

Sawley Junior School



Positive Relationship and Behaviour Policy



VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
v.1	Oct 2018	AB	Version Control sheet added
v.2	Jan 2019	LT	Out to consultation with staff
v.3	Jan 2020	AB	Reviewed with no change
v.4	Sept 2020	LT	Dojo system added COVID Amendment
v.5	Sept 2021	AB	COVID Amendment - updated
v.6	Sept 2022	AB	Policy Updated and changes made to align to KCSIE 2022 Governor Approval 29.9.2022
v.7	Nov 2022	AB	Minor amendment - updated information on searching and screening – referencing DfE advice. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
v.8	July 2023	AB	Minor amendment to add mobile technology to the list of prohibited devices. (agreed at LGM 6.7.2023).
v.9	September 2026	DT	New approach to behaviour policy – new reward system, new consequences/consequences, clarification around positive language used with children. Routed in Paul Dix’s approach. Approved by governors 13.7.26.

--	--	--	--

Introduction

At Sawley Junior School, we believe that positive behaviour is taught and sustained through strong, consistent relationships in which children feel safe, respected and understood. Positive behaviour is central to learning and wellbeing, and we are committed to creating a calm, safe and inclusive environment where every member of the school community feels valued and treated fairly.

All adults take collective responsibility for modelling high standards of conduct and for building trusting relationships that support children to regulate their behaviour, reflect on their choices and develop self-discipline that goes beyond compliance. Learners are given clear guidance about expectations and are supported to understand the impact of their behaviour on themselves and others.

Rooted in our *Sawley Visions* and *Respect for All* values, this behaviour policy promotes respectful behaviour, shared responsibility and a partnership approach with families. Through consistency, restorative approaches and appropriate support, we aim to help children develop the self-control, responsibility and social understanding needed to thrive as learners and as positive members of the school community.

The approaches to behaviour outlined in this policy are firmly routed around the work of Paul Dix, and his book 'When the adults change, everything changes.' This approach recognises positive behaviour rather than only giving rewards. Where possible, pupils are praised publicly and reminded in private.

"Relationships first, then rules. When the adults change, everything changes."

Paul Dix, Pivotal Education.

Equal Opportunities

This policy operates in line with the Equality Act 2010 and recognises the need to remove barriers to learning and participation for all pupils. We recognise that some children, including those with special educational needs and disabilities, may require reasonable adjustments to behaviour expectations, support strategies or responses.

At Sawley Junior School, behaviour is managed with fairness, consistency and sensitivity to individual needs. Reasonable adjustments are made where required so that all children are supported to meet expectations and experience success, while maintaining high standards for all.

Policy Aims

- Create a culture of positive behaviour that supports learning, community and life beyond school.
- Foster a strong sense of belonging, where all children feel valued, included and part of the Sawley team.

- Promote respectful, positive relationships between pupils and staff, built on trust, fairness and mutual respect.
- Support children to develop self-discipline, self-regulation and responsibility for their behaviour and its impact on others.
- Ensure that all members of the school community are treated fairly, with dignity and respect.
- Provide a safe, caring and inclusive environment in which all children can thrive and achieve.

Purpose of this policy

The purpose of this policy is to provide clear, simple and practical guidance for staff and pupils that:

- Establishes and teaches shared expectations for behaviour
- Positively reinforces agreed behavioural expectations
- Promotes self-esteem, self-discipline and self-regulation.
- Supports pupils to recognise that they can and should make positive choices
- Teaches appropriate behaviour through consistent, relational and positive interventions.

All staff:

- Welcome pupils at the start of the day and each session by being visible and present at classroom doors.
- Maintain a calm, consistent and positive presence that supports a respectful learning environment.
- Consistently address behaviour that do not meet expectations, intervening in a restorative and respectful way.
- Redirect pupils by referring to the school rules: **Be Ready, Be Respectful and Be Safe**, supporting pupils to reflect on and improve on the choices they have made.

The Headteacher/Senior Leadership Team:

- Maintain a highly visible presence around the school to support positive behaviour and school culture.
- Actively celebrate and recognise pupils who consistently demonstrate behaviour that goes above and beyond expectations.
- Promote and model the use of positive praise, messages home and house points, leading to certificates and rewards.
- Support staff to ensure the consistent implementation of the school's behaviour approach.
- Work closely with staff to support the management of pupils with more complex or challenging behaviours.

A positive approach to the management of behaviour:

- The deliberate and persistent recognition of pupils who are making positive choices, with praise used to reinforce behaviour and encourage others.
- Developing a deep knowledge and understanding of teams (classes) in order to build strong, positive relationships with all pupils.
- Actively fostering mutual respect between pupils and adults.
- Maintaining a calm and controlled approach, with a clear focus on de-escalation and reducing conflict.
- Demonstrating unconditional care, compassion and high expectations for all pupils.

Our School Vision



Our Visions are central to all that we do at Sawley and are woven into every aspect of school life.

Our Positive Approach to Behaviour

At Sawley Junior School, we have three simple rules:

'Be Ready, Be Respectful, Be Safe'

These rules can be applied to a variety of situations and are taught and modelled explicitly by all adults to support the consistency in expectations throughout school. We recognise that for some pupils, meeting these behaviour expectations may be beyond their current developmental level. In these cases, children may be supported through bespoke positive behaviour plans which focus on positive behaviour and building regulation skills. These plans are developed in conjunction with class teachers, support staff and SENDCO. Where appropriate, school use ABC (Antecedent, behaviour consequence) sheets for key children to analyse the functions of behaviours to deepen staff understanding, identify triggers and implement effective, targeted support to help pupils succeed.

As a staff, we build positive respectful relationships with pupils and have a strong 'Team' ethos and sense of belonging throughout school. We strive to nurture an inclusive school community where everyone feels

valued, recognised and supported. strong sense of belonging for our children. As part of this commitment to belonging, upon entry to our school every pupil is assigned to one of our four school 'houses' (**Appendix A**). The house system supports positive relationships, a sense of identity and shared responsibility, and provides opportunities for pupil's contributions and celebrate success within the wider school community.

The role of staff in recognising and reinforcing positive behaviour

Our behaviour system is designed to recognise and reinforce positive behaviours exhibited both at an individual, group and whole school level. As a staff, we work towards this by:

Our rules	Our staff will	Recognition
1. Be Ready 2. Be respectful 3. Be safe	1. Meet and greet at classroom doors. 2. Consistently address pupils who are not meeting expectations. 3. Accompany pupils to the playground at the end of every day/dismissing from classroom doors (Due to classrooms being in separate blocks). 5. Where possible praise in public and remind in private (NB: teachers will publicly remind about talking during teaching input and during assemblies. This is to reduce impact on learning). 6. Use consistent language when promoting and managing behaviour. 7. Create calm, safe and consistent conditions to support positive behaviour.	Individual - House points to recognise children following our rules or for demonstrating our visions. - Certificates linked to number of house points awarded. - Verbal praise from staff. - Positive Dojo messages home. - Weekly Integrity Award, celebrated through a special assembly. - Purple badge nominations awarded half termly. - Pupil of the Year, awarded annually. - Year 6 awards, including pupil awards (for continued outstanding achievement) and the Lacey Sports Award to recognise sporting achievement. House Rewards - House points contribute to a whole-house total each half-term which results in a whole-house recognition afternoon.

A visual outline of our individual and house rewards can be found in **Appendix B**.

Managing Unacceptable or Negative Behaviour

As a school community, we recognise that there will be times when pupils do not follow the school rules. In these situations, it may be necessary to apply a consequence to support an individual to reflect upon their actions and make more positive choices in the future. We understand that sometimes children can make the

wrong choices. When this happens, the child will be supported sensitively and respectfully to reflect on the impact of their actions and to learn from these experiences. Examples of natural consequences can be found in [Appendix C](#).

Our response to behaviour has various purposes. These include:

Deterrence: consequences can often be effective in discouraging future inappropriate behaviour across school.

Protection: to keep pupils safe which is a legal duty of all staff. Where necessary, a protective measure such as temporarily removing a pupil from a lesson, may be put in place immediately or following an assessment of risk.

Improvement: to support pupils to understand and meet the behaviour expectations, reflect on their actions and re-engage positively in learning. This may include consequences, restorative conversations or targeted support.

Our Consequences:

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Do not apply to 'a whole group' because of the actions of individuals.
- Are consistently applied by all staff to help ensure that children and staff feel supported, safe and secure.
- Address the behaviour being unacceptable, not the individual child.

At Sawley Junior, we follow a stepped approach to consequences.

At Sawley Junior School, we use a clear and consistent stepped approach to support children in making positive behaviour choices. All interactions are calm, child-centred and respectful, with adults speaking at the child's eye level, using their name and a supportive tone. In the first instance, a child is given a reminder which identifies the behaviour and reinforces our shared expectation to be **Ready, Respectful and Safe**, alongside the opportunity to make a better choice. If the behaviour continues, a warning is given, during which the adult checks in on the child's wellbeing, reminds them of previous positive behaviour and clearly explains what will happen next. Where needed, a short time-out is used to allow the child to calm, refocus and reflect, either in class, another supervised space or on the playground. When a child reaches time out, they will have a Restorative conversation with their teacher at the end of the lesson. If a child reaches time-out twice in one week, they will also have an isolation for half a day where they will work outside the Headteacher's office. If a child receives 4 time-outs in a week, the isolation will take place for a full day. During this isolation, a restorative follow-up conversation will be held with a senior member of staff, supporting the child to understand what happened, how others were affected and how to repair and move forward. We believe it is not the severity of the consequence that matters most, but the certainty that a follow-up, reflection and repair take place, so every child feels supported to learn from mistakes and succeed. Parents are contacted if a child makes it to Time Out or if a serious incident occurs at break or lunchtime. Parents are also informed if 2 time-outs happen and isolation occurs.

A visual, child-friendly representation of the stepped approach to behaviour and consequences can be found in [Appendix D](#).

Serious incidents

All staff will act immediately in response to serious incidents, including:

- **Racism** – Derogatory comments about race
- **Bullying** – Hurting others repeatedly
- **Child-on-child abuse** – Children hurting children
- **Homophobia** – Derogatory comments about being gay

- **Biphobia** – Derogatory comments about being bisexual
- **Transphobia** – Derogatory comments about being trans
- **Terrorism** – Causing fear with violence
- **Extremism** – Dangerous extreme beliefs

Any such incidents will be recorded promptly on the school's recording system and reported in person to the Headteacher and Designated Safeguarding Leads without delay.

Any significant incident involving the use of reasonable force will be recorded in line with statutory requirements and reported to parents as soon as practicable, normally on the same day. Records will include key details such as the nature and duration of the intervention, the reason it was necessary, and any follow-up support provided.

Please note – we recognise that some children may have a SEND need which may contribute to some of these behaviours being displayed. We will always take this into consideration if/when giving a consequence.

Responding to Pupils with SEND

At Sawley, we promote high standards of behaviour for all pupils, while recognising that some pupils may require additional support to achieve and learn successfully. Our approach to behaviour and consequences is therefore flexible and responsive, particularly for pupils with SEND.

Where appropriate, pupils who require extra support with behaviour will have Individual Behaviour Support Plans, which may include personalised strategies such as reward systems, visual supports or targeted interventions. These plans are developed in collaboration with class teachers and the SENDCo.

When responding, staff consider whether a pupil's SEND may have contributed to the behaviour and use professional judgement to determine the most appropriate response. Adjustments are made where necessary to support the pupil effectively, while maintaining clear expectations and consistency.

Parental involvement

We know that parents and carers play a pivotal role in supporting their child's behaviour and conduct at school. We are committed to developing positive partnerships with parents and carers as positive open relationships are crucial in promoting and maintaining high standards of behaviour.

We establish and maintain these relationships in a variety of ways, including: informal conversations with staff and more formal meetings such as parents' evenings. Parents and carers are encouraged to speak with staff face to face at the end of the school day wherever possible. Parents and carers may also contact staff via Dojo if they have any questions or concerns.

We ask that parents and carers work with the school to support positive behaviour by:

- ensuring good attendance and punctuality;
- encouraging a positive attitude to learning;
- supporting children to follow school rules and expectations;
- promoting respectful behaviour towards all adults and children;
- supporting the completion of homework tasks;

- discouraging the use of inappropriate language, physical aggression, or copying negative behaviours.

We request that parents/carers work with school to ensure their children behave well and follow the rules. We request that parents ensure that their children have good attendance, are punctual at the start of the school day, demonstrate a good attitude to learning, treat all adults and children with respect, complete homework tasks and behave well in school. To maintain positive relationships and ensure concerns are dealt with appropriately, parents and carers are asked to raise any issues directly with the school. Discussions about individual children or school matters should not take place with other parents or on social media.

Where behaviour is causing concern

Where a pupil is causing concern, parents and carers will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be actively sought and a shared plan of next steps will be agreed.

If parents or carers have a concern about their child's behaviour these should initially be raised with the pupil's class teacher. Class teachers will also ensure that any emerging concerns are shared with SLT or our school SENDCo, so that strategies and support can be discussed and agreed before more formal steps are required.

A positive partnership with parents and carers is crucial to building trust and developing a shared approach to behaviour expectations and strategies for managing difficulties. Most behavioural incidents are dealt with effectively through the school's established rewards and consequences system, and only a small number of pupils will require additional or targeted support.

Pupils with ongoing emotional, social and behaviour difficulties may have an Individual Behaviour Support Plan put in place. These pupils will be supported in school and where appropriate through the involvement of external agencies working in partnership with parents and carers to ensure consistent and effective support.

Suspensions

A suspension is when a pupil is temporarily removed from school following a serious breach or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Only the headteacher will make the decision to suspend a pupil. In line with the DfE statutory guidance, suspension will be used only where it is lawful, reasonable, fair and proportionate, and where other strategies to support behaviour have been unsuccessful or are not appropriate. Suspension is a serious consequence and it is used as a last resort.

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. Suspensions do not have to be consecutive.

Suspension may be used to:

- Provide a clear, proportionate and lawful response to persistent breaches of the school's behaviour policy.
- Reinforce behavioural expectations and signal that continued behaviour of this nature may place the pupil at risk of permanent exclusion.
- Allow time for reflection and for appropriate support, intervention or further planning to be put in place to help improve behaviour.

Where appropriate, alternatives to suspension, such as increased support from senior leaders or temporary internal arrangements, may be used instead.

Parents and carers will be informed without delay of the reason for the suspension, its duration, and arrangements for the pupil's return to school. Work will be provided for the duration of the suspension in line with statutory requirements.

A reintegration meeting will take place following any suspension to support the pupil's successful return to school and to agree any further expectations or support required.

Permanent Exclusion or Out of School Transfer

Permanent exclusion will only be used as a last resort in line with the DfE statutory guidance. A decision to permanently exclude will be taken only by the headteacher and may be made:

- In response to a serious breach or persistent breaches of the behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before making this decision, the school will consider the pupil's individual circumstances including any relevant support or interventions already in place and will give due regard to factors such as special educational needs and disabilities, age and other additional needs.

Where appropriate, the school will work with parents, carers and external agencies to explore alternatives to permanent exclusion, including a managed transfer to another setting.

In all cases, the school will balance the needs of the individual pupil with the safety, wellbeing and learning of the wider school community.

The behaviours listed below may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- The use of, or threat of use of, an offensive weapon or prohibited item.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for Sawley Junior School when representing the school within the wider community.

The school may respond to behaviour that takes place off the school site where it is reasonable to do so. This includes behaviour:

- While travelling to and from school;
- During educational visits, trips or sporting events;
- When pupils are wearing school uniform or are otherwise identifiable as members of the school; or
- Which threatens the safety, wellbeing or reputation of the school community.

In these circumstances, the following expectations apply:

- Pupils are expected to behave in a way that does not threaten the health, safety or welfare of other pupils, staff, volunteers or members of the public.
- Pupils are expected to demonstrate the same standards of behaviour off site as they do when on the school premises.
- The school will take reasonable steps to protect pupils and staff from harmful conduct by pupils, even when it occurs beyond the school site.

Any response to out-of-school behaviour will be lawful, proportionate and appropriate, and will take account of the specific circumstances of the incident.

Prohibited Items

“Headteachers and staff that they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.”

See [Searching, Screening and Confiscation Advice for Schools](#) (July 2022) for further information.

Prohibited items includes:

- knives and weapons;
- alcohol;
- controlled drugs & other substances;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil);
- an article specified in regulations³;
 - tobacco and cigarette papers⁴;
 - fireworks;
 - pornographic images
- School Prohibited items in addition:
- Mobile phones, digital devices and other forms of mobile technology *e.g. smartwatch*
- Vaping equipment
- Such items will be confiscated and disposed of safely if necessary. It will then be determined why the prohibited items were on site and appropriate consequences put in place which may include suspension/exclusion.

At Sawley Junior School, only SLT members are authorised to carry out searches. In their absence, staff are advised to seek guidance from DSL's at Sawley Infant & Nursery School or request that parents attend.

Managing Behaviour During Lunchtimes

Lunchtime is a very important part of the day and provides valuable opportunities for social interaction, play and relationship building. Midday Supervisors, under the direction of the Headteacher and Senior Midday Supervisor (SMS), are responsible for the welfare, safety and behaviour of all children on the school premises. Our committed team of Midday Supervisors actively engage with pupils and support them to behave in a positive and respectful way, in line with the school vision, values and behaviour expectations.

At Sawley Junior School, a range of structured support is available during lunchtimes, including:

- A Mini Leader scheme, delivered by trained Year 6 pupils, which encourages inclusive play and positive social interaction.
- Peer Mediators, who are trained Year 6 pupils who support others in resolving minor disagreements and playground fall-outs, helping pupils to problem-solve independently where appropriate.

Where pupils make poor choices in their behaviour, adults will respond calmly and consistently in line with the school's stepped approach. This may include:

- standing with a member of staff for a short period to reflect and reset; or
- being directed indoors to the first aid room for a period of time to reflect on behaviour.

For pupils who find lunchtime particularly challenging, alternative provision may be made. Some pupils may be directed to the Chill Room, where they can take part in focused activities in a calmer, more structured environment to support regulation and wellbeing.

Appendix A- Houses

Barn Owls



Eagle Owls



Snowy Owls



Tawny Owls



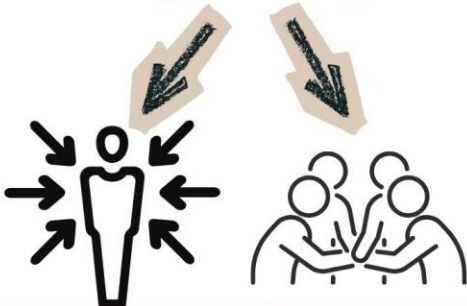
Appendix B- House Point Rewards

Rewards



House Points

Barn Eagle Snowy Tawny



Individual
Rewards



20-30 House
Points each half
term



Certificate



House
Rewards



House with the
greatest number of
points



Reward
afternoon

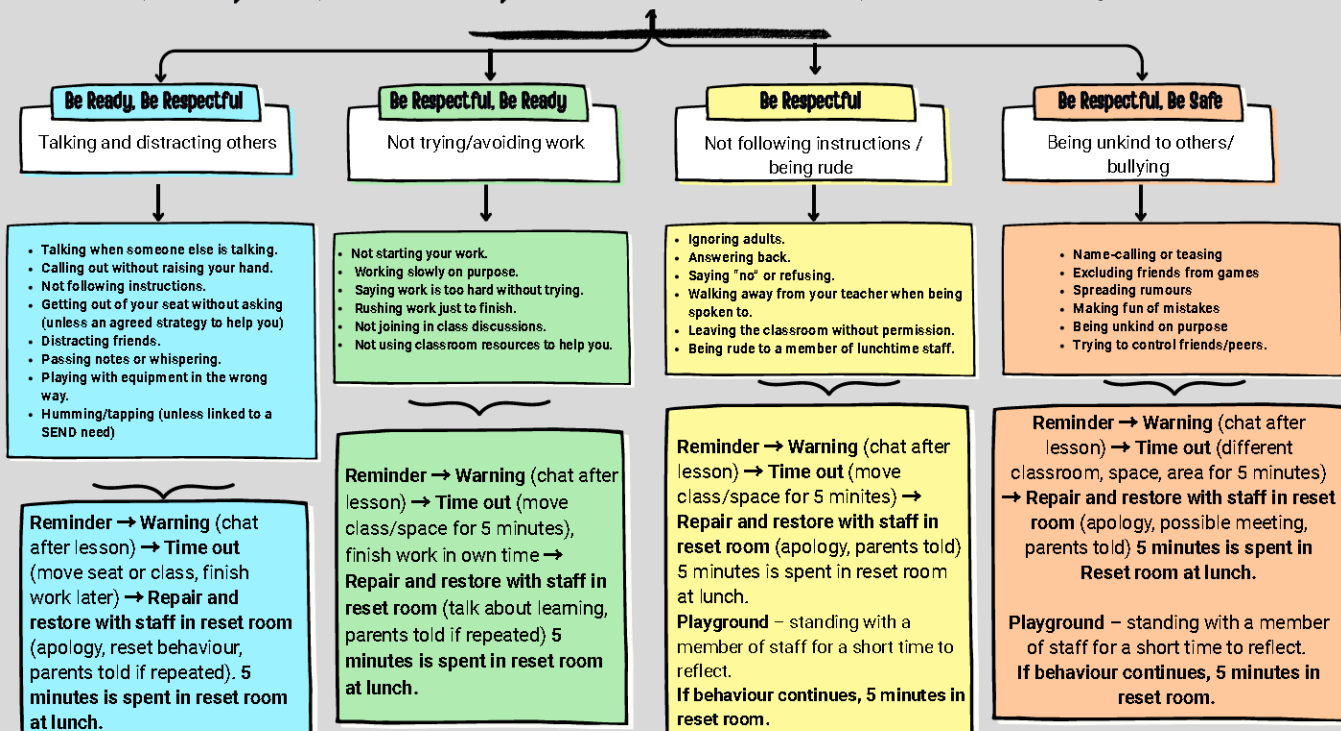
Nominations for Purple Badges will take place once a half term. A celebration assembly will take place followed by a special lunch

BE READY, BE RESPECTFUL, BE SAFE – BEHAVIOURS AND CONSEQUENCES



- Straight to time out followed by **reset** at lunchtime (follow up and repair conversation during lunch).
- If during lunchtime - Immediately sent to **reset** room for follow up and repair
- Immediate time away from class (reflection/internal isolation).
- The loss of break or lunchtime.
- Time out in another space.
- Loss of purple badge for a period of time.
- Serious incidents could lead to suspension.

BE READY, BE RESPECTFUL, BE SAFE – BEHAVIOURS AND CONSEQUENCES



Appendix D- Child-friendly 'Stepped Approach'

Our Stepped Approach to behaviour

1. Reminder

- Your teacher will remind you to make good choices and follow our rules.
- You will have a chance to make a better choice.
- **Example:** 'I notice that you are running. This is a reminder that we need to be Ready, Respectful and safe. You now have the opportunity to make a better choice. Thank you for listening.'



2. Warning

- Your teacher will give you a formal warning.
- You will need to talk to them at break for 2 minutes.
- **Example:** 'I notice you are not ready to do your work. This is the second time I have spoke to you about this. If you choose not to start your work, I will need to (move to another table, work in a different space etc) Do you remember that yesterday when you started your work straight away and got it finished? That is what I am expecting to see today. Thank you for listening.'



3. Time-Out

- Your teacher will ask you to move to another table/classroom/area to work for 5 minutes.
- You will go to the reset room at lunchtime to have a talk with a member of staff.
- **Example:** 'I have noticed you chose to use rude words. This means you are not being respectful. You will spend 5 minutes out of the classroom so that you can reflect on your behaviour and I will speak to you afterwards. You will need to go to the reset room at lunchtime. Thank you for listening.'



4. Follow up - Repair and restore with staff in the Reset room

At lunch-time, you will have a conversation with a member of staff in the Reset room:

- 1. What happened? (Explored using neutral, calm and non-judgemental language.)
- 2. What were you feeling at the time?
- 3. What have you felt since?
- 4. How did this make people feel?
- 5. Who has been affected? How can we put things right? What could you do differently next time?

Glossary of Behaviour Policy Terms

ABC (Antecedent–Behaviour–Consequence)

A tool used to analyse behaviour by identifying what happened before (antecedent), the behaviour itself, and what happened afterwards (consequence) to help understand triggers and patterns.

Behaviour Expectations

The agreed standards of behaviour in school, defined at Sawley as:
Be Ready, Be Respectful, Be Safe.

Behaviour Support Plan (BSP)

A personalised plan outlining strategies, support and adjustments to help a pupil manage their behaviour and succeed.

Bullying

Repeated behaviour intended to hurt, harm or intimidate another person, physically or emotionally.

Child-on-Child Abuse

Harm caused by one child to another, which may include physical, emotional or verbal abuse.

Consequence

A response to behaviour that does not meet expectations, designed to help pupils reflect, learn and make better choices.

De-escalation

Strategies used by adults to reduce tension and prevent behaviours from becoming more serious, through calm, respectful interaction.

Deterrence

Using consequences to discourage future inappropriate behaviour.

Equality Act 2010

Legislation that requires schools to ensure fairness and remove barriers to learning, including making reasonable adjustments for pupils with additional needs.

House Points

Rewards given to pupils for demonstrating positive behaviour or school values, contributing to individual and team recognition.

Isolation

A more serious consequence where a pupil works away from their class for a set period (half or full day) following repeated timeouts.

Natural Consequence

A logical and meaningful outcome that occurs as a direct result of a pupil's behaviour. Natural consequences are used to help pupils understand the impact of their actions and encourage responsibility. They are fair, proportionate and linked to the behaviour (e.g. completing unfinished work at another time, repairing damage, or making amends following an incident).

Positive Behaviour

Behaviour that supports learning, safety and respectful relationships within the school community.

Positive Reinforcement

Recognising and rewarding desired behaviour to encourage it to be repeated.

Prohibited Items

Items not allowed in school (e.g. weapons, drugs, mobile devices), which may be searched for and confiscated if necessary.

Reasonable Adjustments

Changes made to expectations or approaches to support pupils with SEND in accessing learning and meeting behaviour expectations.

Restorative Conversation

A structured discussion after an incident to help the pupil reflect, understand the impact of their actions, and repair relationships.

Self-Regulation

The ability to manage emotions and behaviour appropriately in different situations.

SEND (Special Educational Needs and Disabilities)

A term used to describe pupils who may need additional support due to learning, emotional, behavioural or physical needs.

Serious Incident

A significant breach of behaviour expectations (e.g. racism, bullying, physical assault) that requires immediate action and recording.

Stepped Approach

The structured system of responses to behaviour:

Reminder → Warning → Timeout → Isolation → Further action

Suspension

A temporary removal from school following serious or repeated breaches of the behaviour policy.

Time Out

A short period away from an activity or classroom to allow a pupil to calm down, reflect and reset.

Wellbeing

A pupil's emotional state, safety and overall mental health, which is considered in behaviour support and responses.