

# Positive Relationships and Behaviour Policy



Adopted by: Full Governing Body

Adopted on: July 2026

Review date: July 2027

This policy has been written with consideration of the following school policies:

Equalities, Anti- Bullying, Positive Handling, SEND, Exclusions, Staff Code of Conduct

## **Aim**

This policy is designed to promote an environment where everyone feels happy, safe and secure. Ashton Gate Primary School believes that effective discipline and good behaviour are essential to support learning and to enable pupils to achieve their best. We recognise that our children bring a range of experiences with them into school and understand that Adverse Childhood Experiences (ACES) may impact behaviour in and outside of the school.

At the heart of this principle is a whole school approach to restorative practices where pupils are expected to take age-appropriate responsibility for their actions and understand the consequences of their behaviour. We recognise that all behaviour is a form of communication, and we view mistakes in behaviour as opportunities to learn. Clear rules, boundaries, high expectations and appropriate sanctions enable all to flourish and prepare students for life after Ashton Gate.

Our Behaviour Policy is relationship based, trauma informed, and attachment informed. It is underpinned by a clear ethos, and we recognise that when relationships are strong and trusting, pupils can make the best of the opportunities provided for them and they can flourish in an environment which supports and rewards them. We want to be able to describe the atmosphere in school as relaxed but purposeful. We encourage all pupils to work towards being 'Ashton Gaters' and support pupils to embrace the 'Ashton Gater Characteristics' to make the school a better place for all who work and learn here.

Specifically, we aim to:

- Encourage a culture of quality relationships based on unconditional positive regard.
- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions and strive for the highest standards of behaviour.
- Encourage compassion for each other.
- Establish high standards and expectations of behaviour for all pupils to support learning. We will work to ensure that all pupils can maximise their academic progress and their personal, spiritual, moral, social and cultural development. We will regularly discuss and publicise our agreed set of expectations, values and Ashton Gater Characteristics.
- Promote Fundamental British Values.
- Provide a safe environment free from disruption, aggression, bullying and any form of harassment. We seek to ensure fairness of treatment for all.
- Promote early intervention to support behaviour for learning.
- Work closely with parents, carers and other support agencies to develop a shared approach to maximising pupils' potential.
- Improve behaviour through a commitment to learning. Pupils behave best when they experience well-planned, stimulating learning activities, which are designed to meet specific needs.
- Celebrate and reinforce the successes of good behaviour, challenging inappropriate behaviour positively through restorative approaches.
- Strive to develop tolerance, empathy and consideration in members of the school community through relationships and the curriculum.

- Ensure the safety and well-being of all members of the community and the environment in and out of class.

### The Ashton Gater Characteristics

We support all children to develop these characteristics in all areas of school life and outside of the school gates. We recognise that some of these characteristics may come easier to some children, and our intention is to support all of our children to develop these characteristics and build on them throughout their time at Ashton Gate Primary School.

The 'Ashton Gater Characteristics' are displayed in every classroom and in all learning environments, halls and corridors.



### **Roles and responsibilities**

#### **Staff**

- All staff will take responsibility for promoting and maintaining good relationships and behaviour by using the agreed approaches consistently and acting as role models for children.
- Staff will monitor and record serious or persistent low-level concerns or incidents and with support from SLT/ SENDCo will create individual plans for children who need specific support.
- Staff will ensure appropriate behaviour is maintained at all times, including when children are moving around the school and in the playgrounds.
- Staff will support children to understand and recognise their emotions through self-regulation techniques and the use of 'Zones of Regulation'.
- Staff will communicate to parents and carers serious or persistent inappropriate behaviour.

- Staff will listen to children, value their contributions and not pre-judge or make assumptions based on previous behaviour.

### **Parents/ Carers**

- To support the school in ensuring high standards of behaviour and fostering a good relationship between home and school.
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning and on time.

### **Governors**

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1) as well as reviewing this policy in conjunction with the Executive Headteacher and Head of Schools and through monitoring the policy's effectiveness.

### **The Senior Leadership Team**

- The SLT will ensure that the school environment encourages positive relationships and behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- The SLT will ensure that this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

### **Restorative (relational) school approaches – See appendix 3**

We recognise positive and trusting relationships are essential for effective teaching and learning to take place and we believe that there is a direct correlation between the quality of relationships and behaviour. We know that if we maintain high self-esteem we will secure appropriate behaviour, effective learning and positive relationships. Adults at Ashton Gate Primary School will hold high expectations for relationships and behaviour for learning, adapting and personalising approaches for individual children where appropriate. We use Restorative Approaches to build, maintain and repair relationships.

We show that we value our community members by:

- Being courteous, respectful and considerate.
- Recognising effort, good work, a talent or an achievement.
- Actively listening to opinions and perspectives and taking time to reflect.
- Acting swiftly when members of the school community are treated inappropriately.

We support positive relationships and behaviour through:

- Following a consistent approach across the whole school community.
- Encouraging our children to see themselves as a member of the school and class team and recognise their responsibility within this.
- Supporting children to understand their emotions and give them strategies to self-regulate.
- Developing the skills of co-operation and discussion and promoting attitudes of care and pride.

When addressing behaviour mistakes adults will seek to:

- Take an enquiring and empathic approach, understanding that behaviour does not exist in isolation and seeking to identify wider factors eg friendships, home life, sleep and diet as part of an effective solution.
- Act intentionally when communicating by recognising environment, body language and tone as important.
- Actively listen and encourage the person to talk by asking open questions, supporting and summarising.
- Implement strategies to cultivate responsibility e.g. peaceful problem solving.

#### A restorative approach to behavioural mistakes

When children make mistakes, we focus on resolution and responsibility, and recognise that all behaviour is a form of communication. Adults will help children understand the consequences of their actions and support children to modify and improve their behaviour, teaching children how feelings drive behaviour but modelling that behaviours can be changed, 'I get angry with people too, but instead I ....'

When encouraging and rewarding positive behaviour, we recognise the individual experiences and efforts of all children and carry a fair appreciation of all their experiences including Adverse Childhood Experiences (ACES).

Individuals will be encouraged to consider carefully what went wrong, to articulate their opinion of events and to reflect upon both how they felt and how their actions left others feeling. The opinions of the individual and those 'harmed' are both heard and the discussion is focused upon finding a fair and appropriate resolution. The facilitator of these discussions will be calm, reflective and non-judgmental. The discussion will often be structured to include the following questions:

#### **Restorative Questions (adapting the language to support the age of the child):**

##### Questions for those who have harmed others

What happened?  
What were you thinking about at the time?  
What have you thought about since?  
Who has been affected by what happened, and how?  
How could things have been done differently?  
What do you think you need to do to make things right?

##### Questions for those who have been harmed

What did you think when you realised what happened?  
What impact has the incident had on you and others?  
What has been the hardest thing for you?  
What do you think needs to happen to make things right?

### Encouraging and rewarding positive behaviour

When encouraging and rewarding positive behaviour, we recognise the individual experiences and efforts of all children and carry a fair appreciation of all their experiences, including Adverse Childhood Experiences (ACES).

An effective reward system needs to be based on an understanding of motivation. We understand that motivation occurs when a child realises there is a connection between their actions and the outcome of their actions. We aim to support children to move from external to internal motivation through regular recognition of learning and activities, through promoting a desire to learn, self-reflection and compassion.

Some of the ways in which we encourage and support positive behaviour are:

- Regular celebration assemblies with certificates for positive behaviour and effort.
- Hot Chocolate Friday- for those children who have demonstrated the Ashton Gater Characteristics
- Reward stickers from any adults in school to recognise awareness of the Ashton Gater Characteristics
- Weekly in-class reflection time to celebrate and recognise group and individual achievements from the week, providing opportunities for self-reflection and compassion.
- Class specific reward systems.

### Applying sanctions

A restorative approach does not remove the role of responsibility and sanctions. Where behavioural choices fall short of school expectations, the following sanctions may be applied as part of the restorative process.

- Non-verbal signs of disapproval.
- A verbal reprimand or warning.
- Change of position within the learning environment.
- Sending the pupil to another teacher in the year group -maximum of 10-15mins in EYFS/KS1 and a part/whole session in KS2.
- Reflection time away from peers for a part of their break or lunchtime.
- Referring the pupil to a senior member of staff.
- Letters or phone calls home to parents.
- A temporary loss of privilege e.g. any extra roles; School Council, library monitor, setting up for assemblies, representing the school externally, etc.
- Suspension (fixed term exclusion) and permanent exclusion.

## **The Zones of Regulation and Self-Regulation**

The Zones of Regulation are a research-based intervention to help children to understand their feelings and emotions. They help children to regulate their feeling in order to manage overwhelming emotions which may prevent them from learning and achieving their best. When used effectively children feel empowered and in manage their feelings and emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs.

Self-regulation can go by many names such as self-control, impulse management and self-management. Self-regulation is best described as the optimum state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library. This will look different for different children and different ages.

For a child to be ready for learning they need to be able to self-regulate. For many children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate.

The Zones of Regulation help children to identify their feelings through the use of colours:

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

With adult support children will learn to use their 'tools' to self-regulate. The zones are used not only for key children but for all children, adults and parents as a model to self-regulate emotions. Every classroom has a Regulation Station and adults refer to the zones on a regular basis.

## **Guidelines**

### Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs and disability coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### Reporting and monitoring

All staff will communicate any serious concerns about behaviour with the SLT and parents/carers on the same day wherever possible.

Staff will record and monitor serious or persistent misbehaviour.

Behaviour patterns will be monitored by the SLT and analysed to ensure equitable and fair enforcement of the policy.

#### Removal from classrooms

Staff will only remove pupils from the classroom once other strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to restore order if the pupil is being unreasonably disruptive and allow the pupil behaving disruptively to continue their learning in a managed environment.

Pupils will be removed from the classroom for a maximum of 15 minutes in KS1/EYFS and for the maximum of a full session in KS2. For more serious incidents the SLT may remove a pupil for part of the school day- usually until the end of the morning or afternoon session.

We will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as enhanced in class support and resources, movement breaks and additional interventions.

#### De-escalation strategies

At times, despite best efforts from staff to create and sustain a positive environment, our pupils may display behaviours of concern. Staff will respond at the earliest opportunity to support our pupils to manage this dysregulation, recognising that these reactions are not intentional but a form of communication. Staff will seek to understand what unmet need the pupil is communicating and address these.

At these times, staff will use a range of de-escalation strategies to support the individual pupil and their needs (Appendix 2).

#### Calm Space

At times, pupils may require access to calm spaces in the school to help them to self-regulate. These spaces may include: a designated space in the classroom; an outside space such as a playground; an area of the corridor; sensory room or nurture room; an empty classroom or a hall space.

Staff will work with pupils to plan for the use of these spaces and support them to be able to communicate their need for these. Staff will utilise these spaces and opportunities to explicitly teach regulating and calming strategies.

Where appropriate, a preferred calm space will be recorded on a pupils Behaviour Care Plan. The use of a calm space may be required where a pupils' behaviour becomes a risk to themselves and/or others. Staff will dynamically risk assess and decide on the most suitable area. They will carefully consider the proximity to other pupils and staff, the impact of the use of the space on others and ensure that the area is clear of items/ obstacles that may cause risk.

Where physical intervention is needed to transition to a safe space, staff will follow best practice guidance (see Physical Intervention below).

Pupils must be supervised at all times when using a planned or dynamic calm space.

#### Physical Intervention

Where proactive strategies and de-escalation strategies are not effective, in order to keep pupils safe, physical intervention strategies may be used.



Physical intervention must only be used as a last resort in an emergency situation, where a pupil is at risk of harming themselves or others. Staff must ensure that responses are reasonable and proportionate in line with the [Use of reasonable force and other restrictive interventions guidance](#) and [Keeping children safe in education](#).

The use of force is regarded as reasonable to prevent:

- Injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property

Ashton Gate Primary School does not use physical intervention strategies as a punishment.

Ashton Gate Primary School has adopted safer handling strategies through training by Team Teach as best practice. Most staff attend training and refreshers in the use of Team Teach strategies. Team Teach strategies aim to provide a positive toolkit approach giving practical de-escalation and crisis intervention strategies for staff to use to minimise risk and manage conflict safely and respectfully. This training ensures that staff can manage behaviour in a manner that maintains positive relationships and continues to care for pupils at times of crisis. Parents will be informed if their child has been involved in an incident needing the use of physical intervention strategies. Staff must record and report incidents of physical intervention to SLT.

### Bullying

The school does not tolerate bullying in any form. Our approach to preventing and dealing with incidents of bullying is contained in the Anti-bullying Policy.

### Positive handling

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. Our approach is outlined in the Positive Handling Policy.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is: taking part in any school-organised or school-related activity (e.g. school trips), travelling to or from school, wearing school uniform and in any other way identifiable as a pupil of our school.

### Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis in line with Keeping children safe in education and the Trust's Safeguarding policy.

### Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the term or year.

### Fixed-term and permanent exclusions

The procedures relating to fixed-term and permanent exclusions are contained in the Exclusions Policy.

### Malicious allegations

We will always take any allegation against staff very seriously. Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

### Training

Our staff are provided with guidance on managing behaviour as part of their induction process. Relationships and behaviour management also forms part of continuing professional development.

### Publication and Monitoring

The effectiveness of this policy will be monitored through the school's quality assurance processes, to ensure that it fulfils all of its requirements and that it is being implemented in a consistent way across the school.

The policy will be reviewed annually by the Governing Body.

The Behaviour Policy will be made available to parents on request and will be published on the school website.

## Appendix 1.

### Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and [Behaviour and discipline in schools guidance for governing bodies](#) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Executive Headteacher in determining measures to promote good behaviour.

#### Introduction:

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Headteacher.

The Governors at Ashton Gate Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Ashton Gate Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Executive Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed.

The Executive Headteacher has a duty to publish the statement on the school website.

The SLT will develop the Behaviour Policy with reference to the DfE guidance document [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#).

#### Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- Ashton Gate Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- High standards of behaviour are expected. The Ashton Gate Characteristics should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these characteristics to be consistently applied by all staff.
- Governors would like to see appropriate reward and incentive systems, consistently and fairly applied in such a way as to encourage and reward positive behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and school staff are expected to exercise discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children, with support offered as necessary.

- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

## **Appendix 2**

### **De-escalation Strategies**

These are strategies that help to calm the pupils when they begin to show early signs of distress (physiological and psychological arousal).

If effective, they reduce the risk of the behaviour escalating and allow pupils to re-engage in their environment and learning.

This list is not exhaustive but illustrates some of the strategies staff may use to support pupils. We recognise each pupil's individuality and staff will need to personalise and differentiate strategies according to each individual pupil's needs.

#### Distraction/ diversion

Staff may divert pupils to more appropriate activities or tasks. They will encourage and engage pupils in these tasks, modelling appropriate behaviour.

#### Reduce Language

Staff will reduce the language that they use to support the pupil's understanding. For example, staff may reduce an instruction to 1 or 2 key words. Staff may use visual prompts (pictures/ symbols) to reduce language further.

Use humour to engage positively with a pupil and redirect their attention/ engagement

#### Calm Body Language and proximity

Staff should always be mindful of their body language to ensure that they support a pupil to feel safe. Staff will attempt to show calm body language – slow movements, relaxed limbs e.g., open palms, neutral facial expressions and eye contact. Staff will consider the proximity between themselves and a pupil to maintain a distance that is comfortable for the individual. They may also adapt the level that they are working with a pupil so that they are engaging at the same level as the pupil e.g. sitting alongside a pupil on the floor.

Offer reassurance by using verbal and physical prompts.

Validate through empathetic responses.

Attune to the intensity and type of emotion.

Provide containment by retaining a story-telling tone of voice, intonation and frequency.

#### Offer alternatives and choices

Staff will give pupils options to choose appropriate alternatives. Staff may give pupils a number of choices such as choosing between two activities or toys.

#### Adapt Environment

Staff will consider changes to a pupil's immediate physical environment, adapting light, noise and temperature level depending on an individual's needs and response. Staff may also consider changes to the layout of a classroom to further support the needs of their pupils.

### Offer Withdrawal

Support pupils to access safe spaces that allow them opportunities to regulate their behaviour and maintain dignity.

### Remove Other Learners

Consider moving other learners to provide the pupil with an environment that they can regulate in safely.

This may also reduce the impact of the behaviour of concern on other pupils and their learning.

### Change of Face

Pupils may respond positively to a change in the staff member that is supporting them. Where possible, support pupils to communicate who they would like to help them.

### Proximity Praise

Praise appropriate and desired behaviour of others within close proximity. Highlight expectations and label these behaviours clearly for the pupil.

### Support and guide upregulating activities

These activities are best used when pupils seem disengaged, low or withdrawn. The aim is to raise or disperse their energy with activities that increase heart rate. Games such as red light, green light or singing and dancing activities help pupils to do this. Other activities such as activities that awaken the sense such as splashing water or smelling different scents can support a pupil to upregulate.

### Support and guide downregulating activities

These activities are best used when pupils are in a high energy state. The aim is to slow them down, regulate breathing and try to relax them. This may include activities such as making and blowing bubbles or taking part in guided meditation or yoga. Other activities such as Tightrope, encouraging pupils to walk along a pretend tightrope on the floor of the classroom or 5, 4, 3, 2, 1 grounding, look for 5 things you can see, 4 things you can touch etc can support pupils to down regulate

## Appendix 3

### Relational Approaches (Devon Education Services)



#### Responding and Calming

Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.

Most children will at some point overstep a boundary and will need reminding about agreements and expectations.

We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries.

Children who experience strong emotions that lead to harmful or challenging behaviour will need skilful co-regulation to enable them to be calm and develop their capacity for regulation. How we

respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.

### Repairing and Restoring

Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change.

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges, or harm is caused.

Applying a restorative framework following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach.

Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills.

Restorative work involves regular conversations, class discussions, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.

### **Further information:**

Further information about Adverse Childhood Experiences (ACEs) and Attachment can be found here:

[Adverse Childhood Experiences \(ACEs\) and Attachment - Royal Manchester Children's Hospital \(mft.nhs.uk\)](https://mft.nhs.uk)

### **Details of local and national support:**

- If you're concerned about a child's safety or wellbeing, you can make a referral to First Response or phone them on 0117 903 6444.
- Positive Behavioural Support Service (PBSS) Bristol- [Positive Behavioural Support Service \(PBSS\) - Paving the Way](#)
- Family Hubs- Family Hubs offer information, advice and help to all families in Bristol. They: run activities, support you and your family to access other services and information This means: you only need to go to one place for information, professionals work together to give you advice and information, you only need to explain what you need help with once, rather than having to tell lots of different people [Family Hubs \(bristol.gov.uk\)](https://bristol.gov.uk)
- If you need information or advice about early support for your child's additional needs, phone FLORA on 0117 352 6020, or email [flora@bristol.gov.uk](mailto:flora@bristol.gov.uk). If you have a question about how to ask for an EHC plan, phone us on 0117 922 3700. If you need independent information and advice, phone SEND And You (SAY) on: 0117 989 7725.
- Primary Infant Mental Health Specialists (PIMHS) offer services to support young children, their families and carers, from pregnancy up to the age they start primary school.
- In partnership with other professionals, including children's centres, health visitors and social care providers, PIMHS focus on supporting the mental and emotional wellbeing of young children. [Infant mental health :: Avon and Wiltshire Mental Health Partnership NHS Trust \(awp.nhs.uk\)](#) North Bristol CAMHS Phone: 0117 354 6800 South Bristol CAMHS Phone: 0117 9190330 East/Central Bristol CAMHS Phone: 0117 3408600



## **Legislative and advisory links**

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

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

[Searching, Screening and Confiscation](#)

[Education Act 2011](#)

[Education Act 2002](#)

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

[The Equality Act 2010 and Schools](#)

[Education and Inspections Act 2006](#)

[The School Information \(England\) Regulations 2008](#)

[The Schools \(Specification and Disposal of Articles\) Regulations 2012](#)

[Behaviour and discipline in schools guidance for governing bodies](#)