholding and living out the core values of Hope, Resilience, Respect and Community. This is designed to ensure students are motivated and rewarded for living out the core values that underpin our Christian commitment to hope.

Implementation. Students will be awarded house points for actions that are aligned with the values of Respect, Resilience and Community; which underpin the overarching value of 'commitment to hope'.

Individual Rewards. Students will receive a badge in each of these areas on attaining threshold totals, which will be tiered from Bronze to Gold. This rewards cumulative actions and achievement over time.

Badges- Three to collect in each value- cumulative over years		
Hope Badge- Holding three gold badges		
Respect Badge	Resilience Badge	Community Badge
Gold- 1500 HP - Badge awarded and presented - Contact home and names published in QE News	Gold- 1500 HP - Badge awarded and presented - Contact home and names published in QE News	Gold- 1500 HP - Badge awarded and presented - Contact home and names published in QE News
Silver 1000HP - Badge awarded and presented - Contact home and names published in QE News	Silver 1000HP - Badge awarded and presented - Contact home and names published in QE News	Silver 1000HP - Badge awarded and presented - Contact home and names published in QE News
Bronze 500HP - Badge awarded and presented - Contact home and names published in QE News	Bronze 500HP - Badge awarded and presented - Contact home and names published in QE News	Bronze 500HP - Badge awarded and presented - Contact home and names published in QE News
Recognition of Participation		

Behaviour Guidance 2026

4.0 Rewards

Half Termly Rewards. Students will be able to access rewards for their house points obtained within that half term. The half termly awards will be tiered and aligned to the rewards below.

Half termly HP totals individually- these will be per half term		
Gold	Silver	Bronze
<ul style="list-style-type: none"> - X number of HP - Reward tea/breakfast - 'Shout out'- Name displayed in school and QE News 	<ul style="list-style-type: none"> - X number of HP - Chocolate reward - 'Shout out'- Name displayed in school and QE News 	<ul style="list-style-type: none"> X number of HP -Shout out-Name displayed in school and in QE News'

Collective Rewards. Students' collective achievement will also be rewarded, through tutor group attendance and housepoint totals. This ensures that collective and collaborative actions will also be rewarded for tutor groups, houses and year groups. The table below shows the overview of all rewards that students and groups of students can access and receive.

Individual reward	Tutor reward	Year/House reward
Badges on Respect, Resilience, Community	Certificates each term based on HP to be displayed in tutor rooms	Attendance rises and rates- PE kit or 'in school' activity events
Bronze-Gold winners Shout outs for HP- Half termly	100% - 3 in a week- queue jump for group	House competition rewards within school
Silver winners Chocolate reward for HP- Half termly	5% improvement in a cycle queue jump	
Gold Winners Teas/breakfasts- half termly		
Participation badge and then gold / silver / bronze replacing the participation badge. Different colour badges / stripes		
Reading badges		
Sport badges		

Behaviour Guidance 2026

5.0 Consequences

We recognise that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

5.1 Consequences for un-social behaviour could include (but are not limited to):

- Missing unstructured times to complete work
- Making up the work missed after school
- Attending catch up sessions
- Apologising for not following instructions

5.2 Consequences for anti-social/difficult behaviour could include (but are not limited to) :

- Meeting with others through a restorative process
- Spending some reflective time away from peers
- A loss of unstructured times
- Lunchtime and after school detentions
- Community Service
- Reflection
- Level 2 Reflection
- Use of Alternative Provision
- Offsite Direction

Anti-social/difficult behaviour may also result in suspension or exclusion from the school.

5.3 Consequences for dangerous behaviour could include (but are not limited to) :

- Restorative processes
- Time spent away from peers
- Loss of social times, including after school detentions
- Reflection
- Level 2 Reflection
- Suspension
- Use of managed moves and Offsite Direction
- Use of alternative provision to improve behaviour

Dangerous behaviour may also result in a permanent exclusion from the school.

We have a clear system of consequences; however, we recognise that some pupils may fall outside a standard approach. In these cases, we consider the individual pupil and their context when making decisions, ensuring equity in our responses.

Behaviour Guidance 2026

5.0 Consequences

5.4 Consequences in Detail

Detentions are used as a consequence for a variety of behaviours. Designed to take away free time and give time for work to be completed and reflection for the student, they do not impact learning.

Types of Detention:

- Year Lunchtime Detentions (YTD): Issued for punctuality concerns or low-level behaviour incidents (Severity 1 or 2) occurring outside of lesson time.
- Faculty Lunchtime Detentions (FTD): Issued for incomplete homework, insufficient effort or work, or low-level disruptive behaviour in lessons (Severity 1 or 2 incidents).
- After School Detentions (ASD): Issued for more serious incidents (Severity 3 or above) that do not meet the threshold for internal exclusion or suspension.
- Senior Leadership Team Detentions (SLTD): Issued for students who fail to attend their allocated After School Detentions (ASD) during the week.
- Senior Leadership Reflection Mondays (SLRM): Issued for students who fail to attend Senior Leadership Team Detentions (SLTD).

Subject Removal and Internal Exclusion. Subject removal is used to remove students that are disrupting the learning of others for a short period of time. Internal Exclusion is used when a student is being withdrawn from the student population for a full day of reflection and study. Subject removal and reflection students also lose some of their own free time. Our procedures give them time out to reflect on their behaviour and return successfully to the classroom.

Reflection Room Expectations:

- All mobiles, players, airpods and related equipment will be handed in at the start of the reflection.
- Students will work in silence and remain in their seats.
- Students will raise a hand to notify a teacher for help.
- Students must complete all tasks with the same effort and attitude as expected in normal lessons.
- Students must complete their reflection sheet and statement if requested to do so when removed.
- Students will complete their knowledge organiser, past papers or written revision - no access to IT unless written into their SEN plan or is part of their SEA.
- Students will attend break from 11.50am-12pm and lunch from 1.35pm-2pm if they are scheduled to miss those sessions. They will be taken to the restaurant by the Pastoral Officer.

How long do students remain in Reflection?

- If a student is removed from AM registration or periods 1 or 2 they stay in through 1 and 2 and 10 minutes of break- leaving at 11.40am.
- If a student is removed period 3 they remain in for period 3 and 20 minutes of lunch- leaving at 1.20pm.
- If they are removed from PM registration or Period 4 they remain in for the rest of the day and are released at 3.20pm- buses will be held.

Behaviour Guidance 2026

5.0 Consequences

Adjustments to Reflection:

- Students can have time added if they fail to follow the instructions of reflection.
- Students on the SEN register can receive the following reasonable adjustments- time in reflection followed by time in independent study or the HUB depending on their need. However, they must report to reflection first and the SOR teachers make this decision.

Removal from Reflection. Students who are struggling and not responded to any of the above adjustments may need to be removed from reflection.

Internal Exclusion

Rationale:

- Some behaviours may require more severe consequences – Internal Exclusion and Offsite Direction are used for these more severe events.
- Both are preferred to suspension as it helps to keep students in school and safeguarded, improves inclusion and attendance.

Internal Exclusion. This is when a student is placed in reflection all day from 8.40am until 3.20pm. They remain for break and lunch and go to the restaurant with other removed students from 11.50am-12pm and from 13.35pm-13.55pm.

Level 2 Internal Exclusion. This provision is the same as the process above but utilises the use of the 6th form study area or SLT office as the place that the student works for the duration of the day. The students are to be registered in the same way and added to Arbor and will remain in the area with food brought to them via the restaurant from 11:50am-12pm and 13:35pm-13:55pm. If these facilities are not available they can go to the restaurant with supervision at the same times listed.

Offsite Direction. This is agreed by the Headteacher and can be used in place of a managed move or longer suspension. Offsite Direction requires the agreement of both Headteachers and the following will be adhered to:

- Communicate with parents and carers using official paperwork but an initial meeting is important to set up the move.
- Agree parameter dates.
- Communicate dates with all stakeholders- home school, guest school, parents and carers, colleagues in admissions, attendance, data, pastoral and safeguarding.
- Transfer or distribute relevant paperwork prior to student arrival.
- Guest school to hold initial admission meeting with Deputy Head (Behaviour and Attitudes).
- Follow up meeting between head of year, parent/carers and student to admit.
- Review meetings where necessary.
- Final review to decide if the student returns to home school or goes on roll at the guest school.

Behaviour Guidance 2026

5.0 Consequences

Suspensions are designed to be a last resort. There will be times when all other strategies are not having an impact and suspensions will be used as a reset for particularly challenging behaviour. Where behaviour becomes physically aggressive or unsafe, a suspension will be used to support other students and staff.

Where bullying or hate speech has escalated beyond education a suspension may be required. Permanent exclusions are likely to be issued in cases of extreme disruption to students and staff, where there are incidents of assault on staff or students or where items are brought onto site that are classified as weapons or banned substances (this could include alcohol and vape related products as well as drugs paraphernalia).

5.5 Core Value Cards

- To build consistency around uniform, equipment and punctuality.
- To give students the opportunity to meet high standards.
- To address persistent offenders.
- To reward those students who always get it right.

Implementation. Each student will receive a card.

- Staff will carry spare cards in order to replace the one collected.
- All collected cards with three reward signatures go into a reward draw.
- Worth 20 house points, it's likely students receiving regularly will attend award events for Bronze, Silver, Gold and Platinum.
- Access to the ACE Games/Prom will be based on signed cards- students with no positive ACE points will risk not be invited.

5.6 Uniform Guidance

- We want our students to wear their uniform correctly and appropriately at all times.
- Uniform helps to identify our students both in and outside of school supporting safeguarding.
- Makes everyone feel part of the QE Family.
- Wearing a uniform removes economic barriers to appearance.
- We want all students to be prepared for learning.

Students will have the opportunity to correct any uniform or equipment issues without consequence. They can do this at their year office, if they refuse this will be addressed as defiance and escalated through either the behaviour or removal system. Tutors will contact home to inform parents and carers each time uniform is incorrect.

Behaviour Guidance 2026

5.0 Consequences

5.7 Mobile Phone Guidance

- Students are allowed to carry mobile phones on their person provided they are switched off and in their bags.
- A significant proportion of our student body travel to school on public transport and require mobile phones in light of safety and updating any travel arrangements to parents and carers.
- Mobile phones are not to be used around the school site.

Mobile Phone Procedures

- When a student is seen with a mobile phone, staff may confiscate this.
- The phone is taken to the reflection room to be collected at the end of the day.
- An after school detention (ASD) will be issued.
- Buses will be held so that students do not miss transport home.
- AirPods can also be confiscated in the same way as a mobile phone.

Serious Incidents. Where there is concern around a serious incident involving a mobile phone (reports of indecent images for example), the phone may be seized and passed to the Police depending on the severity of the allegation.

Further Reading:

Useful policies and documents to be read in conjunction with this guidance:

[SEND Policy](#)

[Safeguarding and Child Protection Policy](#)

[Attendance Policy](#)

[Exclusion Policy](#)

DfE Guidance and Legislation:

[Keeping Children Safe in Education Policy](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Behaviour in Schools](#)

[Alternative Provision](#)

[Equalities Act](#)

[SEND Code of Practice](#)

Useful Websites:

[Further Guidance and Resources for Supporting Behaviour in Schools](#)