



**Local Child Safeguarding
Practice Review
APPENDICES
Mossbourne Victoria Park Academy

December 2025**

Sir Alan Wood CBE

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Appendix 1 –Accountability and Governance

The Role of the Members of the Mossbourne Federation

The Members of the Mossbourne Federation sit above the trustees of the Central Federation Board (CFB) and play a monitoring role. Within the governance structure, Members carry the ultimate responsibility for making sure the CFB upholds the values, ethos and character that underpinned Sir Clive Bourne’s commitment to, and funding of, the original Mossbourne Community Academy. These values are:

- Mossbourne Schools are local schools for pupils in disadvantaged areas.
- They are based on a belief that children in disadvantaged areas are as talented and able as children from more affluent areas.
- Mossbourne schools are truly comprehensive i.e. not selective.
- The schools aim to provide a holistic education, including the arts, sports and other “extra curricula” experiences.
- Every pupil will be given the encouragement and support to develop their full potential, regardless of gender, background ethnicity, religion etc.

Sir Clive believed that young people from Hackney had not been given the opportunity to shine or to demonstrate their talents and abilities. His mission was to change that, and he saw the fault as being in the education system not in the pupils.

He felt that poverty and disadvantage were used by the educational establishment as excuses for underachievement and was determined to change that. He succeeded with Mossbourne Community Academy, and this approach was then extended to three additional schools in Hackney. Two of these schools are primary schools and it was felt important to extend Mossbourne’s ethos beyond Secondary school due to the poor levels of reading, writing and arithmetic of the children coming to MCA. This philosophy will now be rolled out to three schools in Thurrock from January 2025.

The Members of the Mossbourne Federation comprise:

- Three members nominated by the Bourne Family Trust (BFT), one of whom is appointed as Chair.
- One member nominated by The Grocers’ Livery Company.

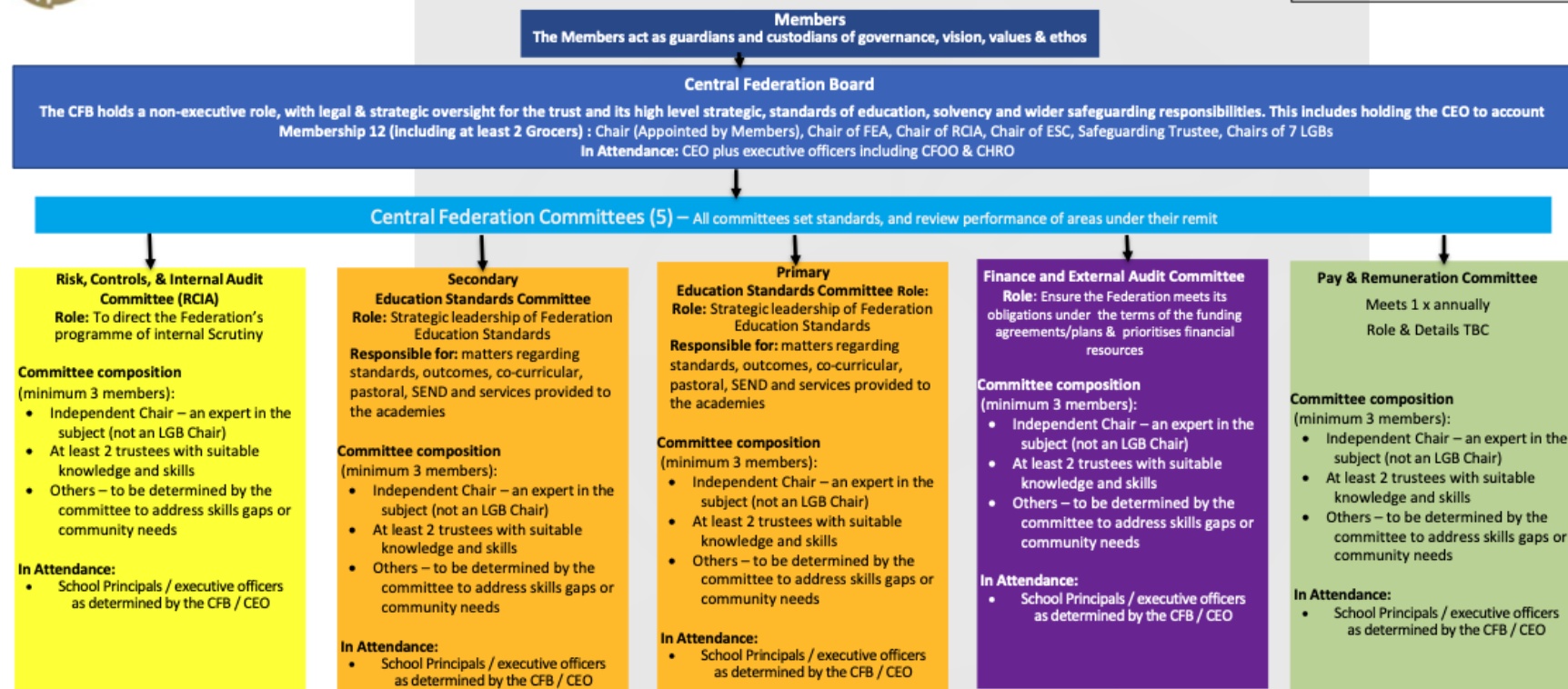
- Up to two additional members, who offer any skill and knowledge deemed to be missing from the Board.

One of the Members is nominated to sit on the CFB and there should be no restriction on any Member also being a member of the CFB or other Board. The Members have limited executive powers but are able to exercise the following powers:

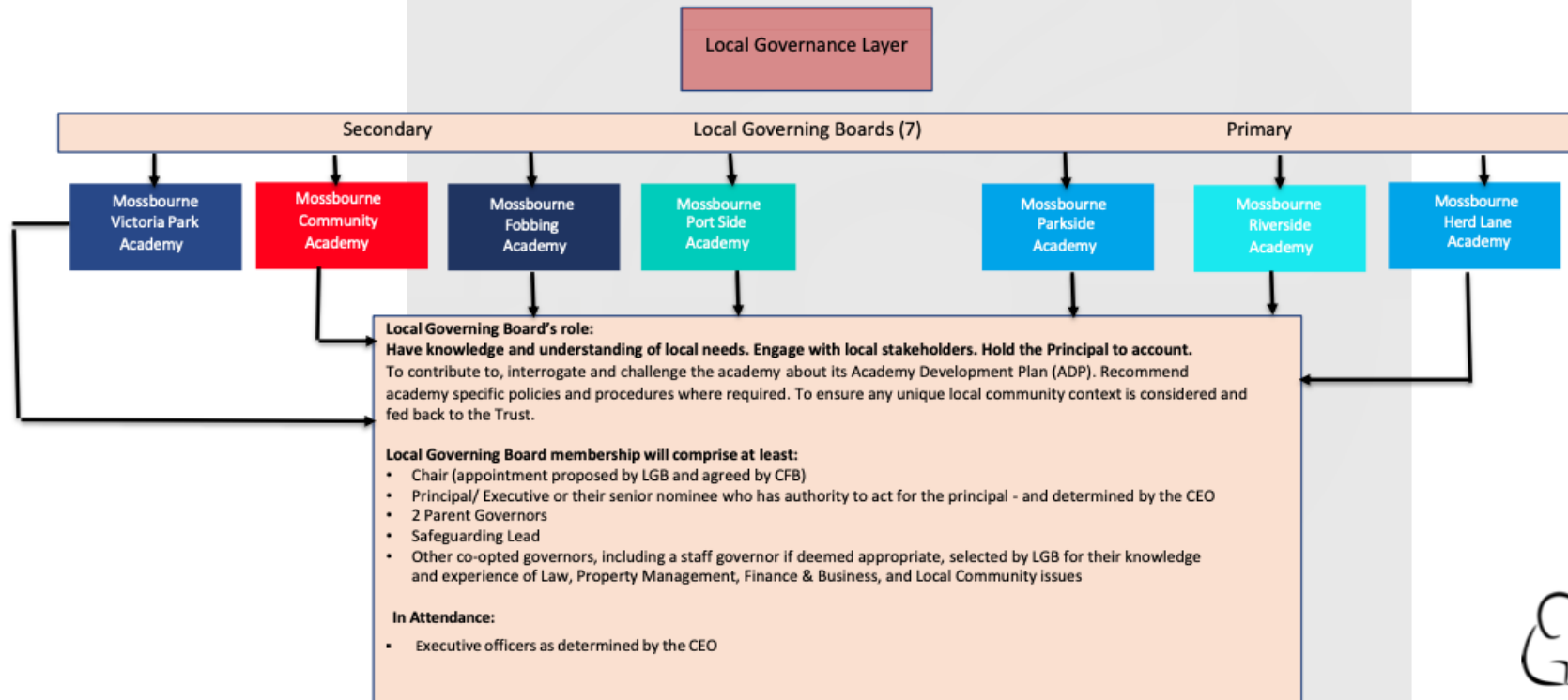
- Appoint the chair of the CFB.
- Approve of any person nominated to the CFB.
- Call for a review or initiate other action if there is sufficient evidence of a failure on the part of a school to uphold the founder's principles.
- Meet with the CEO and the Chair of the CFB twice a year one of which should be the presentation and explanation of the Annual Report.
- Be provided with an annual report in advance of the proposed meeting
- Hold an annual meeting which is minuted and sent to the chair of the CFB.
- In the event of any school being either considered for inclusion or exclusion within the Mossbourne Federation, be kept fully aware of all decisions and be fully consulted over the proposals.
- Have access to all CFB minutes.
- Agree an annual timetable in advance to ensure logical sequencing of events.
- In extremis, where the Members judge this step to be appropriate, and following advice, have the authority to dismiss the chair and all members of the CFB. This is a fail-safe power to be used only in circumstances where the Members believe that the fundamental values of the Federation are at risk. An example would be an attempt by a sect to take over the Federation.
- Members terms to constitute renewable four-year tenures rotating in sequence

Updated February 2025.

Governance Structure



Governance Structure



Appendix 2 – MVPA Survey 24/25

Question-by-Question Summary

Q1: My child feels safe at Mossbourne Victoria Park Academy

- Positive: 92% (60% strongly agree, 32% agree)
- Non-positive: 8% (7% disagree, 1% strongly disagree/don't know)

Q2: My child does well at Mossbourne

- Positive: 89% (50% strongly agree, 39% agree)
- Non-positive: 11% (7% disagree, 4% unsure)

Q3: My child is happy at Mossbourne

- Positive: 79% (49% strongly agree, 30% agree)
- Non-positive: 21% (13% disagree, 8% strongly disagree/unsure)

Q4: The academy makes sure students are well behaved

- Positive: 91% (63% strongly agree, 28% agree)
- Non-positive: 9% (6% disagree, 3% unsure/other)

Q5: The academy deals with bullying quickly and effectively

- Positive 59% (33% strongly agree, 26% agree)
- Non-positive/unsure: 41% (14% disagree, 7% strongly disagree, 20% don't know)

Q6: When I have raised concerns, they have been dealt with properly

- Positive: 55% (31% strongly agree, 24% agree)
- Non-positive: 22% (15% disagree, 7% strongly disagree)
- Neutral/not applicable: 23% had not raised a concern.

Q7: The academy keeps me updated on how my child is doing

- Positive: 82% (48% strongly agree, 34% agree)
- Non-positive: 18% (12% disagree, 6% strongly disagree/unsure)

Q8: There is a good range of subjects available

- Positive: 84% (44% strongly agree, 40% agree)
- Non-positive: 16% (11% disagree, 5% unsure)

Q9: My child can take part in co-curricular opportunities

- Positive: 91% (53% strongly agree, 38% agree)
- Non-positive: 9% (7% disagree, 2% unsure)

Q10: The academy supports my child's wider personal development

- Positive: 76% (45% strongly agree, 31% agree)
- Non-positive: 24% (18% disagree, 6% unsure)

Q11: The academy provides support that enables my child to be successful

- Positive: 86% (45% strongly agree, 41% agree)
- Non-positive: 14% (10% disagree, 4% unsure)

Q12: The academy has high expectations of my child

- Positive: 95% (70% strongly agree, 25% agree)
- Non-positive: 5% (3% disagree, 2% unsure)

Q13: I would recommend Mossbourne to other parents

- Positive: 78% (44% strongly agree, 34% agree)
- Non-positive: 22% (11% disagree, 7% strongly disagree, 4% unsure)

Appendix 3 – Behaviour in Schools

The Debate about Behaviour Policies in Schools

Strict behaviour policies are widely implemented in English secondary schools to maintain discipline, foster academic achievement, and create a safe learning environment. However, such policies have both advantages and disadvantages, impacting pupils, teachers, and the wider school community. Supporters of strict approaches identify several positive outcomes:

- Improved academic performance
- A well-disciplined environment minimises disruptions, allowing pupils to focus on their studies. Research indicates that schools with strict behaviour policies often achieve better academic results, as teachers spend less time managing disruptive behaviour and more time delivering high-quality lessons.
- Enhanced classroom order
- A strict behaviour policy ensures consistency in expectations, reducing uncertainty among pupils. When clear rules and consequences are established, pupils understand acceptable conduct, leading to a calmer and more structured classroom atmosphere.
- Preparation for the ‘real world’.
- Enforcing punctuality, respect, and responsibility prepares pupils for professional and social environments where discipline is required. Many supporters argue that such policies help instil resilience and a strong work ethic, benefiting pupils in their future careers.
- Increased safety
- Strict discipline reduces bullying, fights, and other safety concerns. A zero-tolerance approach to aggression, harassment, or defiance can create a more secure environment, preventing potential harm to pupils and staff.
- Support for teachers. Teachers often feel more empowered in a strictly regulated school environment, as they are less likely to face disruptive or defiant behaviour. A well-enforced behaviour policy helps maintain authority in the classroom, reducing teacher stress and improving job satisfaction.

Others identify problems with the implementation of strict behaviour policies:

- Emotional and mental health impacts - Excessively strict policies can create a high-pressure environment, leading to anxiety, stress, and low self-esteem among pupils.

Punitive measures such as detentions, isolation rooms, or exclusions can negatively affect mental well-being, particularly for vulnerable pupils.

- Lack of flexibility and individual consideration - Strict rules often apply uniformly, failing to consider individual circumstances. Pupils with special educational needs and disabilities (SEND) or personal challenges may struggle to comply with rigid expectations, leading to unfair punishments. A one-size-fits-all approach can be detrimental to pupils requiring additional support.
- Risk of a fear-based culture - Some strict policies can create a climate of fear rather than respect. When schools rely heavily on punishments rather than positive reinforcement, pupils may comply out of fear rather than genuine understanding, potentially harming their long-term development of self-discipline and moral reasoning.
- Potential for unjust punishments - Zero-tolerance policies can sometimes result in disproportionate consequences for minor infractions. Cases of pupils being sanctioned for trivial reasons—such as uniform violations or speaking out of turn—have been reported, raising concerns about fairness and excessive discipline.
- Reduced pupil voice and autonomy - When pupils feel they have no say in school rules; they may become disengaged or resentful. Strict policies that discourage dialogue between staff and pupils can hinder a sense of community and mutual respect within the school.

While a strict behaviour policy can create a disciplined and high-achieving school environment, it must be balanced with fairness, empathy, and support for pupils' well-being. Many schools incorporate restorative approaches alongside discipline to ensure pupils develop both respect for rules and a sense of self-worth.

The National Institute for Health Research (NIHR) published (January 2024) a systematic review *"Disciplinary Behaviour Management Strategies in Schools (DBMS) and Their Impact on Pupil Psychosocial Outcomes."* It sought to evaluate how various disciplinary approaches affect pupils.

Schools implement disciplinary behaviour management strategies (DBMS) to regulate pupil conduct and maintain an environment conducive to learning. While these strategies are intended to promote positive behaviour and academic achievement, there is growing concern about their potential adverse effects on pupils' psychosocial health. The NIHR review sought to systematically assess existing research on the impact of DBMS on pupils' psychosocial outcomes.

The researchers conducted a comprehensive search across multiple electronic databases and other sources to identify studies examining the effects of DBMS on pupil psychosocial outcomes. From an initial pool of 5,375 papers, 14 studies met the inclusion criteria. These studies investigated various disciplinary strategies, including temporary suspension (10 studies), verbal reprimand (2 studies), and combinations of strategies (2 studies). Surprisingly, the review found no studies on isolation strategies, which are commonly used in UK schools.

The review revealed that punitive disciplinary strategies, such as temporary suspensions and verbal reprimands, are associated with negative psychosocial outcomes for pupils. Specifically, these approaches were linked to increased feelings of alienation, anxiety, and depression among pupils. The evidence suggests that such punitive measures may exacerbate behavioural issues rather than resolve them, potentially leading to a cycle of misbehaviour and punishment.

The review highlighted a significant gap in research regarding the impact of commonly used disciplinary practices, such as isolation (often referred to as "seclusion" or "time-out" rooms), on pupil well-being. This gap underscores the need for further investigation into the effects of these practices, particularly given their prevalence in schools.

The findings of this systematic review have important implications for educational policy and practice. They suggest that reliance on punitive disciplinary measures may be counterproductive, potentially harming pupils' mental health and failing to address underlying behavioural issues. Educators and policymakers are encouraged to consider alternative approaches that focus on positive behaviour support and restorative practices, which aim to improve pupil behaviour while supporting their psychosocial well-being.

The NIHR systematic review provides evidence that punitive disciplinary behaviour management strategies in schools are associated with negative psychosocial outcomes for pupils. The lack of research on the impact of certain commonly used practices, such as isolation, highlights the need for further studies to inform effective and supportive disciplinary approaches in educational settings.

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Appendix 4 – Healthy Fear

The ‘Healthy Fear’ approach to delivering a behaviour policy

Several current and former MVPA teachers spoke to me about the impact of using a *Healthy Fear* model of behaviour management in school. The concept of such a policy remains subject of ongoing debate in England. It operates on the principle that pupils should experience a measured fear of consequences for misbehaviour, aiming to encourage discipline and deter disruptive conduct. I was told that it reinforces structure and respect, while others spoke of the potential negative impact on pupils' mental health and overall school culture.

The Chief Executive of the Mossbourne Federation gave me a robust description of how he sees healthy fear, describing it as the same way you would have a fear of stepping out onto the road, a healthy fear of falling off a cliff, a fear of putting your hand on a hot, hot plate, a healthy fear of a lot of things in life. He wanted to ensure that pupils have this fear in the context of them being respectful of what's going on and having healthy fear of getting it wrong.

Research on the Healthy Fear Behavioural Approach

Positive findings

Promotes Discipline and Order

One of the strongest arguments in favour of a Healthy Fear Policy is its ability to instil discipline among pupils. The Department for Education (DfE) supports firm behaviour management strategies, as outlined in the 2022 guidance on behaviour in schools, which emphasises clear and consistent consequences for misconduct. The presence of a controlled level of fear can deter pupils from engaging in disruptive behaviour, leading to a more orderly and focused learning environment.

A study by Simonsen et al. (2008) on effective school-wide behaviour interventions suggests that structured disciplinary approaches significantly reduce behavioural infractions. This supports the notion that a Healthy Fear Policy, when applied consistently, contributes to maintaining discipline and minimising disruptions.

Encourages Respect for Authority

By ensuring that pupils understand the repercussions of defiance, a Healthy Fear Policy fosters respect for teachers and school rules. Research by Rogers (2015) highlights that when pupils perceive consequences as immediate and fair, they are more likely to comply with

school expectations. This policy, therefore, serves as a mechanism to reinforce respect for authority, a trait that can be beneficial in both academic settings and later professional life. Additionally, Marzano et al. (2003) found that structured discipline policies help pupils internalise respect for authority figures, which contributes to better classroom engagement and compliance with institutional norms.

Supports Academic Achievement

Schools that enforce clear behaviour policies with firm consequences often report higher academic performance. A study by Ofsted (2019) found that schools with strict behaviour policies, including elements of deterrence, had better pupil outcomes due to fewer classroom disruptions. The rationale is that pupils are more likely to stay engaged in learning when they fear the consequences of misbehaviour.

Similarly, research by Bear (2010) indicates that structured and consistent behaviour management strategies lead to improved academic performance, as pupils experience fewer distractions and increased instructional time.

Provides Clarity and Consistency

A well-defined behaviour policy that includes elements of a Healthy Fear Policy can create consistency in enforcement. This clarity benefits both pupils and teachers, ensuring that behavioural expectations are understood and upheld across the school community. According to the Education Endowment Foundation (2021), consistency in behaviour management is crucial for effective learning environments.

Research by Sugai & Horner (2002) on Positive Behavioural Interventions and Supports (PBIS) suggests that a well-structured disciplinary framework can create an environment where pupils feel a sense of order and predictability, which is essential for learning.

Critical findings

Potential Negative Impact on Mental Health

One of the most significant criticisms of a Healthy Fear Policy is its potential to contribute to stress and anxiety among pupils. A report by the Children's Society (2020) found that excessive disciplinary measures can exacerbate feelings of fear and anxiety, potentially affecting pupils' mental well-being. If not implemented carefully, such policies can lead to an environment where pupils feel excessively pressured rather than supported.

Research by Gillies (2016) highlights that authoritarian discipline models, which rely heavily on deterrence through fear, can negatively impact pupils' emotional resilience and overall mental health.

Risk of Over-Punishment and Disproportionality

Another major drawback is the potential for disproportionate punishment. Critics argue that fear-based approaches can lead to punitive measures that disproportionately affect certain pupil groups. Research by the Runnymede Trust (2019) found that Black and minority ethnic pupils are more likely to face strict disciplinary actions in English schools, raising concerns about potential bias and discrimination in the application of such policies.

A study by Skiba et al. (2011) further supports this claim, demonstrating that zero-tolerance policies, which often incorporate elements of fear, disproportionately affect marginalised groups and contribute to the school-to-prison pipeline.

Undermines Positive Behaviour Reinforcement

Behavioural experts argue that fostering a positive school culture based on encouragement and intrinsic motivation is more effective than using fear as a deterrent. According to Dweck's (2006) research on motivation and learning, pupils are more likely to develop self-discipline and resilience when they receive positive reinforcement rather than operate under fear-based compliance. Over-reliance on fear may stifle creativity, risk-taking, and independent thinking. Additionally, Deci & Ryan (2000) argue that extrinsic control mechanisms, such as fear, can undermine intrinsic motivation, which is essential for long-term behavioural change and engagement in learning.

Possibility of Creating a Hostile School Environment

If not properly balanced, a Healthy Fear Policy can lead to a school climate that feels authoritarian rather than supportive. The United Nations Convention on the Rights of the Child (1989) emphasises that educational environments should promote dignity and respect. An excessive focus on fear could contradict this principle and make Pupils feel undervalued or oppressed, potentially leading to disengagement and higher dropout rates.

A study by Gregory et al. (2010) found that overly strict disciplinary environments can create adversarial relationships between pupils and teachers, reducing pupil engagement and overall school satisfaction.

Case Studies and Evidence from English Schools

Several English schools have implemented strict behaviour policies with elements of a Healthy Fear Policy. The Michaela Community School in London, known for its 'no excuses' discipline approach, has demonstrated high academic success and improved pupil behaviour. However, it has also faced criticism for its rigid policies, with some arguing that it lacks a nurturing aspect necessary for holistic development.

Conversely, schools such as UCL Academy have adopted a more restorative justice-based approach, focusing on pupil reflection and rehabilitation rather than fear-driven compliance. Studies indicate that such approaches can foster long-term behavioural improvements and emotional intelligence (Weare, 2018).

The use of a Healthy Fear Policy in school behaviour policies in England presents both advantages and disadvantages. On the one hand, it promotes discipline, respect for authority, and academic success by ensuring that pupils understand the consequences of misbehaviour. On the other hand, it can have detrimental effects on pupil mental health, disproportionately impact marginalised groups, and create a hostile learning environment if not implemented carefully.

Appendix 5 – Removal from Classroom

Concerns have been raised that this practice is often used for minor infractions at MVPA. The DfE’s guidance is clear that removal from classroom should be reserved for serious misbehaviour. Reports indicate that pupils placed “on desks” are seated in corridors or on lecture-style chairs, required to remain silent and facing forward, with limited or no meaningful work provided. Staff are reportedly instructed not to engage with pupils in this setting, further increasing their sense of isolation.

The highly visible and public nature of “desking” has been described by teachers and parents as shaming, humiliating, and potentially harmful to pupil welfare. In addition, MVPA was unable to provide data on the frequency, duration, or pupil characteristics (such as age, gender, SEND status, or disadvantage) associated with desking. This falls short of DfE expectations that schools monitor and evaluate the use of removals to ensure fairness, proportionality, and compliance.

DfE Guidance	Evidence given on practice
Removal should only be used for serious misbehaviour.	Used for minor infractions (e.g. low-level behaviours).
Pupils must have access to meaningful work equivalent to classroom learning.	Pupils given little or no work, or tasks of lower quality.
Pupils must remain supervised and supported.	Pupils placed in corridors; staff instructed not to engage.
Removal should not be shaming, humiliating, or degrading.	Described as visible, shaming, and humiliating.
Schools must monitor removals by pupil characteristics (age, gender, SEND, disadvantage, etc.).	School unable to provide data on usage or pupil characteristics.
Removal should be a constructive intervention supporting re-engagement.	Reported as punitive and isolating with little reintegration support.

This comparison indicates that MVPA’s practice constitutes a removal from the classroom. Its application appears inconsistent with DfE guidance. It is reportedly used for minor infractions, isolates pupils without meaningful learning or staff support, and has been described as shaming. The absence of monitoring data on its use further prevents proper oversight. Collectively, these factors suggest that the practice does not comply with DfE requirements for safe, constructive, and proportionate removals.

Appendix 6 – Training Curriculum

Training and the implementation of a strict behaviour policy

A strict behaviour policy is only as strong as the staff who enact it. Ensuring teachers are trained and supported to implement it is a critical part of ensuring its effective implementation. DfE guidance makes clear that high standards depend on a whole-school culture, consistent routines and staff who understand both their legal powers and their safeguarding duties. This demands deliberate induction, practice, and refresher training for all adults, not just teachers.

Ofsted looks for calm, orderly environments where pupils learn free from disruption and adults respond consistently. Such consistency does not happen by accident: it is a trained outcome, verified when inspectors triangulate what leaders claim with what pupils and staff experience.

The Education Endowment Foundation (EEF) highlights that briefings alone rarely change habits. Effective professional development must build knowledge (the “why” behind the policy), develop techniques (modelling routines, de-escalation, use of scripts), motivate staff (through clarity, coaching and feedback), and embed practice (rehearsal, monitoring and refresh). When CPD is designed around these mechanisms, adults are more likely to act consistently, which in turn secures better behaviour.

The National College stresses the responsibility of leaders and governors to ensure policies are understood, aligned with safeguarding, SEND and equality duties, and consistently applied. This again depends on purposeful training - induction for new staff, scheduled practice for all, and targeted support for those who need it.

A key element here is the so called ‘*behaviour curriculum*’. DfE and Ofsted expect schools to teach behaviour explicitly and systematically, just as they would any subject. This involves rehearsing and reinforcing routines such as lining up, transitions, respectful talk and punctuality. Staff require training both in the mechanics of these routines and in the rationale: that explicit teaching of behaviour creates equity, safety and readiness to learn.

Recent evidence from the Behaviour Hubs programme shows that progress comes when schools invest in staff development, leadership alignment and routine coaching—not when they merely rewrite policies. Peer support proved effective where staff were trained to implement routines and relational approaches alongside sanctions.

Good training safeguards equity and legality. Staff must know where reasonable adjustments apply, how to use proportionate sanctions, and when to deploy statutory powers such as searches or confiscation. Poorly trained responses put both pupils and schools at risk.

A strict policy without trained adults produces inconsistency and conflict. High-quality, mechanism-led CPD - front-loaded in September, practised in briefings, coached in classrooms, and refreshed termly - turns written expectations into predictable adult behaviours. That, more than the document itself, delivers calmer corridors, better learning time, and fairer outcomes.

Finally, training safeguards equity and legality. Staff must know where reasonable adjustments apply, how to use proportionate sanctions, and when to deploy statutory powers such as searches or confiscation. Poorly trained responses put both pupils and schools at risk.

1. Front-loading only

Two induction days at the start may provide initial clarity, but research shows *one-off training does not embed practice*. EEF evidence is clear: “short courses or brief inputs alone are unlikely to change behaviour” unless paired with rehearsal, feedback, coaching, and follow-up.

2. “Nuggets” and brief discussions

While top-ups and staff conversations can be helpful reminders, they are not systematic. Ofsted expects consistency across all adults. “Random” inputs risk variable understanding and application, especially for new or less confident staff.

3. Lack of mechanism-driven design

Effective CPD should deliberately use mechanisms: *knowledge building, motivation, developing techniques, embedding practice*. The described approach touches on knowledge but misses rehearsal, modelling, feedback and monitoring — the processes that shift behaviour.

4. Behaviour curriculum requires explicit teaching

The DfE and Ofsted both promote the *behaviour curriculum*: teaching pupils routines and norms with the same rigour as academic subjects. Staff need structured, repeated practice in modelling and embedding those routines. “Nuggets” won’t equip them for that.

5. Sustainability and equity

Without termly refreshers, coaching, and monitoring, staff responses drift. This leads to inconsistency, which is both an equity issue for pupils and a risk for leaders when inspected. National College materials emphasise that governors and leaders are responsible for ensuring *systematic training and consistency*, not ad hoc provision.