HumberEducationTrust
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Woodland Primary School

Behaviour Policy

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1 Introduction

1.1 Woodland Primary School's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

1.2 This policy outlines the high behavioural standards the School expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's [exclusions and suspensions policy, anti-bullying policy, drugs policy], SEND and safeguarding and child protection policies, all of which can be found on the School's website. It will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the School community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the School community. Woodland Primary School uses the online recording system CPOMs to track and monitor pupil behaviour. We work proactively to foster positive relationships with parents and carers so that we may work together to support behaviour in a timely manner. Contact with parents, and where appropriate external agencies/professionals, regarding behaviour is recorded on CPOMS. The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where

it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or School.

4 Roles and Responsibilities

All members of the School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

4.1 Trustees

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact.

4.2 The Chief Executive Officer

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils (adapted as appropriate), monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Body

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.4 Head Teacher

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by explicit teaching and frequent revisiting of routines and behaviour expectations, e.g. at the start of the school year and term, as part of assemblies, as part of PHSE, discussed as part of pupil induction to the school and whenever a situation arises that requires a reminder to be given;

- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;

- make reasonable adjustments for disabled pupils as required;

- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;

- model positive behaviour;

- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;

- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;

- record incidents of poor behaviour and any given sanctions within the pupil's chronology on CPOMs;

- provide praise, rewards and reinforce positive behaviour;

- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;

- focus on de-escalation and preventative strategies rather than being solely reactive;

- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;

- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
    - more frequent engagement with pupils, parents and carers and wider professionals;
    - 'green behaviour' cards;
    - additional emotional wellbeing support;
    - engaging with local partners and agencies to address specific challenges;
    - consideration of whether further professional referral is required eg. Early Help Steps to Success outreach support, intervention placement in a Pupil Referral Unit;
    - designing an Individual Behaviour Plan (IBP) with set specific targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;

- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. We celebrate positive behaviour with a range of rewards.

5.1 Individual Level

We praise and reward individual children in a variety of ways including:

- Teachers use verbal praise to congratulate children. The value of verbal praise should not be underestimated. We use praise to encourage positive self-esteem, reinforce simple rule following and give emphasis to the "wanted" behaviours rather than to the "unwanted".
- Children are sent to the Headteacher, or any other adult in the school for recognition of praise.
- Contact is made with parents in person either at the beginning or end of the school day to share praise.
- 'Woodland Wonder' certificates are presented at our weekly celebration assembly and recipients' parents are invited in to share in the celebrations.
- Children win 'Dojo points' which are awarded frequently throughout the day and completed Dojo charts are traded for small incentive rewards such as special pencils.
- Children may be given special responsibilities.

- We recognise that children have individual needs and where appropriate additional rewards and motivators can be used to meet their needs.

5.2 Class Level

- All classes have a twenty piece ‘jigsaw’ sheet on display with each piece of the jigsaw being coloured in at the rate of one/two per day.

- Pieces are coloured in to recognise good class behaviour and attitude, good attendance, appropriate movement around school, good conduct in assemblies, etc.

- Each completed sheet leads to a special class reward agreed with the children. These can be additional activities, e.g. extra computer time, extra PE, additional playtime, Art/Craft activities, etc.

5.3 Whole School Level

- Children are awarded gold coins for demonstrating attributes relating to our school values of ‘ambition, community and respect’.

- They place the coins in a centrally stored box and when the box is full, the whole school participates in a shared reward, such as a whole school picnic.

6 Sanctions

6.1 Where a pupil’s conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include planned ignoring, take up time, distraction or light humour. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil’s age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

6.3 verbal and visual reminders of expected behaviour;

- direction to the calm table or calm corner in the classroom;

- internal 'time out’ in partner class;

- removal from a class to the Headteacher or member of SLT until the end of the lesson. The parents will always be informed whenever this consequence has been given.

- requiring a written apology;

- missing part of a break time;

- extra work or repeating unsatisfactory work until it meets the required standard;

- loss of privileges – for instance the loss of a responsibility or organised treat;
- regular reporting including being placed on a “green behaviour” card for behaviour monitoring;
- internal suspension for half a day with the Headteacher or Deputy Headteacher. The parents will always be informed whenever a child faces an internal suspension;
- suspension or permanent exclusion.
- education off-site for a designated period;

6.4 School staff aim to work in cooperation with parents to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or a member of staff having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students’ behaviour when necessary.

6.5 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness of a lack of respect.

6.6 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

6.7 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on **school** property;

- recording or taking images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.8 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. The length of time out of class will be tailored to the needs of the pupil, proportionate to the reason they were removed, and plans will always be put in place for successful and restorative reintegration, back into the classroom. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection

by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.9 Lunchtime detentions, usually of fifteen minutes, can be issued by any member of teaching staff. They are used as a consequence following removal from a class to the Headteacher or member of SLT in order for a child to further reflect on their behaviour and pay-back time they have wasted due to their poor behaviour choices. During a lunchtime detention, staff will ensure that sufficient time is given for the pupil to eat, drink and use the toilet.

6.10 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

7.3 An Individual Behaviour Plan will be used for children, including those with SEND, who display ongoing challenging behaviour and advice will be sought from external agencies, such as Steps to Success, where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for pupils, including those with SEND, who display ongoing challenging behaviour and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;

- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;

- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.]

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes or bags is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these

10 Mobile Phones and Electronic Devices

As set out in the school rules, mobile phones and personal electronic devices brought onto site must be handed in to the office upon arrival and must not be used on the school site under any circumstances. Where they are, staff may confiscate or seize the device in accordance with section 9 of this policy.

11 Restrictive interventions including use of reasonable force

11.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

11.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises e.g on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time.

11.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a pupil or limits their movement, and this may or may not include direct physical contact. The DfE statutory guidance states that holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. This will be avoided where at all possible.

11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

11.5.1 Physically obstructing the pupil's way of leaving the place,

11.5.2 Securing the place so that the pupil cannot leave it, or

11.5.3 Causing the pupil to believe that they will be punished if they leave the place.

11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

11.6.1 Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff

11.6.2 Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.

11.6.3 The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

11.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

11.8.1 Pupil behaviour plan.

11.8.2 Risk assessments.

11.8.3 Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.

11.8.4 Distracting techniques.

11.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

11.10 Whole-school measures include:

11.10.1 Consideration of how the school and classroom environment can support all pupils to achieve and thrive.

11.10.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.

11.10.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.

11.10.4 Development of working staff-pupil relationships and trust.

11.10.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning.

11.11 Individual approaches could include:

11.11.1 Working closely with parents to support individual pupils

11.11.2 Implementing strategies to support individual pupils based on their identified needs, including the development of behaviour plans. Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers

11.11.3 Giving pupils time, space and strategies to calm down before their behaviour escalates

11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system.

11.12.1 Names of pupils and staff directly involved.

11.12.2 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

11.12.3 Time, date, location and approximate duration of the intervention.

11.12.4 A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.

11.12.5 A brief account of why the use of force was assessed as necessary in that instance.

11.12.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.12.7 The pupil's account of what happened, as well as any witness accounts.

11.13 A report will also be made to parents where there is a significant use of force, apart from where:

11.13.1 It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

11.14 A report of the incident made to parents will include the following details as a minimum:

11.14.1 Time, date, location and approximate duration of the intervention.

11.14.2 Brief account of why the intervention was assessed as necessary in that instance.

11.14.3 Brief account of what type of force was applied, and the degree of force.

11.14.4 Details of any physical injuries sustained, if applicable.

11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

11.15.1 Names of pupil and staff directly involved.

11.15.2 Time, date, location and approximate duration of the intervention.

11.15.3 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

11.15.4 A brief account of why the intervention was assessed as necessary in that instance.

11.15.5 Details of any physical injuries sustained, if applicable.

11.15.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's behaviour plan. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

11.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.

11.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

11.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

11.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.

11.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

12 Bullying

12.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The School has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

12.2 The School wants to make sure that all pupils feel safe in the School and are accepted into the School community. The School's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

12.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The School practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

12.4 If an allegation of bullying does come up, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

12.5 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the School community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow

during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

13 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The School will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Appendix

Rights and Responsibilities of Pupils at Woodland Primary School

Rights of pupils at Woodland Primary School	Responsibilities of pupils at Woodland Primary School
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

Expected conduct for pupils at Woodland Primary School
Attend school regularly and on time
Bring appropriate equipment such as: homework, reading record, reading book, water bottle and suitable footwear for PE
Keep your appearance smart and tidy, and wear Woodland Primary School uniform
Follow the staff instructions on routine's, behaviour and expectations around school.
Do not use rude, abusive or unkind words.
Do not bully or intentionally harm other pupils or staff.
Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
Complete schoolwork and homework on time and to the very best of your ability.
Take care of our school environment and property.
Do not bring dangerous or inappropriate items into the school.

School Rules

At Woodland Primary School, we believe that rules provide clear boundaries which help children to feel safe and learn what is expected of them in school. All pupils are expected to demonstrate positive 'green' behaviours which relate to the school rules. The school rules are displayed in classrooms and in key areas around the school. They are taught explicitly and revisited frequently and referred to consistently.



Routines and Procedures

Having good routines is a crucial part of effective classroom management. Children need to know what the routines are for all parts of the school day. At Woodland Primary School, we have an agreed set of consistent routines and expectations. They are taught explicitly and revisited frequently and referred to consistently.

Good To Be Green – behaviour management steps to follow

At Woodland Primary School, we believe that positive relationships are at the heart of positive behaviour management. We work hard to create a sense of belonging and to let children know that they are valued.

We actively seek examples of children demonstrating 'green behaviour', guiding and supporting them to do so. Children are consistently and extensively praised and recognised by all adults for demonstrating 'green behaviour'.

Verbal reminder
If a child's behaviour begins to waiver, they will be given a private verbal reminder and support. e.g. "I've noticed that . . .", "Show me . . ."

Calm table
If the child continues to demonstrate unwanted behaviour, they will be encouraged to use the calm table or calm corner in their classroom until they are demonstrating 'green behaviour' again. Adults

will actively focus their efforts on spotting any aspects of 'green' behaviour, supporting children to demonstrate this and praising them when they achieve it.

Partner class

If a child is unable to demonstrate 'green behaviour' after using the calm table or calm corner within their own classroom and their behaviour is interfering with the learning of others they will be asked to go to a partner class. The child must take some form of work with them to complete independently during their period of time out and must not interrupt the learning in the neighbouring class. The child remains in the 'partner class' for a short period of showing 'green behaviour', usually around 10 minutes (age dependent).

After the child has shown green behaviour in the partner class and prior to their return to class, they will be helped to prepare for a restorative conversation which will take place back in their own class. Everyone needs to help the child 'put it right' – in the right way, at the right time.

When the child returns to their own class from partner class, he/she may choose to sit away from the other children if they feel this will support them to show green behaviour in class.

Whenever a child is placed in partner class, their own class teacher/cover supervisor must record this on CPOMS.

Withdrawal

If a child refuses to go to partner class, is disruptive in the partner class, or on return to their own class then they must spend the remainder of the lesson with the headteacher, or the person designated by the head teacher.

When possible, the classroom TA will escort the child. If support is needed urgently the Headteacher, or the person designated by the head teacher, will collect the child from their classroom.

As a priority, the child will be supported to regulate their behaviour and prevent further escalations. Discussion about the child's unwanted behaviour will not take place until they are regulated. Once the child is with the head teacher, or the person designated by the head teacher, a discreet note will be sent from class to give a brief outline of the behaviours displayed, along with a low demand task and the class work they are missing. This will only be attempted during withdrawal if it would not cause re escalation, in which case class staff will decide whether they wish to 'pick up the tab' and support the child to complete missed work within the class setting.

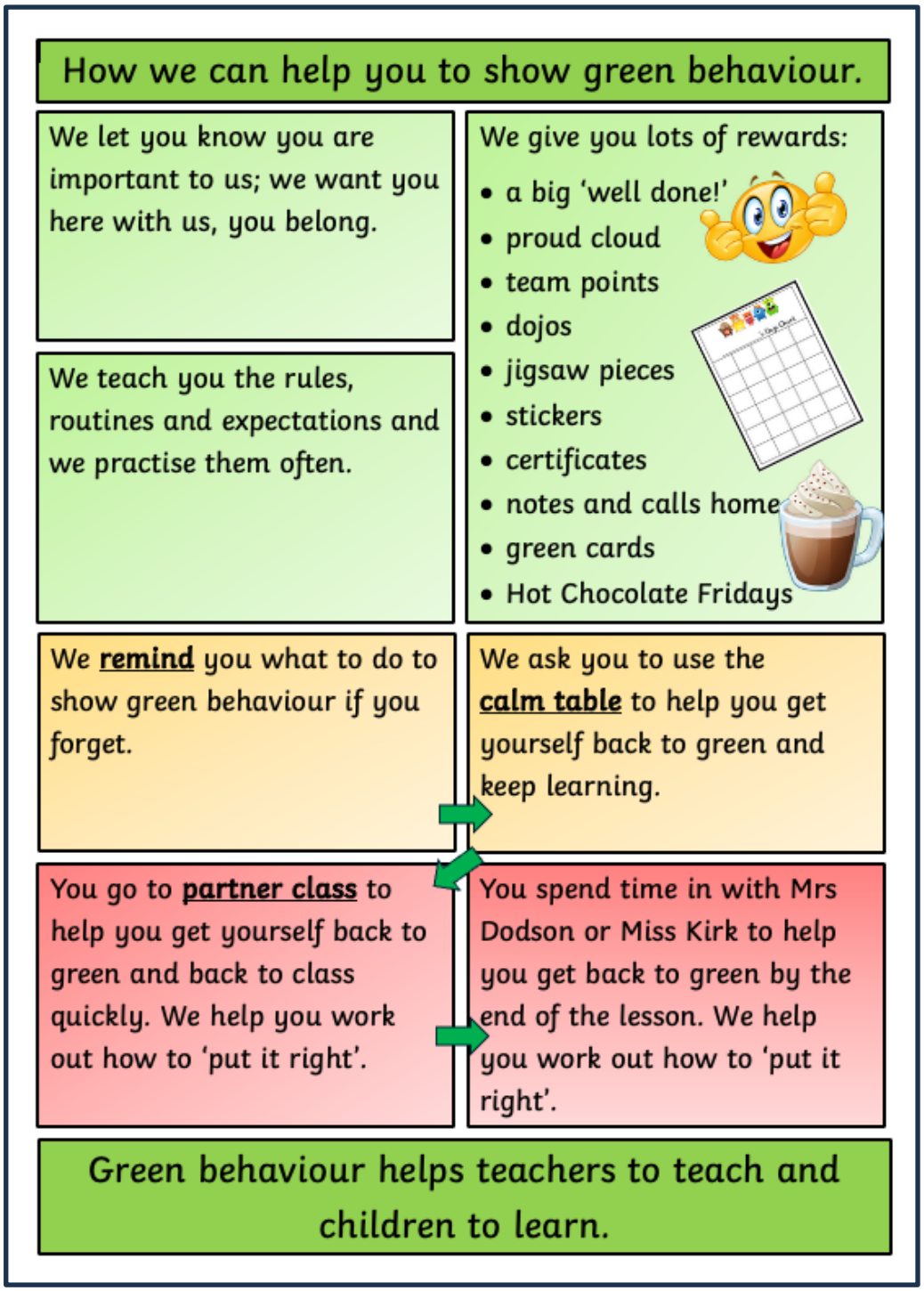
After the child has shown green behaviour with the headteacher, or the person designated by the head teacher, and prior to their return to class, they will be supported and mentored to reflect on their behaviour and engage in the necessary restorative conversation which will take place back in class at the next appropriate moment. Everyone needs to help the child 'put it right' – in the right way, at the right time.

Whenever a child is sent to with the headteacher, or the person designated by the head teacher, the class teacher will inform parents at the end of the day. The class teacher/cover supervisor will record the initial incident on CPOMs and the headteacher, or the person designated by the head teacher, will add any further details as required to the log as an action.

When the child returns to their own class from withdrawal to the headteacher, he/she may choose to sit away from the other children if they feel this will support them to show green behaviour in class.

Following a withdrawal to the headteacher, the child must 'pay back' the time they have wasted by missing 15 minutes of their lunch play supervised by a member of SLT or their class teacher. This will be an opportunity to catch up on work not completed in class time due to poor behaviour choices. Work may also be sent home.

If a child fails to show green behaviour in withdrawal and is dysregulated for a prolonged period, their parents will be informed and asked to support / attend a meeting as soon as possible.



Woodland Primary School
Flow Chart of the Behaviour System

Strong Relationships and sense of belonging	Consistent routines and expectations	Explicit teaching and frequent revisiting of behaviours	Hooks and Baits

Positive Rewards

verbal praise, proud cloud | dojo points, stickers | certificates, calls home | class jigsaw, gold coins | individual token chart, green card

Child displays unwanted behaviour
'I've noticed that …' 'Show me …' 'I need to see…'

Child continues to display unwanted behaviour
TRY TO CATCH THEM BEING GOOD!
'That's not green behaviour. You need to (green behaviour explicitly named) to get back to green (5 min maximum). That's your REMINDER.'

Child continues to display unwanted behaviour
TRY TO CATCH THEM BEING GOOD!
'You're not green yet. You need to use the calm table. That's your WARNING.'

Child displays any positive behaviour
TRY TO CATCH THEM BEING GOOD!
'Well done for showing me (green behaviour explicitly named)'

Child continues to display unwanted behaviour
*'That's still not green behaviour. You need to go to **PARTNER CLASS** so you can get back in green, and we can learn. I'll be happy to see you again when you are showing green behaviour.'* Child must take work they can do independently. (10 mins approx)

Child displays any positive behaviour in PARTNER CLASS
'Well done for showing (green behaviour explicitly named). Now go back to your class to show your teacher green behaviour too.' Help prepare child to make it right with teacher. May choose to sit alone back in own class. Class teacher records on CPOMs.

Child continues to display unwanted behaviour in PARTNER CLASS / refuses PARTNER CLASS
'I've noticed that …' 'Show me …' 'I need to see…'
*'That's still not green behaviour. You need to go to **MRS DODSON/MISS KIRK/MR SHEPHERDSON** so they can help you get back in green, and we can learn. I'll be happy to see you again when you are showing green behaviour.'* Child must take work they can do independently. (remainder of session) and **PAY BACK TIME** at lunch play time.

Child displays positive behaviour with Head/ delegate *'Well done for showing (green behaviour explicitly named).'* Headteacher, or delegate, supports child to reflect on behaviour and prepare to put it right. *'Let's go back to your class for the next lesson and show your teacher green behaviour too'*. May choose to sit alone. Withdrawal supervisor informs parents. Class teacher records on CPOMs.

Child still does not display any positive behaviour with Head teacher / delegate and is extremely dysregulated for a prolonged period
Parents are called and asked to come into school to support/attend a meeting. Internal half day suspension may result (in an alternative classroom with work provided by own teacher and breaktimes supervised by SLT)

Remain cool, calm and collected, be very "matter of fact". Make it explicit that this is not our choice; it's due to the behaviour choices the child has made. **'Teachers are here to teach, and children are here to learn.'** If pupils are significantly interrupting the learning of others, then they cannot remain in the class.

External Referral – it may be appropriate for the child to spend some time with outside agencies such as the Whitehouse Pupil Referral Unit. Referrals must be made through the SENCO or a member of the SLT. Parental consent must be sought. This is considered on an individual basis and may not be appropriate in all circumstances.

Suspension or Exclusion - suspension or permanent exclusion may be imposed in accordance with DfE statutory guidance Statutory Guidance on Suspensions and Exclusions (July 2022) to be read alongside School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. This statutory guidance details the legal responsibilities for those who exclude pupils from education. Please refer to our Exclusions Policy.