

Woodlands Academy of Learning



Behaviour and Relationships Policy

September 2026

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

This policy has been created with regard to the following DfE guidance:

- DfE (2025) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'
- DfE (2024) 'Behaviour In Schools'
- DfE (2023) 'Use of reasonable force and restrictive practices in school'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile Phones in school'
- DfE (2022) 'Searching, screening and confiscation'

This policy also has due regard to the school's policies including, but not limited to, the following:

- Child Protection and Safeguarding Policy
- SEND Policy
- Social, Emotional and Mental Health Policy
- Sexual Harassment and Sexual Violence Policy
- Supporting Pupils with Medical Conditions Policy
- Suspension and Exclusion Policy
- Physical Handling Policy
- Parent and Carer Charter
- Safeguarding and Child Protection



‘Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.’

Woodlands Academy is a caring, nurturing community and we aim to create an environment which encourages and reinforces positive behaviour and relationships. We have high expectations for positive behaviour throughout the school and at all times during the school day. All those who work at Woodlands have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

Positive relationships in schools are central to the well-being of both pupils and staff and underpin an effective working environment. We are working towards becoming an attachment & trauma aware school and this will empower us to build a dynamic and developmental approach to working with children that supports their emotional and social well-being.

Aims

Woodlands Academy has identified the following aims to support the development of relationships and high quality behavior characteristics:

- To provide a safe, secure and happy environment for pupils to learn
- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises positive behaviour
- To help pupils develop self-respect, self-control and accountability for their own behaviour

- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To develop pupils understanding of what makes a positive and effective relationship
- To model positive behaviours and relationships
- To encourage the partnership between home and school

School Values and Rules

Woodlands Academy has identified 5 key values which forms our SMILE tree. This sits at the heart of all learning and personal development at our school. School staff supports all children in developing their awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of both working independently and co-operatively. By creating a sensitive and supportive atmosphere all children are encouraged to:

Seize every moment

Make a difference

Inspire inquisitive minds

Learning for life

Enjoyment and laughter

Role of Staff

‘Relationships are not built in a day, they are built daily’

Developing a positive relationship between staff and pupils is a fundamental aspect of high quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. School staff support pupils to develop their confidence and to succeed in an environment where they are not restricted by the fear of failure. They are able to assist and develop pupils’ resilience and ambition, and help them become reflective learners, as well as being there for support and guidance.

Staff to be aware of every child’s individual needs, whether academic or social and emotional, and to provide the necessary support to ensure that children are supported in overcoming their barriers to success. This support is delivered in a number of different ways dependent on the situation and the needs of the child, such as:

- Emoji displays in each classroom- ‘It’s real to feel’
- ‘Heart to heart’ time- Heart displayed in class, when child wants some 1-1 time, put peg on the heart

- 'Self- regulation' stations in every classroom for children to access. Children have choice to utilise this resource when their emotions are becoming too much. It is equipped with recording prompt sheets to enable children to reflect on their emotions and how they manage them, and resourced with mindful tasks such as colouring.
- 'Check in, Check up and Check out' used by staff to develop connection/ relationship with their children, sense of belonging for the child
- 'Triangle of need' and 'flow chart' to be followed in school to support the child and family (Annex A & B)
- Communicating with parents/ carers about their child's concerns
- Offering advice and guidance in relation to concerns
- Individual Support plan for additional support and strategies
- Plan appropriate additional support (1-1 sessions, interventions)
- Adapting practice to support children with additional needs (A&T, SEND, MH)
- SEND Toolkit on Mental Health- resources, support & advice
- Small group 'Emotions' interventions delivered by the teaching assistants
- ELSA trained member of staff to deliver small group sessions or 1-1 with pupils

All staff positively encourage a culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils' achievements and contributions are valued and celebrated which is essential to the development of good relationships. In order to create this environment for effective learning and teaching, there should be a shared understanding of well-being underpinned by children's rights and a focus on positive relationships across the whole school community.

Examples of how staff seek to develop and strengthen relationships:

- Treat all pupils with respect
- Build relationships and model positive behaviour
- Provide a safe and positive learning environment
- Be there to listen to pupils and provide support
- Use techniques learnt through Emotion Coaching training to develop/ regularly reflect on practice.
- Use restorative practice to help pupils take responsibility for their behaviour by helping them to think through the causes and the consequences and how they can make it better
- Identify the most appropriate time to address issues
- Monitor pupils that are not presenting themselves emotionally and mentally as they usually would e.g. actively speaking to a child who is acting a lot quieter than usual

All staff understand the importance of highlighting the positive behaviour choices made by pupils, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Recognition/ Praise

We aim to create a healthy balance between rewards and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through REWARDS and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

Examples of how staff celebrate positive pupil behaviour:

- Praise and positive individual or group recognition
- Stickers – either worn by child, or stuck to the work
- Positive recognition to parents at the end of the session/ day
- House points awarded
- Showing work to another adult/ class/ Headteacher
- Certificates (presented in assembly and shared on the newsletter)
- Collective whole class rewards
- Diddy dots
- Stamp charts
- Marvelous Me messages to parents
- Golden Time

Star Cards: Every child has a Star Card from Reception to Year 6. Children can earn weekly stars for their behavior, attitude towards learning, uniform and attendance and punctuality. When a child has earned twenty stars they can visit the Headteacher's star shop to earn a prize.

House point system

All children belong to a house group, brothers and sisters in the same house group, in which they remain. House points can be awarded by any adult in school. House points are high in value and are awarded for actions/ behaviour that are above and beyond what is normally expected e.g. walking sensibly down the corridor, displaying an act of kindness towards another. The winning house gets a reward at the end of the year.

‘Sense of belonging, sense of community.’

Everyone in our school has the right to.....

- learn
- be respected
- be safe
- be happy
- belong

Therefore everyone is expected to follow these whole school rules that are displayed, discussed, modelled by staff and taught daily in learning rooms and across the Academy.

- **We will follow every instruction**
- **We will use kind words, kind hands and kind feet**
- **We will treat each other and our school environment with respect**
- **We will endeavour to do our best in all that we do**
- **We take responsibility for ourselves and are proud of our school**

At the start of the school year, classes will negotiate and agree a small number of additional positive rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

School Behaviour Plan

‘See conflict as a teachable moment’

The creation of the school behaviour plan allows pupils and staff to engage in productive discussion around behavioural actions and the impact it has on individuals, using restorative practice. It gives pupils an understanding of consequence and the importance of reflection and should be utilized by all school staff when supporting children after incidents have occurred. Most importantly, it provides pupils with an opportunity to jointly agree with any potential consequences and develop a greater sense of self-awareness, in order to strengthen their decision making process.

In order to share the school's expectations around positive behaviour and behaviour deemed inappropriate, the behaviour plan is used around school. Its purpose is to ensure that staff, pupils and the wider community have a common, consistent understanding of actions and consequences and use these to develop effective behaviour strategies within individuals.

The plan allows an opportunity to reflect on their behaviour and suggest what their next steps are. It ensures clarity for staff and gives consistency throughout the school and helps the pupils make the correct choice to improve their behaviour.

When incidents occur, children will be encouraged by staff to discuss what has happened, introducing and recognising their feelings and how others may have felt (see script below). The key principle when dealing with any incident is to give all the people involved a chance to have their say and become actively involved in the process to find the most appropriate resolution.

‘Know our children well but allow our children to know us well too.’

It is integral for the development of healthy relationships that staff find a consistent balance between promoting positive behaviour and supporting children in recognising when actions are inappropriate. When required to do so, staff will carefully consider when and how consequences are put into place, clearly explaining their reasoning to individuals in order for

pupils to develop an understanding of the impact of their actions have on others and such behaviour choices require further reflection as a result. For this we use reflective practice techniques.

Restorative Practice

‘It takes 2 sides to build a bridge’

This is a practice that encourages the child to take responsibility for their behaviour by thinking through the causes and consequences and what they can do to make it better. It is all about developing, maintaining and repairing relationships, building a community, based around empathy and self-learning.

It is important NOT to point the finger of blame so the child will not become defensive- separate the behaviour from the child. Emotion Coaching is a key strategy for all staff to use when dealing with inappropriate behaviours. Keep yourself regulated and use a calm tone and model to the child how they can self-regulate. It is important to pick your moment to have the discussion around the incident; the child needs to be calm and able to communicate without feeling angry, anxious or ‘cornered’.

Emotion Coaching

Key Questions:

- What happened? Name the behaviour- I can see you are feeling angry....
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected and in what way?
- How could things have been done differently? What do you need to move forward?
- What do you think needs to happen to make things right? Would you be prepared to..... Would you consider.....

Benefits include:

- Improved positivity, resilience and responsibility taking
- Better behaviour management
- Greater respect and courtesy towards teacher/ staff and each other
- Increased empathy
- An understanding of how to make wrongs right.

Staff should contact parents/carers to discuss specific incidents of behaviour or concerns.

Dealing with unacceptable behaviour

‘Some children need the most love when they deserve it the least’

The behaviour plan provides a framework for managing inappropriate behaviour. It is based on children understanding the expectations and rules at Woodlands so everyone can learn in a safe and happy environment.

We recognise at Woodlands that every child is an individual and unique, each with their own needs. Staff will use many behaviour management strategies in order to support children in making the correct choices to avoid a warning. The sanctions administered for all children will be reasonable and proportionate to the behaviour. Implementation will involve common sense and understanding of context and the individual.

Teachers will employ a variety of strategies to manage the behaviour of their children, for example: visual displays, avoidance/ distraction techniques etc. Avoidance/ distraction techniques can be: verbal reminder, moving the child, physically moving closer, acknowledging look to the child, PIP (Praise in Public), RIP (Reprimand in Private), Emotion Coaching, Restorative Practice. The child should be able to access the self-regulation station to reflect on their behaviours. These intervention/ distraction strategies should be used to defuse the behaviour, if it continues a warning should be given and marked on the tracker. The child should be made aware that being given a warning is a very serious issue.

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, which are age appropriate, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Sycamore Suite and the Head teacher will be informed.

The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Within the behaviour plan there may be extreme occasions when trained staff utilise PRICE which is a form of restraint in order to keep everyone safe and ensure that learning can continue for all other children.

This plan applies to behaviours on site and off site, including when children are out and about in the community as a member of the Woodlands family it is important that everyone upholds the reputation of Woodlands.

For whatever reason, at any time a child's particular needs may be complex and may call for a particular response which is different to the majority of children. In these situations, a personal behaviour plan may be required for the child.

Overview of Woodlands behaviour plan			
Themes at this level		Warning	Staff
Low Level Behaviours Behaviours that interrupt teaching and learning or the smooth running of the school	Warning One Children are given a <u>verbal reminder</u> about the correct choices and what they have done wrong and what they should be doing. <i>(Lower Corridor – additional verbal warning)</i> Warning Two Children undertake <u>time out at the regulation table</u> in the learning room with a reflection task. What rule did I break, what should I have done? Restorative conversation with the original adult before re-joining the class. Warning Three Children undertake <u>time out in another learning room</u> . Preferably the Phase Leader or in the phase. Restorative conversation with the original adult before re-joining the class	1-3	Teachers Support Staff
Mid level behaviour Repetition of low level behaviour in one day Defiance Deliberate behaviours with intent to break the rules Absolute refusal to follow an instruction	Warning Four Children <u>leave the learning room</u> with the completed orange tracker to the SS Staff have emergency work packs, send work with the child Staff complete CPOMs Class teacher or Phase Leader speak to parents	4	Phase Leader to lead at this level <u>Also</u> Staff Member Class Teacher SMT Pastoral
High level behaviour Behaviours that are intentional and deliberate Harmful behaviours, either physically, verbal or emotionally Significant behaviours Reaching Stage 4 as a regular occurrence	Warning Five <u>Immediate removal from the learning room</u> Parents and carers will be contacted as soon as enough information is known to be shared with them Internal Suspension Or Fixed Term Suspension which could be up to 5 days and may lead to a P.E. following investigation Or Immediate Permanent Exclusion	5	Pastoral Team Senior Leadership Team Head teacher
Severe behaviour Anything that is likely to be against the law These behaviours could be on or off the school site Reaching Stage 5 as a regular occurrence	Warning Five Plus <u>Immediate removal from the learning room</u> Parents and carers will be contacted as soon as enough information is known to be shared with them Internal Suspension Or Fixed Term Suspension which could be up to 5 days and may lead to a P.E. following investigation Or Immediate Permanent Exclusion <u>Other possible action:</u> Involvement of Police Involvement of Local Authority which may include Children's Services, Involvement of any other professionals according to the behaviour	5+	Head teacher Pastoral Team Senior Leadership Team Governors

Playtimes and Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers, with the focus on co-operative play, good communication and teamwork. We encourage 'Happy Lunchtimes', and different activities are set out each lunchtime for the pupils, to encourage positive play.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Consequences are 'time out' to calm down and think about their actions or if the behaviour continues children are sent to the Sycamore Suite and are excluded off the playground. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and the reward of 'Pom Poms', which go towards their house points.

Rules

- **Do** follow every instruction
- **Do** respect everyone
- **Do** be kind to others and be a good friend
- **Do** play games fairly and respect equipment
- **Do** keep everyone safe
- **Do** listen to each other's point of view

Consequences

At play and lunchtimes there is a behavior code that is followed and yellow, orange and red cards used to show level of action:

Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

What pupils can do to develop relationships

- Know our whole school rules and follow them, make good choices
- Be respectful to all adults and other children
- Focus on emotional regulation and use known strategies to support this
- Be open and honest about concerns that they may have both within and outside of school
- Be aware of their role in supporting their peers in and around school and ensure everyone is safe and listened to
- Endeavour to make positive behaviour choices
- Recognise the role of the adults in school in supporting them with their choices
- Be reflective on their choices and the consequences

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class and across the school. These include and are not limited to:

- Classroom and school monitor jobs
- School Council
- Head boy and Head Girl
- Librarians
- Learning Ambassadors
- Woodlands Warriors
- Phunky Food Ambassadors
- Litter Patrol
- Buddies

Parent's and carer's responsibilities in school regarding children's behaviour

Every parent and carer wants their child to attend a school where behaviour expectations are high so that their child is safe at school and behaviours of all children enable a high focus on learning. In order for this to happen all children need to follow the school rules and recognise that there are rewards for following the rules and consequences when they don't.

Parents and Carers make a significant difference in how their child develops in terms of behaviour. In order to help your child become a good citizen in society we need parents to promote and support the school behaviour plan. This includes supporting rewards and consequences given following inappropriate behaviour, whilst also enabling their child to take accountability for their actions and trust in the judgment of the professionals.

Parents and carers can support the behaviour of their child by:

- Signing the home school agreement when their child joins the school
- Celebrating your child's achievements and show an interest in school life
- Helping your child start every day well by ensuring

- Your child has had a good night's sleep, woken at a reasonable time and eaten a healthy breakfast
- Your child is on time for the beginning of the school day
- Ensure children are dressed according to the school uniform policy
- Your child has the equipment they need for the day eg reading book and water bottle
- Feeling comfortable to come into school and work with the school on modelling and developing good behaviour and discussing specific issues
- Discussing any behavioural concerns with the class teacher promptly
- Reading the annual reminder letter about expectations of parents, school, children and the behaviour plan
- To discuss the school rules with your child and work with school to ensure that they are followed by your child
- Informing the school of any changes in circumstances that can affect their child's behaviour
- Support the school in the implementation of consequences for inappropriate behaviour so children can learn right from wrong
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour
- To take responsibility for and actively manage the use of social media and online behaviours of your child
- Approach the school to help resolve any issues of concern
- Ensuring they don't approach the parent / carer or someone else's child to chastise them because of what you believe are their actions towards your child
- To recognise that the behaviour plan does not meet the needs of every child and some children require a personalised approach due to additional needs
- It is important for all adults around the child, including parents, to model positive behaviour at all times and in their interactions with each other

If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have a concern about an incident that has happened in school, they should initially contact the class teacher. The Deputy and Assistant Head may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, and professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents / carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Child-on-child abuse

Children can abuse other children. It can happen online or face to face in school or out of school. Inappropriate behaviours between children, that are abusive in nature, will be investigated and acted upon. There is a zero tolerance approach; it will not be passed off as 'banter' or 'children being children'.

These behaviours may include:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
Bullying is defined by the NSPCC as *'Intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.'*
- Intentional physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence, sexual harassment or sexual activity including sharing of nude and semi-nude images (see below)
- Initiation type violence and rituals

Child-on-child sexual violence and sexual harassment

Child-on-child sexual violence and sexual harassment, physically and/or verbally, can occur between two or more children, online or face to face in school or out of school. There is a zero tolerance approach; it will not be passed off as 'banter' or 'children being children'. All such behaviours will be challenged and acted upon.

Sexual harassment means 'unwanted conduct of a sexual nature'. This could include: sexual comments, sexual jokes or taunting, displaying pictures of a sexual nature, upskirting, physical behaviour which could cross the line into sexual violence.

Online sexual harassment may include:

- sharing of nude / semi-nude images / videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence.
- Sharing of unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments and messages
- Sexual exploitation; coercion and threats

Harmful sexual behaviour can range from normal and developmental to inappropriate, problematic, abusive and violent. It could be face to face or online.

All reports of such behaviours will be acted upon. Careful consideration will be given regarding any of these behaviours and they may involve Children's Services and / or the police. Consequences according to the school behaviour plan will also be implemented.

Woodlands actively teaches all our children about appropriate behaviours through the NSPCC assemblies, the NSPCC Pants Rule and how a child can report any abuse.

Searching, screening and confiscation

The school has a statutory power to search a pupil for their possessions when they have reasonable grounds to suspect that a child may have a prohibited or banned item.

Prohibited items

- Knives and weapons, including 'Zombie-style' knives
- Alcohol
- Stolen items
- Illegal drugs
- Any item that a member of staff reasonably suspects has been, or is likely to be used:
 - o To commit an offence
 - o To cause personal injury to, or damage to property of; any person (including the person)
- An article specific in regulations
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images

Banned items

- Vapes or anything associated with vaping
- Communication device (mobile phone, smart watch, iPad)
- Any recording device (visual or sound)
- Matches or lighters
- Aerosol cans
- Legal highs

The search will be carried out by two members of staff who have been authorised by the Headteacher. They may search the child's outer clothing, pockets, possessions, desk, tray or locker. Only outer clothing will be removed, nothing wholly next to the skin.

If a prohibited or banned item is found, then parents will be contacted and the child will be sanctioned in line with the behaviour plan. The pastoral team will assess whether the child requires further support at this stage. Other agencies may also be contacted depending on what has been found.

Schools are able to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. An item can be confiscated if it

- Poses a risk to staff or pupils
- Is prohibited or banned
- Is evidence relating to an offence

Prohibited items will not be returned to the child, they will be disposed of or delivered to the police. Parents will always be informed of any searches for prohibited items, the outcome, if anything has been confiscated and the follow up actions. Parents will also be informed of any searches for banned items, if appropriate.

Restrictive Interventions, Including Use of Reasonable force

The school is committed to a safe, calm and supportive environment where positive relationships underpin behaviour management.

Woodlands defines restrictive interventions as low-level restrictive intervention and high level restrictive intervention.

Low-level Restrictive Intervention

Low level is minimal, supportive physical contact used to guide, support, or ensure the safety and wellbeing of a child, similar to **the support provided by** a parent or carer. These approaches are most commonly used with younger children or those with Special Educational Needs and Disabilities (SEND), and are always applied in a caring, proportionate, and respectful manner

Low-level restrictive intervention **may** include:

- Holding a child's hand or gently guiding them (e.g., a light pull) towards a specific area, such as the carpet space in the classroom.
- Gently redirecting a child by placing a light hand on their shoulder to support movement in a safe or appropriate direction.
- Supporting a child's immediate safety, for example, by removing an unsafe item from their mouth to prevent choking.
- Providing appropriate emotional reassurance, such as a brief side hug, where this is in line with the child's needs and preferences.
- Placing a hand on a child's shoulder or upper back to encourage them to remain seated, settled, and calm.
- In exceptional circumstances, and only where absolutely necessary, a member of staff may pick up and carry a child in a manner similar to a parent or carer.
- In exceptional circumstances, and only where absolutely necessary, a member of staff may sit a child on their lap to provide reassurance and support them in remaining calm and seated.

Where possible, Woodlands encourages the use of side hugs as a more appropriate form of physical reassurance.

High-Level Restrictive Intervention

High-level restrictive intervention **will only be used** in situations where there is a significant risk of harm or serious disruption **when all other de-escalation strategies have not been effective. High level restrictive intervention may include physical force.**

School staff have the legal power to use reasonable force to prevent or stop such behaviours.

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at school, whether during a teaching session or otherwise

This may include situations where staff need to:

- remove a pupil from the classroom **when** they have refused to follow a reasonable instruction
- prevent a pupil from disrupting a school event, trip, or visit
- prevent a pupil from leaving a supervised area **when** doing so would place them or others at risk **(This is defined as seclusion)**
- intervene to stop a fight or prevent harm to others
- restrain a pupil where there is an immediate risk of harm to themselves, **or others**, due to physical distress or dysregulation

The school adopts a preventative and de-escalation-focused approach. The use of reasonable force and or other restrictive interventions including seclusion will only be used as a last resort, when other strategies have been unsuccessful or are judged to be inappropriate in the circumstances.

A designated group of staff are trained in PRICE and, where possible, will take the lead in situations requiring the use of reasonable force and/or other restrictive interventions including seclusion.

The school approach to the use of reasonable force is

- use the minimum level of force necessary for the shortest possible duration
- act in a manner that preserves the pupil's dignity and welfare
- take account of the pupil's age, understanding, medical needs, and any Special Educational Needs and Disabilities (SEND)

The school will make reasonable adjustments for pupils with disabilities, communication and trauma related needs and/or SEND needs, informed by individual risk assessments, behaviour support plans, and, where appropriate, Education, Health and Care Plans (EHCPs).

Parent/carers will be informed of high level restrictive interventions in the first instance by telephone, followed by a written record of the incident provided no later than the same day and reviewed by the head teacher.

Adapting Practice and Targeted support

The school recognizes that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies and the key values in any one person. A combination of any number of factors, such as SEND, attachment & trauma, home circumstances, may determine a child's capacity to comprehend their actions and the actions of others.

As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided on by the pastoral and safeguarding team on an individual basis.

The Woodland stages of need and actions regarding support for individual children is in the appendix to the policy. Initially support may be offered at class level through year group support such as mentoring by the Teaching Assistant or Classteacher, completion of an individual behavior plan or wishes and feelings undertaken or working with the ELSA in school. At the highest level of greater need, external agencies will be involved in order to support the needs of the child, such as SWING, NHS or CAMHs.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the

Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, monitoring and evaluating behaviour

Behaviour in school will be recorded through tracker sheets, behaviour books and lunchtime incident book and CPOMs. Progress towards individual targets will be recorded on individual support (ISP) and positive handling plan. These will then be evaluated half termly. The Management Team and Pastoral team, will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed in Autumn 2027

EMOTIONAL WELL-BEING OFFER

Level 4

Involvement
from outside
agencies to help
support the child
and family

Level 3

Children who have more complex
emotional needs.

Involvement of pastoral
support, working in partnership with
class teacher & parents

Level 2

Children who require class based interventions to
support their emotional needs. Teacher lead,
working in partnership with parents

Level 1

Children who are making progress in all areas of their emotional
well-being