Inspire Partnership Academy Trust

Relationships and Behaviour Policy

Woodside Primary School

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1 Introduction

1.1 Introduction

1.1.1 At Woodside Primary School our vision is to create a learning environment built upon the principles of an Attachment and Trauma approach where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We view every behaviour as a form of communication and prioritise the power of positive, consistent relationships to help our learners regulate and thrive. By putting emotional safety at the heart of our practice, we ensure that even our most vulnerable pupils feel heard, valued and ready to succeed. We believe that by working together, we can establish a climate where collaboration and partnership ensure the quality of learning is of the highest standard.

1.1.2 We recognise that each individual child is at a different stage of social learning. Only through a consistent approach teaching the skills to and promoting self-regulation of behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

1.1.3 This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Woodside. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

1.1.4 The policy is designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

1.2 Aims

1.2.1 The aims of this policy are to:

a) To provide a holistic environment rooted in safety and respect, where positive relationships enable everyone to feel secure and empowered within an atmosphere of learning without limits.

b) Through collaboration and connection, create a nurturing and purposeful learning environment where a deep sense of belonging allows every child to thrive and flourish.

c) To foster an inclusive culture of empathy and care that celebrates diversity and honours the unique achievements and identities of every individual.

d) To promote increasing independence, emotional self-awareness and holistic well-being through a foundation of "felt safety" and predictable routines.

e) Ensure pupils develop resilience by understanding that challenges are a part of growth and can be navigated through supportive connections and collaborative problem-solving.

f) Support pupils in developing emotional regulation skills, providing the co-regulation needed to help them move toward independent self-management.

g) Recognise that all behaviour is a form of communication signaling an underlying or unmet need. We aim to respond with curiosity and compassion to identify these needs and provide the appropriate support for every child.

h) Help pupils understand the vital link between their emotional state and their "readiness for learning," providing the tools, time, and space necessary to reach a calm and regulated state.

i) Commit to flexible, relational, and individualised approaches that meet the unique needs of our pupils, ensuring equity of support for those with more complex experiences or needs.

2 Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation: Advice for Schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice

3 Key Principles

3.1 Curriculum

3.1.1 Engaging children with learning is at the heart of our mission. We offer an inspiring Global Curriculum that connects our pupils to the wider world, fostering a deep sense of belonging and purpose. We believe that providing a well-planned, personalised curriculum is a fundamental preventative measure; by ensuring our learning journey consistently supports health and well-being, we create an environment where every child can flourish.

3.1.2 Central to our approach is the explicit teaching of character skills and the consistent application of our Emotional Literacy Framework. We empower children to understand and manage their emotions, providing the co-regulation necessary to develop independent self-regulation and a strong readiness for learning. Rather than simply managing behaviour, we proactively teach the social and emotional skills required for academic and personal success. We use a wide range of strategies to increase pupil engagement—including collaborative learning, the promotion of high-level oracy and enabling children to shape and lead their own learning—ensuring that character development is woven through every aspect of school life.

3.2 Environment

3.2.1 The environment gives clear messages to children about the extent to which they and their efforts are valued. At XXXX school we have set expectations of our environment in order to ensure practice is consistent—this includes the mandatory provision of dedicated safe spaces and regulation zones within the learning space. These intentional areas are designed as predictable spaces where children can find calm and reflection during moments of emotional heightening.

3.2.2 Within the environment children should be able to view the class agreement (3-5 statements) and the school values, as both will act as a reminder for the expected standards.

3.3 Values

3.3.1 Our school values are: Excellence, Respect, Collaboration, Resilience, Integrity & Aspiration

3.3.2 Our values underpin our approach to behaviour. Conversations about behaviour with children and staff should always refer back to the values. We focus our communication on efforts and values shown as opposed to achievements.

3.4 Relationships

3.4.1 Positive relationships are the heart of everything we do. Staff must be a constant, nurturing presence around the school - in classes, during transition times and throughout breaks and lunch periods. We recognise that these healthy connections are the primary vehicle for co-regulation. We explicitly encourage our pupils to identify 'trusted adults' within the school community who are consistent, reliable figures that they feel safe talking to. By fostering these bonds, we provide a 'secure base' for every child, ensuring they know there is always a calm, supportive adult available to listen and help them navigate their emotional journey.

3.4.2 When dealing with challenging behaviour, we keep relationships in tact by focusing on the behaviour and not the child.

3.5 Consistency

3.5.1 Consistent adult behaviours will lead to pupils consistently displaying our expectations.

3.5.2 A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency and certainty that ripples through every interaction on behaviour. We recognise that true certainty is found in its predictability. When children have the absolute certainty of knowing exactly how an adult will react, regardless of the time of day or the person involved, they develop the felt safety required to remain regulated and engaged. Where learners feel treated and valued as individuals, they respect adults and accept their guidance as a source of support.

3.5.3 At Woodside school we model consistency through:

a) Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

b) Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

c) Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

3.6 Motivation

3.6.1 The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships with every pupil. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

3.6.2 Ways in which we recognise positive behaviour include (school to adapt):

a) Weekly certificates

b) Phone calls home

c) Sharing excellent learning with others

d) Good news postcards

e) Top Table Lunch weekly for KS2

3.6.3 The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

3.6.4 For a minority of children, they may need more incentive and support to self-regulate. In these circumstances individual reward charts may be used. With a focus on earning a reward for self-regulating when they face certain challenges.

3.7 De-escalation

3.7.1 De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed

3.7.2 When children are behaving in a way that is not desired, staff should use a range of strategies to support so that the child can get back on track without giving attention to the negative behaviour. This is underpinned by our '5 to Thrive' approach, where we prioritise the five key building blocks of healthy brain development: Respond, Connect, Relax, Play and Talk. By focusing on these relational interactions, we address the underlying physiological need for safety and connection first. This trauma-responsive sequence ensures that we co-regulate the child back to a state of calm through responding, connecting, and relaxing before we attempt to 'Talk' or reflect on the behaviour. In doing so, we ensure that every interaction strengthens the attachment bond and supports the child's long-term emotional growth.

3.7.3 At XXX school we use a range of strategies including (schools to add):

a) Re-direction

b) Distraction

c) Humour

d) Non-verbal cues

e) Remaining calm, consistent and fair

f) Paying attention to the right behaviours

3.8 Language

3.8.1 At School, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries and to learn how to self-regulate. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

3.8.2 Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting misbehaviour should be a private conversation to protect the dignity of the individual.

3.8.3 Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences.

3.9 Routines

3.9.1 At XXX we teach the behaviours we want to see and practise these regularly with the children so they are clear about the expectations of them. Securing attention and harnessing engagement is rooted in the implementation of predictable, rhythmic routines. We believe that clear, consistent cues for transitions and attention provide the scaffolding necessary for children to feel safe,reducing cognitive load and anxiety for all learners. By embedding these routines into every aspect of the school day, we provide the certainty children need to navigate their learning journey with confidence. This structured

environment ensures that attention is gained through connection and shared understanding, rather than mere compliance, ultimately protecting the child's 'readiness for learning' and fostering a calm, focused atmosphere across the school.

3.9.2 Core routines at our school include (schools to amend):

a) How we walk around school

b) Movement during transition periods e.g., carpet to tables, playground to classroom etc.

c) Whole school hand signal for regaining class/group attention

3.10 Mobile phones

3.10.1 We recognise that mobile phones and other internet-enabled devices are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, mobile devices are capable of more than simply helping a child get in touch with parents at the end of the day if they are allowed to walk home alone. Therefore, it is incumbent upon parents to understand the capabilities of the phone/device and the potential use and mis-use of those capabilities.

Woodside Primary School discourages children from bringing mobile phones to school if at all possible and other internet-enabled devices are not permitted, due to the potential negative issues that may arise, for example:

- mobile devices may be lost, stolen or damaged;
- mobile devices can prove a distraction to teaching and learning in school;
- they may provide a means of bullying or intimidating others;
- risks associated with sharing images and with posting digital images on the internet.

3.10.2 If it is necessary for a child to bring a mobile phone or other internet-enabled devices to school, for example those children who walk to/from school on their own (where the school have written consent already), these will be given to the class teacher upon arrival to school and then sent to the school office to be stored for the duration of the school day. Children need to hand their device to the classroom teacher upon arrival and collect it at hometime. Children must not use their mobile phones on the school premises under any circumstances.

3.10.3 Children who bring a mobile phone to school must sign an agreement alongside parents that they understand the rules of use of mobile/camera technology in school. If these rules are breached, this may result in further disciplinary action being taken.

3.10.4 Appropriate sanctions will be actioned for any pupil in breach of rules for mobile/camera usage, or if inappropriate usage is suspected by staff, including confiscation of the device. Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006). If confiscated, the mobile phone will be held in the school office and returned at the end of the school day.

Inappropriate content or inappropriate use includes, but is not limited to:

- bullying or harassment.
- sexting (consensual and non-consensual sharing nude or semi-nude images or videos);
- upskirting;
- threats of violence or assault;
- abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.

4 Responsibilities

4.1 The board of trustees

The board of trustees are responsible for monitoring the effectiveness of this behaviour policy. The board of trustees are responsible for holding the Trust Leaders to account for the implementation of this behaviour policy.

4.2 Local Community Councils

Local Community Council members work together with schools to support school improvement and pupil well-being, including behaviour. They are informed of serious behaviour incidents and work alongside schools to gather insights and concerns directly from parents, carers and pupils.

4.3 School Staff

4.3.1 All school staff must:

a) Smile and be welcoming to all

b) Deliberately and persistently catch children doing the right thing and praise them

c) Know their classes well but also develop positive relationships with all children

d) Use these relationships to create a safe and stimulating learning environment that inspires children's interests and learning

e) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning

f) Relentlessly work to build mutual respect

g) Remain calm and keep their emotion for when it is most appreciated by children

h) Demonstrate unconditional care and compassion

i) Be a positive role model through the school values and creating an ethos of high expectations for all

j) Follow and implement this policy consistently

k) Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with Senior Leadership

l) Actively build trust and rapport. Adults should listen respectfully to the pupil and make a judgement about how/when to respond

m) Use the language of social cognition and emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so

n) Record behaviour incidents promptly following the school system

4.4 Headteacher and the Senior Leadership Team

4.4.1 The headteacher and the Senior Leadership Team must:

a) Be a visible presence around the school

b) Regularly celebrate staff and children whose efforts go above and beyond expectations

c) Encourage use of positive praise, phone calls/notes home/certificates

d) Ensure staff training needs are identified and met

e) Use behaviour records to target and assess interventions

f) Support teachers in managing children with more complex or challenging behaviours

g) Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

h) Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary

i) Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

j) Ensuring that all forms of bullying, harassment, or intimidation directed at school staff by pupils, parents, or carers are treated with zero tolerance, investigated promptly, and escalated through clear routes that protect workforce safety and staff wellbeing.

4.5 Children

4.5.1 All children must:

a) Consistently model the school values and enable a positive climate for learning by following the school expectations and showing good learning behaviours

b) Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice

4.6 Parent, carers and guardians

4.6.1 All parents, carers and guardians must:

a) Support their child in adhering to the school's behaviour policy by helping their child understand appropriate behaviours, school values and expectations

b) Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements

c) Through positive relationships within the school community, support a safe environment that prepares and ensures that children are ready for learning everyday

d) Get to know the school's behaviour policy and reinforce it at home where appropriate

e) Inform the school of any changes in circumstances that may affect their child's behaviour

f) Discuss any behavioural concerns with the class teacher promptly

g) Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

h) Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

i) Take part in the life of the school and its culture

5 Graduated Response

5.1 Outline

This section outlines the steps an adult should take to deal with misbehaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, calm approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into

and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

5.2 Response to unwanted behaviour

5.2.1 Schools to input how they respond to behaviour – the text below provides an example which includes a table to outline how playground behaviours are stepped too

Step	Possible scenarios/behaviours	Response
Reminder	Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning/ refusal	De-escalation tactics e.g., move into the child's view, use non-verbal cues, Rule reminders – use script Praise those who are doing the right thing Re-engage through redirection Provide take up time I noticed you chose to . . . . This is a reminder that we need to . . . (refer to class rule or value) Make a better choice please Thank you
Warning	Behaviours continue	Continue with de-escalation tactics and provide take up time I noticed you chose to . . . . If you choose to continue then you will owe 5 minutes. Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.
Follow up	Behaviours continue	Child needs a short period of reflection time (somewhere in the classroom/a paired class) 5/10 minutes sitting alone to calm and reflect Reflection time should be made up during play/lunch I noticed you . . . You now need to . . . We can then speak in 5 minutes. Thank you For regular occurrences: • Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by the teacher to inform them that behaviour is a cause for concern.

<table>
<tr><td>Follow up</td><td>Behaviours escalate
Offensive vocabulary
Repeatedly disturbing the learning for many
High levels of aggression/emotion</td><td>Child needs to learn somewhere else
Teacher to provide learning
Teacher to discuss with leadership appropriate consequence – could be the removal of a privilege/social time
I noticed you . . .
You will now need to learn away from our classroom
I will speak to you about this . . .
For regular occurrences:
Discussion with Phase Lead / SENCO / Head Teacher as appropriate.
Parents informed of withdrawal by the teacher or Phase Lead / SLT depending on the nature of the incident.
Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside child, reduced school day, etc.
Consider referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.</td></tr>
<tr><td>Repair</td><td></td><td>Follow up using restorative questions
What happened? (Neutral, dispassionate language.)
What were you feeling at the time?
How do you feel now?
How did this make other people feel?
Who has been affected? What should we do to put things right? How can we do things differently?</td></tr>
<tr><td colspan="3">*Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.
Some behaviours may result in an immediate need for follow up. At Woodside Primary School, these behaviours include:
Hurting someone else
Causing damage to school property
Inappropriate language</td></tr>
</table>

5.3 Repeated or persistent misbehaviour

5.3.1 At Woodside, we are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.

5.3.2 Therefore, we record inappropriate behaviours on Arbor/CPOMS, so we can:

a) Increase our awareness and identify patterns

b) Recognise potentially disruptive situations and attempt to minimise them

c) Target key children for the appropriate intervention

5.3.3 Behaviours that are required to be recorded are:

Any use of derogatory language, swearing, unkind hands and feet, physical aggression, defiance, disruption, self exiting, theft, prohibitive behaviour and sexual harassment.

5.3.4 Senior leaders in the school will regularly analyse data linked to behaviour to inform their actions across the school.

5.4 Serious incidents

5.4.1 Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

5.4.2 However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours that may be escalated include:

a) Violence (i.e., physical contact made with the intention to harm)

b) Defiance that becomes dangerous

c) Persistent taunting, teasing and bullying behaviour

d) Stealing

e) Spitting

f) Swearing

g) Repeated breaches of the school rules

h) Vandalism

i) Possession of any prohibited/banned items. Such as:

- Knives or weapons
- Illegal substances
- Stolen items

- Tobacco, e-cigarettes or vapes
- Mobile phones/smart watches (that are accessed during the school day - see section 3.10)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

j) Discriminatory language or harassment (i.e., behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. For example, due to age, disability, gender, race, religion or belief or sexual orientation)

5.4.3 We have the right to take measures to keep pupils and staff safe. These measures include:

a) The legal right to confiscate inappropriate items from pupils such as mobile phones.

b) Statutory powers to discipline pupils who misbehave outside of school.

c) Greater scope and flexibility in giving pupils detentions, which may include after-school detentions. If the school feels after-school detention is an appropriate consequence, parental agreement will be sought. However, under the new guidelines pupils can receive detention outside school hours without parental consent, although 24 hours' notice to parents is necessary.

d) The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.

e) A legal duty on schools to make provision to tackle all forms of bullying.

5.4.4 Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the headteacher.

5.5 Consequences

5.5.1 Consequences should:

a) Be linked to the behaviour and be proportionate to the action

b) Make it clear that unacceptable behaviour affects others and is taken seriously

c) Not apply to a whole group for the activities of individuals

d) Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

e) Never involve taking away a previously earned reward

f) Avoid any actions which lead to unnecessary shaming or humiliation of the child.

g) Take into consideration the specific needs of the child when deciding appropriate next steps for the child; we recognise that a one size fits all approach is not appropriate for our pupils.

h) Where appropriate, support children to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

i) Where appropriate, we utilise natural and logical consequences to help pupils understand the direct impact of their choices, focusing on restorative learning rather than punitive measures. For example, if a child creates a mess, they are supported to tidy the area, or if equipment is misused, they may temporarily lose the privilege of using it until they can demonstrate it can be used safely. This approach ensures that the response is relevant to the incident, supporting children to take responsibility and develop the skills needed to make things right.

5.6 Discrimination towards protected characteristics

At Woodside school, we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics, whether intended or in 'jest' extremely seriously and is not tolerated.
The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Behaviour of this nature will be dealt with by a member of the school's senior leadership team, usually the Headteacher or Deputy Headteacher, who will fully investigate the incident.
Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate.
The senior leader will make contact with the families of those involved and inform them of the incident and the outcome.
The incident will be recorded on the pupil's file via Arbor/CPOMs and the Trust Education Leaders will be informed. If this behaviour is repeated, then a meeting with

parents and Trust Education Leaders may be arranged to discuss the seriousness of the behaviour.
Where the victim of discriminative, abusive, or harassing behaviour is a member of school staff (and the perpetrator is a pupil, parent, or carer), the school will immediately provide emotional and professional support to the staff member.
The handling of these incidents will move beyond individual sanctions for the perpetrator; where appropriate, the response will link directly to the Trust's HR procedures, Staff Grievance Policy, or Parental Code of Conduct. School leadership will review the systemic factors of the incident to determine if wider staff training or adjustments to the workplace environment are required.

5.7 Restorative practice

5.7.1 A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

5.7.2 The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.

5.7.3 The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidents of the same nature.

5.7.4 To further support our restorative culture, trained Peer Mediators are available on the playground to facilitate calm conversations and help pupils resolve minor conflicts independently. This peer-led approach empowers children to find their own solutions and restore friendships through empathy and active listening.

5.7.5 Restorative justice techniques are used to positively resolve conflict that arises in the Classroom and the playground in order to uphold a positive learning climate.

5.7.6 This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

5.7.7 Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

a) What happened and why they made the choice to behave like that.

b) Who was affected by their behaviour.

c) What could have been done differently, what would they do to avoid the same situation happening again

d) What you could the other party have done differently.

e) Agree strategies, goals, targets for the future.

5.8 Suspensions and Exclusions

5.8.1 Removal from classroom

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural 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
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.
Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

5.8.2 Fixed term suspension

Woodside believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum potential in school they must feel safe. If a child significantly breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the headteacher may take the decision to suspend for a fixed period.

If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term suspension, the pupil and parents meet the headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

5.8.3 Permanent

Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

5.9 Positive handling

5.9.1 We recognise that a pupil's behaviour is a way of communicating their emotions. When dealing with an episode of extreme behaviour, a child may need to be restrained. Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. There is no legal definition of legal force. However, there are legal justifications for the use of force. These include if the child is:

- in danger of hurting themselves,
- endangering the safety of others,
- are disrupting the good order of the classroom or
- are destroying property.

The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of

challenging behaviour presented or the consequences it is intended to prevent.

Whenever physical intervention/restraint is used the incident must be recorded using Arbor and CPOMS. All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the school day at the latest). Parents will always be informed, unless in doing so could put the pupil at risk of harm. Incidents that require the use of physical interventions/ restraints can be very upsetting to all involved and may result in injuries to pupils or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

5.9.2 Pupils should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log book.

5.9.3 All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a child might need to be positively held on a regular basis a 'positive handling plan' may be required to support future behaviour.

6 Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

6.1 Confiscation

6.1.1 Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil and parents will be contacted by a member of staff to inform them of the incident and request that a responsible adult collects the item from school if appropriate.

6.2 Searching a pupil

6.2.1 Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

6.2.2 Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

6.2.3 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

6.2.4 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

6.2.5 If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

6.2.6 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

6.2.7 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

6.2.8 Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

6.2.9 If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

6.2.10 If they still refuse to cooperate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

6.2.11 The authorised member of staff may use a metal detector to assist with the search.

6.2.12 An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

6.3 Searching a pupils’ possessions

6.3.1 Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

6.3.2 A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

6.3.3 An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

6.3.4 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

6.4 Informing the designated safeguarding lead (DSL)

6.4.1 The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

6.5 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

6.6 Support after the search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7 Responding to misbehaviour from pupils with Special Educational Needs and/or disabilities (SEND)

7.1 Recognising the impact of SEND on behaviour

7.1.1 The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

7.1.2 When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

7.1.3 When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

7.1.4 As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

7.1.5 Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

7.2 Adapting sanctions for pupils with SEND

7.2.1 When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

7.2.2 If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

7.2.3 The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

7.3.1 The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

7.3.2 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.

7.3.3 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/carers to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

7.4.1 The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

7.4.2 If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

8 Pupils transition

8.1 Inducting incoming pupils

8.1.1 We welcome new pupils through a relational induction process designed to foster an immediate sense of belonging. Rather than simply familiarising them with rules, we prioritise building early connections with trusted adults and peers, ensuring every child feels seen and understood as they integrate into our school culture of predictable routines and mutual respect.

8.2 Preparing outgoing pupils for transition

8.2.1 To ensure emotional and academic continuity, pupils participate in transition sessions with their new teachers to build trust and relational security before the transition occurs. Staff engage in detailed 'Relational Handovers' where successful support strategies, emotional literacy needs and effective co-regulation tools are shared. This ensures that a secure base is maintained for every child, allowing their individual needs and successes to be understood by their new team from day one.

9 Conclusions

9.1 Monitoring arrangements

9.1.1 The Trust Leaders are responsible for reporting to the standards committee on how the policy is being enforced and upheld within each school, via the termly report. The standards committee are in turn responsible for monitoring the effectiveness of the policy via the termly reports and feedback from Local Community Council minutes presented at trust board meetings.

9.1.2 The policy is reviewed every 12 months, in consultation with key stakeholders across the Trust.

Appendix

Woodside de-escalation & positive behaviour script:

Purpose of script:

- The aim of the Woodside behaviour script is to provide a consistent approach to de-escalation when dealing with incidents of low-level poor behaviour, both in and around the school
- It is intended that all staff refer to the script so that we build a whole school vocabulary when dealing with incidents.
- In addition to the script, it is important that all staff adopt the principles of 'least to most intrusive' so that we always deal with incidents in a calm, clear, positive manner.

Walking around school

"At Woodside we walk sensibly and silently around the school building. We keep one behind the other and we don't talk. I notice that…..(describe the behaviour). This is your first warning. Thanks"

Second reminder or repeated offence – as above but finish by making child/ren go back and walk calmly.

Hall reminder

"At Woodside, we use our quiet indoor voices in the hall….I notice that….(describe behaviour) This is your first warning. Thanks"

Second reminder – as above but finish by making child/ren go back and walk calmly.

Low level anti-social behaviour in class

"At Woodside, we keep our hands and feet to ourselves and we treat each other kindly. I notice….(describe behaviour. This is your first warning. Thanks.

Yellow card reminder – as above but finish with" this is your yellow card reminder and we will discuss this at break/lunch. If you …..(give achievable task) then you will demonstrate that you have reflected and can make the right choices"

Red card reminder – as above but inform the child that you are already meeting at break/lunch and we would like you to be successful and spend least amount of time possible at break/lunch reflecting with me. "If you …..(give achievable task) then you will demonstrate that you have reflected and can make the right choices"

Low level off task disruptive talk in lessons

"At Woodside, we learn calmly and focus our talk on learning…..I notice that (describe behaviour). This is your first warning."

Yellow card reminder – as above but finish with" this is your second reminder and we will discuss this at break/lunch. If you …..(give achievable task) then you will demonstrate that you have reflected and can make the right choices"

Red card reminder – as above but inform the child that you are already meeting at break/lunch and we would like you to be successful and spend least amount of time possible at break/lunch reflecting with me. "If you …..(give achievable task) then you will demonstrate that you have reflected and can make the right choices"

Low level not listening to adults in lesson or pupils in lessons

"At Woodside, we listen when someone is speaking…..I notice that (describe behaviour). This is your first warning."

Yellow card reminder – as above but finish with" this is your second reminder and we will discuss this at break/lunch. If you …..(give achievable task) then you will demonstrate that you have reflected and can make the right choices"

Red card reminder – as above but inform the child that you are already meeting at break/lunch and we would like you to be successful and spend least amount of time possible at break/lunch reflecting with me. "If you …..(give achievable task) then you will demonstrate that you have reflected and can make the right choices"

Please refer to the 'What makes a Woodside learner?' when offering positive strategies and models of expected behaviour - (Please see next page) It is important that we consistently support all children to be able to model and understand our expected learning behaviours

