# Behaviour for Learning Policy & Anti-Bullying Strategy

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# Behaviour for Learning Policy & Anti-Bullying Policy

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# 1. Ethos and Aims

At Woolavington Village Primary School, we are committed to promoting an ethos which encourages relationships based on mutual respect and trust. We feel that positive relationships are the root of positive behaviour and attitudes to learning. Our approach to supporting children's behaviour is based on relational and restorative practice.

It is our aim that every pupil will be able to learn in a calm and positive learning environment in which all members of the school community feel safe, secure and respected. We follow the 'Woolavington Way' which are our school values, referred to as 'the Woolavington Way':

- Be Safe
- Be Ready
- Be Kind
- Be Respectful

This policy aims to:

- Create a positive culture that promotes excellent behaviour and positive attitudes to learning, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to promoting high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a clear and consistent approach to behaviour management for pupils, parent/carers, governors and other stakeholders that is applied with equity to all pupils and supports positive relationships.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination and how the school will respond in these situations
- Promote pupils' self esteem by implementing a consistent system of reward, recognition and praise

Safeguarding is central to our aims and more detail can be found in our Child Protection and Safeguarding Policy.

# 2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Failure to follow instructions
- Poor attitude – not following the 'Woolavington Way'
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
  - Bullying
  - Abuse in intimate personal relationships between children
  - Physical abuse
  - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
  - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
  - Causing someone to engage in sexual activity without consent
  - Upskirting
  - Initiation/hazing type violence and rituals
  - Misogyny/misandry
  - Vandalism
  - Theft
  - Fighting
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour
  - Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |

| | |
|---|---|
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. See Appendix 2.

# 5. Roles and Responsibilities

## 5.1 The Local Governing Committee

The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## 5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships with all pupils and the whole school community
- Providing a personalised approach to the specific behavioural needs of particular pupils, apply this policy with equity and giving 'take up time' for a child to adjust their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly on the behaviour log spreadsheet and CPOMs to enable careful monitoring and appropriate timely responses.
- Challenging pupils to meet the school's expectations
- Celebrate appropriately when children go above and beyond expectations.

The senior leadership team (SLT) are responsible for supporting staff to implement the Behaviour for Learning Policy.

## 5.4 Parents and Carers

The school aims to work in collaboration with parents/carers to celebrate successes and tackle challenges positively in line with the Behaviour for Learning Policy. Parents and carers are encouraged to take part in the life of the school and its culture. We ask that parents and carers support the school's Behaviour for Learning Policy and reinforce key messages at home. Where instances of misbehaviour occur, we ask that parents and carers support pastoral work and attend meetings/reviews to support the child in making better choices in the future.

We encourage parents and carers to inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

If a concern arises regarding the management of behaviour at school, we request that parents and carers raise their concerns directly with the school, while continuing to work in partnership with the school.

## 5.5 Pupils

Pupils will be inducted into the behaviour curriculum and supported to develop an understanding of the schools Behaviour for Learning policy and its importance, in accordance with their stage and age. Pupils are expected to follow the 'Woolavington Way' in all their interactions and will be given regular reminders to help them meet this expectation.

Pupils will be aware of the following expectations:-

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour for learning policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's positive behaviour for learning policy and wider culture.

Pupils will be given opportunities to give feedback on their experience of the behaviour culture at the school to support the evaluation, improvement and implementation of the Behaviour for Learning policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

# 6. Our Behaviour Curriculum – A Whole School Approach

At Woolavington Village Primary School we recognise that how we support behaviour will have an impact on children's self-esteem and mental health. We understand that consistency is crucial in creating a positive ethos and culture. The **Behaviour Curriculum** explicitly outlines clear and concise rules and routines for all the children to follow. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. See Appendix 4.

## 6.1 Mobile phones

The DfE's statutory guidance on mobile phones in schools says schools should be mobile phone-free 'by default' from 1 September 2026. This expectation to be mobile-phone free is also set out in Keeping Children Safe in Education (KCSIE) 2026. Phone-free means mobile phones (and other smart technology with similar functionality including smart watches) are prohibited throughout the school day, including during lessons, the time between lessons, break and lunchtime. See Appendix 7 which includes guidance for pupils, staff and visitors.

# 7. Responding to behaviour

## 7.01 Classroom Management

Universal, inclusive, quality-first teaching underpins everything we do in the classroom. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and around school. They will create and maintain a stimulating environment that encourages pupils to be engaged with the school vision, values and 'Woolavington Way', which are clearly displayed in each classroom. They will use the **Behaviour Curriculum** to explicitly teach the children about our positive behaviour expectations. In every classroom you will see:-

- Classroom staff positively greeting pupils in the morning at their classroom door to develop positive relationships
- Clear routines established
- Visual timetables and visual aids used to structure and support the day
- Organised and clutter-free classrooms
- Accessible resources, organised in an age-appropriate way
- Celebrating and praising positive behaviour
- Clear reward system based on Class Dojos, linked to House Points.
- Concluding the day positively and starting the next day afresh.
- Use of positive language (E.g. instead of 'don't run', say 'walk please')
- Use of positive reinforcement to catch pupils exhibiting positive behaviour and praising them

## 7.02 Provision for Children with SEND

At Woolavington, we endeavour to meet the individual needs of children with SEND and we understand that behaviour and provision are inextricably linked. The Somerset Graduated Response Tool (SGRT) is used to make adaptations to provision for children. Adaptations will be evidenced in

their Assess-Plan-Do-Review (APDR) cycles and monitored to ensure children with SEND make progress and reach their potential. Example of adaptations to provision could include:

- Visual aids
- Social stories
- Personalised timetables
- Emotion check-ins
- Movement breaks
- Extended thinking/processing time
- Simplified language
- Scaffolding
- Chunking instructions
- Use of technology
- Adapted seating plans taking into account children with visual or hearing impairments
- Use of sensory circuits in the sensory room
- Adjusting uniform requirements for a children with sensory sensitivities or medical conditions such as severe eczema

We strongly believe that behaviour is a form of communication and there may need to be reasonable adjustments to the Behaviour for Learning policy in some situations and for some children with SEND. It is our role as adults to identify triggers to misbehaviour and to support and coach individual children, whilst recognising their SEND need. We also recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil and this policy will be applied with equity.

The Class Teacher, supported by the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will observe and gather evidence for a pupil who exhibits misbehaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 7.03 PACE and the Thrive Approach

Alongside quality-first teaching, we also use the stance of PACE to support children, in line with the Thrive Approach. The Thrive Approach is a trauma-informed approach to improve the mental health and wellbeing of children and young people. PACE is an acronym used to describe the optimal adult stance when working with children, to reduce stress, enhance connection, promote safety and learn new social and emotional skills.

**PACE** stands for:

- **P**layfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity.
- **A**cceptance – unconditionally accepting the child makes them feel safe and secure.
- **C**uriosity – genuine and non-judgmental interest in the child.

- **E**mpathy – demonstrating compassion for the child and their feelings to support their self-esteem.

The **Vital Relational Functions** (VRFs) represent the key techniques which we consciously apply in our interactions. These include attunement, validation, containment and regulation. These are linked to Emotion Coaching, in which all staff have been trained to use as the primary communication style.

## 7.04 Emotion Coaching

Emotion Coaching is a communication style that use moments of emotion to guide and teach a child about more effective and appropriate responses. It accepts all emotions as normal and healthy (but not all behaviours) and considers what the feelings, needs and emotions are behind the behaviours. The five steps of emotion coaching are:-

1. Be aware of emotions (show empathy and attunement)
2. Recognise teaching opportunities (positive attitude)
3. Listen and validate (show respect and validate emotions)
4. Label emotions (develop child's emotional literacy)
5. Set limits and problem solve (contain and regulate)

Emotion coaching is consciously applied by staff to support behaviour in relation to emotional regulation.

## 7.05 Zones of Regulation

Our school uses the **Zones of Regulation** to support pupils' emotional wellbeing and self-regulation. Pupils are taught to recognise when they are in the Blue, Green, Yellow or Red Zone and to select appropriate strategies to help them regulate their emotions and behaviours. All emotions are accepted and understood as natural; however, pupils are supported to express their feelings in safe, respectful and socially appropriate ways. The Zones of Regulation framework promotes self-awareness, resilience and readiness to learn and is adopted as a whole school approach to support regulation.

## 7.06 Restorative Conversations

Our To enable children to develop empathy and understand the impact of their behaviour on others, restorative conversations are essential. It is imperative that the member of staff who initially dealt with the negative behaviour or dysregulation carries out the restorative conversation. This will help to ensure continuing positive relationships, but also teach the child to reflect on their behaviour or emotional response.

**Restorative Questions**

The questions below should be used to frame restorative conversations – questions 3 & 4 must be used with all children. Some questions may be omitted for younger learners or learners with additional needs:

1. What happened?
2. What were you thinking/feeling?
3. **Who has been affected?**

4. **What needs to happen to put it right?** (this may include an apology, but must not be forced)
5. How do you feel now?
6. What would you do differently in a similar situation in the future?

## 7.07 Safeguarding

Our school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour or dysregulation may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information which can be found on our school website.

## 7.08 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
**Positive behaviour will be rewarded with**:

- **Verbal Positive Praise** – this can be given anywhere, by anyone to anyone. It is perhaps the most frequently used reward and is given for work, effort or behaviour.
- **Class Dojo** – Dojo is used in every class to track and encourage positive behaviour. Each pupil has their own avatar and staff can award house points to pupils for showing our 'Woolavingtno Way' values.
- **House Points** – pupils can be awarded house points from all members of staff, these are recorded on Class Dojo (see Appendix 3). At the end of each week, the house with the most points is announced at the whole school Celebration Assembly. The winning house colours are displayed on the house cup each week. House point totals are shared on the display in the school hall and updated each week by house captains. Each half term, the winning house team is permitted a non-uniform day on the first Friday of the new term.
- **Display of children's work** – This is another reward which teachers often use to reward both good work and effort.
- **Stickers** – pupils can be given stickers as praise throughout the day by any members of staff. Stickers can be given out to praise a particularly good piece of learning or effort, or for being a role model for our school values in the classroom or around school.
- **Star of the Week** – A Star of the Week is chosen in each class every Friday. Their name is announced in the Celebration Assembly, where they receive a special certificate and are given the class trophy for the following week. Stars of the Week have their photograph up on our Star of the Week board and their names in the weekly parent newsletter. The Stars of the Week then go on a Digby Dog Walk on a Monday afternoon. **Any children who choose not to attend the Digby Dog Walk are able to choose a different reward with their Class Teacher.*
- **Digby Dog Walks and Digby Time** – Class Teachers choose pupils to attend a dog walk if they have achieved something extraordinary that day or have shown improved effort or behaviour. Pupils are also able to go and show Digby a piece of their learning and have 1:1

time with Digby, as long as an adult accompanies them. They are also encouraged to share this piece of learning with the Headteacher or a member of SLT.

- **Woolavington Citizens Award** – Class Teachers choose pupils weekly for the Woolavington Citizens award; six awards across the year. Pupils receive a certificate in Celebration Assembly and a Woolavington Citizens badge to wear for the rest of the year.
- **Headteacher Postcards Home** – Class Teachers nominate pupils for going above and beyond when at school. They let the Headteacher know, who writes a postcard home to their parents to celebrate their achievement. Postcards are posted on a Friday so that they arrive on a Saturday morning and can be celebrated by families, together.
- **Golden Table** – to encourage positive behaviour in the hall at lunch time, pupils are chosen for the Lunchtime award, given out in Celebration Assembly. Pupils are chosen for showing good manners and following our school values when eating their lunch. Pupils who have been awarded the Lunchtime Award, join the Headteacher at the Golden Table every Monday lunchtime.
- **Enrichment Afternoons** – At the end of each Half Term, all pupils take part in an activity of their choice for the afternoon. Our staff members plan enrichment activities across the curriculum, giving pupils the chance to choose something they are particularly interested in or would like to try out. Enrichment afternoons take place on the last Friday of every Half Term and coincide with our Parent Showcase Events.

## 7.09 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent a recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the agreed standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention (see 7.5 Restrictive Interventions). All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

At Woolavington Village Primary School, we recognise that children need support and guidance to make positive behaviour choices. Consequences and sanctions may be used in response to unacceptable behaviour. When giving sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Sanctions should be timely and not be postponed until another day, unless there is no other option and should only be carried out once the child is calm and able to understand. They must be clear and aimed at the behaviour, not the child. During these interactions, all staff will:

- Use a calm and measured approach
- Refer to the child by name
- Lower themselves to the child's level
- Make eye contact, where appropriate
- Allow time for instructions to be followed
- Not engage with secondary behaviours
- Support colleagues to 'change face' if unable to maintain a calm, measured approach

All staff will follow the **Behaviour Management Strategy** to manage behaviour when it falls below the expectation which includes a clear progression of actions, script to support staff with positive, assertive behaviour management and clear sanctions.

**Stage 1 – Reminder**

Example behaviours observed:-

- Low level disruption during lesson
- Not on task
- Not following instructions
- Refusal to complete work
- Not looking after school resources and property
- Being unkind
- Lack of respect
- Rough play that could result in physical harm

The behaviour response is a clear reminder of the rule that is being broken and why it needs to change, delivered as privately as possible, as appropriate to the situation.
e.g. '*Please do not enter the forest school area when there is not an adult. It is not safe. This is a reminder.'*
*e.g. 'Please do not use unkind words as they can hurt our feelings. This is a reminder'.*

Staff will walk away and expect it to stop while keeping a watchful eye.

**Stage 1 – Warning**

Make the child aware of continued negative behaviour and why it needs to change, delivered as privately as possible as appropriate to the situation.
e.g. *'You had a reminder to stop throwing sand, this is now a warning. It is going in children's faces and it is not safe. Think carefully about your next choice'.*

Staff will remain close by to observe child making changes to their behaviour. Offer praise when positive changes to behaviour witnessed.

**Stage 1 – Last Chance**

Speak to the child in private, giving them a final opportunity to engage. Offer a positive choice and remind of previous positive behaviour.
*e.g. 'This is your last chance. If you would prefer to have a mini movement break first – that helped you to focus last time. Try 10 chair push ups, run on the spot for 10 seconds and 10 star jumps. Then you need to settle to your work.'*

**Stage 2 – Low Level negative behaviour – teacher sanction and consequence**

If Stage 1 actions have not changed the behaviour then a teacher sanction will be applied:
Class teacher to decide on appropriate sanction:

- A Class Dojo point removed
- Child is moved to sit in a different area of the classroom/dinner hall

e.g. '*As you have not changed your behaviour after the last chance, you will now lose a dojo point and you must work at a different table to help you re-focus'*

e.g. '*as you have not changed your behaviour you will lose a dojo and will need to sit somewhere else in the hall for the duration of eating your lunch*'

- Use de-escalation techniques of re-direction – communicate with children sat at the same table and talk about their lunch/what they are learning, using PACE principles.
- Child completes any missed learning (up to 5 minutes)
- **Level 2 actions are recorded by the class teacher on the School Behaviour Log and followed up with a SeeSaw communication home.**

**Stage 3 – Mid-level misbehaviour – Re-set & Repair**

**Re-set**

If the child has not engaged after the last conversation they must complete a re-set, which is an opportunity to regulate and reflect on their response, not a punishment. This will typically be around 10 minutes, or until the child is calm and ready to engage. This should happen in a quiet and calm space. Staff will support the child to identify their Zone of Regulation and use appropriate strategies to return to a regulated state.

**Repair**

Once regulated, the restorative conversation should happen with the same adult, following this guide:

1.What happened?

2. What were you thinking/feeling?

**3. Who has been affected?**

**4. What needs to happen to put it right?** (this may include an apology, but must not be forced)

5. How do you feel now?

6. What would you do differently in a similar situation in the future?

Once complete, the child can return to learning or play activity if during unstructured times. Adult to remain present and continue de-escalation techniques using PACE principles.

**Level 3 actions are recorded by the class teacher on the School Behaviour Log, CPOMS (Level 3) and a Wave 1 letter sent home via SeeSaw or email, sharing concerns about child's behaviour and the importance of working collaboratively to help their child have a positive and successful time at school.**

If there are two more Level 3 incidents in the same week, the class teacher will again complete the School Behaviour Log and CPOMS (Level 3). The Inclusion Lead will review the Behaviour Log each week and send out **Wave 2 letters** for any child that has had repeated Level 3 incidents in the same week. Parents or carers will be asked to make an appointment with the school to meet with the class teacher and Inclusion Lead to review the triggers for this behaviour, support strategies and discuss any unmet needs.

**Stage 4 – High Level Serious Behaviour Incidents – SLT involvement**

Example behaviours observed:

- Swearing at and/or spitting at staff or peers
- Threatening behaviour
- Intentional damage to school property or another person's belongings
- Endangering themselves or others on purpose
- Misbehaviour off site or online
- Escalation of incidents from Level 3

**Stage 4 Re-set & Repair**

A Stage 4 Re-Set will be supported by SLT. The child must complete a reset with a member of staff in quiet space which is an opportunity to regulate and reflect on their response, not a punishment. This will typically be around 10 minutes, or until the child is calm and ready to engage. Staff will support the child to identify their Zone of Regulation and use appropriate strategies to return to a regulated state. Once regulated, the restorative conversation should happen with the same adult, following this guide:

1.What happened?
2. What were you thinking/feeling?
**3. Who has been affected?**
**4. What needs to happen to put it right?** (this may include an apology, but must not be forced)
5. How do you feel now?
6. What would you do differently in a similar situation in the future?

Adult to remain present and continue de-escalation techniques using PACE principles and emotional coaching techniques. Praise should be given appropriately to recognise when the child has made good choices. If regulated, pupil voice should be recorded to catch child views at this stage to gain more information about triggers and patterns of behaviour from their perspective.
**Level 4 actions are recorded by the class teacher on the School Behaviour Log, CPOMS (Level 4) and a Wave 3 letter sent home via SeeSaw or email, sharing concerns about child's behaviour and the impact of the support and interventions currently in place. Parents/carers will be asked to make an appointment with the school to meet with the class teacher and Inclusion Lead to write a Pastoral Support Plan.** This will be reviewed regularly until there is a reduction of incidents and a return to positive behaviour.

**Stage 5 – Highest Level misbehaviour – Headteacher & SLT involvement**

The most serious forms of misbehavior have the potential to significantly impact the safety and wellbeing of others and include:

-Repeated Stage 4 incidents despite Pastoral Support Plan being in place
-Physical aggression and fighting with intent to cause harm
-Leaving the school premises without permission e.g. climbing a fence or absconding
-Bullying, taunting and teasing behaviour that is persistent, intentional and planned
-Discriminatory behaviour such as racism, homophobia or sexualized behaviour
-Theft
-Deliberate significant damage to school property
-Using mobile phones or smart technology during the school day (see Appendix 7)

**These behaviours will require de-escalation and regulation, ensuring everyone is kept safe. A restorative re-set and repair process will then be facilitated by SLT. All Stage 5 incidents are recorded by the class teacher/SLT on the School Behaviour Log and CPOMS (Level 5).**

The following behaviours will result in a **fixed term suspension or permanent exclusion,** agreed by the headteacher. (Permanent exclusion will only be considered as a last resort and in line with statutory guidance):-

-**Violence towards a child or member of staff (physical contact with the intention to cause harm)**
**-Possession and or use of prohibited items including offensive weapons**

It is recognised that some serious incidents arise from dysregulation, unmet need or significant emotional distress and require both accountability and additional support. Personal circumstances of the pupil will be taken into account when agreeing actions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**For all Stage 5 incidents, parent/carers will be contacted by telephone to inform them of the incident and actions taken. If a Pastoral Support Plan is in place, this will be reviewed. If there is not an existing Pastoral Support Plan, this will be created.**
**A Team Around the Child (TAC) meeting will be held to gather views from staff, parents/carers and the child and identify any underlying needs that may not have been fully explored. Coordinated actions will be agreed between home, school and external services.**

## 7.10 Reasonable interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.
Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.
Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

### 7.10.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
*Please see our restrictive intervention policy for more information [Appendix 8].*

### 7.10.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them e.g. sensory room
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

### 7.10.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty [Appendix 8].

## 7.11 Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments that are conducive to learning. Using searching, screening and confiscation appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

*See Appendix 6 for further information.*

## 7.12 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse [see Safeguarding Policy published on school website].

## 7.13 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 7.14 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 7.15 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Safeguarding Team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.16 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### 7.17 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

## 8. Serious sanctions

### 8.1 Removal from classrooms

As outlined in the **Behaviour for Learning Strategy**, the school may remove the pupil from the classroom for a limited time as part of the Stage 3 and Stage 4 Reset and Repair procedure to allow pupils to regulate and time to reflect on their behaviour.

Removal from classrooms for longer than 10 minutes is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT, and will be removed for a maximum of the remainder of the school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently at Stage 4 or Stage 5. This could include:-

-Pastoral Support Plan (PSP) with monitored behaviour targets

-Emotional Literacy Support Assistant (ELSA) intervention

-Learning coaches

-Thrive support

-Risk assessments to mitigate risk for off-site activities e.g. field trips, residential trip

-Early Help Assessment (EHA)

-Referral to the Sedgemoor Partnership Panel for support from Pupil Referral Units (PRU)

-Team Around the Child multi-agency meeting (TAC)

Staff will record all incidents of removal from the classroom on CPOMs and the Behaviour Log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

### 8.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds 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
- Use of sensory room where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

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

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

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

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

## 9.3 Adapting sanctions for pupils with SEND

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan with our local authority SCC or neighbouring local authorities e.g. BANES or North Somerset.

## 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. The school strategy for reintegrating pupils following removal from the classroom or following suspension could include:

-reintegration meetings
-daily contact with pastoral support/trusted adult
-a Pastoral Support Plan with personalised behaviour goals

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed regularly by the SLT.
The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local governing committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and local governing committee.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Futura Child protection and safeguarding policy
- Futura Attendance policy
- School Uniform policy
- SEND policy
- Anti-Bullying Strategy (Appendix 2)
- Searching, Screening and Confiscation policy (Appendix 6)
- Mobile phone policy (Appendix 7)
- Restrictive Interventions Policy (Appendix 8)

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with Restrictive Interventions Policy.
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Local Governance Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Anti-Bullying Strategy

**Rationale**

At Woolavington Village Primary School we believe that children are entitled to an education free from fear, intimidation, sexist, racist, homophobic and cultural abuse, within a caring, supportive and protective environment. We define bullying as any behaviour that encroaches on that entitlement.

At Woolavington Village Primary School, our definition of bullying is:-
'*The repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can happen face to face or online.'*

**Aim**

To ensure that the whole school community understands that the definition of bullying is that outlined in the rationale.

**Guidelines**

- Each incidence of bullying will be taken seriously and all sides listened to.
- Each individual will have the opportunity to talk in a safe, reassuring environment.
- All incidents will be investigated with reference to all parties and be recorded on the school's Management Information System (MIS) and CPOMS system (Child Protection Online Monitoring System). Incidents and issues may be discussed in Circle time, PSHE lessons or assemblies
- Parents/carers will be informed by telephone conversations, arranged meeting or by letter as appropriate to the situation.
- The Headteacher and SENCo will make a decision as to whether a Personal Support Programme (PSP) will be necessary or if outside agencies need to be informed. Persistent incidents will result in parental/carer consultation and may lead to fixed term, or in extreme circumstances, permanent exclusion.

**Type of bullying behaviour**

Bullying can take many forms:

- Emotional – being unfriendly, excluding, tormenting, threatening behaviour
- Verbal – name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical – pushing, kicking, hitting, punching or any use of violence
- Extortion – demanding money/goods with threats
- Online – use of social media, messaging and calls, Misuse of associated technology e.g. photos and videos
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, sexually abusive comments
- Homophobic or biphobic – bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

**Allergy-Related Bullying**

The school is committed to ensuring that all pupils with allergies feel safe, included, and respected. Any form of bullying, teasing, intimidation, or discrimination related to a pupil's allergy, medical condition, dietary needs, or use of medication will be taken seriously and treated as a breach of the school's behaviour and anti-bullying policies. Incidents will be investigated promptly, appropriate action will be taken, and support will be provided to both the targeted pupil and those involved. The school will promote awareness and understanding of allergies through education, encouraging all pupils to show empathy, respect, and consideration for the health and wellbeing of others.

**<u>Preventing Bullying</u>**

We foster a clear understanding that bullying, in any form, is unacceptable at our school. We believe that preventing bullying is the responsibility of our whole school community and when there

are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school, we do this by:

- Relentlessly emphasising 'The Woolavington Way' – Be Safe, Be Ready, Be Kind, Be Respectful
- Having a positive ethos that all pupils, staff and parents understand
- Using assemblies and PSHE lessons to ensure that pupils understand the differences between relational conflict and bullying and raising awareness of online bullying e-safety lessons.
- Building a positive ethos based on respecting and celebrating all types of difference in our school and where diversity is valued and everyone is included.
- Creating a safe and happy environment, resulting in positive relationships that have impact on learning and achievement.
- Opportunities in school which develop empathy, social skills and emotional understanding e.g. PSHE, social and emotional learning programmes (Thrive), circle time, playground leaders.
- Focused work with individuals and groups of children, where required to support understanding and development of social skills e.g. Lego Groups, ELSA, Thrive groups and 1:1 support, Forest School.
- OPAL (Outdoor Play and Learning) used to enhance the quality of playtimes for children by utilising both natural and man-made resources to foster creativity, imagination and physical activity

**Reporting Incidents of Bullying**
**Information for pupils**
If you are being bullied

- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

After you have been bullied

- Tell a teacher or another adult in the school.
- Tell your family.
- If you are scared to tell an adult by yourself, ask a friend to come with you.
- Keep speaking up until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

When you are talking to an adult about bullying, be clear about

- What happened to you and when.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.
- How you want it resolved for example for it to stop and for an apology.

**Information for parents and families**
We recognise that bullying can occur at one time or another in any school. The aim of this anti-bullying policy is to create an environment in this school community, which discourages and prevents bullying. **Bullying is unacceptable**. Our school will respond promptly and effectively to reported incidents of bullying. Research has shown that some groups of pupils are particularly

vulnerable to bullying. These include pupils with SEND, Looked-After Children, pupils from minority ethnic groups or faiths, young carers, LGBTQ+ pupils and those perceived to be LGBTQ+.
Parents/carers and families have an important part to play in helping us deal with bullying.

1. Discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

2. Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, although it may be members of staff or other professionals who are the first to suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

**If your child has been bullied:**

- Calmly talk to your child about it.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that telling you about the bullying was the right thing to do.
- Explain that any further incidents should be reported to a teacher immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems that your child is experiencing.

**Talking to teachers about bullying**

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Make a note of what action all parties have agreed to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school - let them know if things improve as well as if problems continue.

**If you think your concerns are not being addressed:**

- Address your concerns according to the School Complaints Procedure (available at reception and on the school website).

**If your child is bullying other children:**

Children may be involved in bullying other pupils at some time or another. Often parents are not aware. The school will contact parents to discuss any incidents or concerns as they arise.
Children sometimes bully others because:

- They don't know it is wrong.
- They are copying older brothers or sisters or other people in the family they look up to.
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

**To stop your child bullying others:**

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how to join in with other children without bullying.

- Make an appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

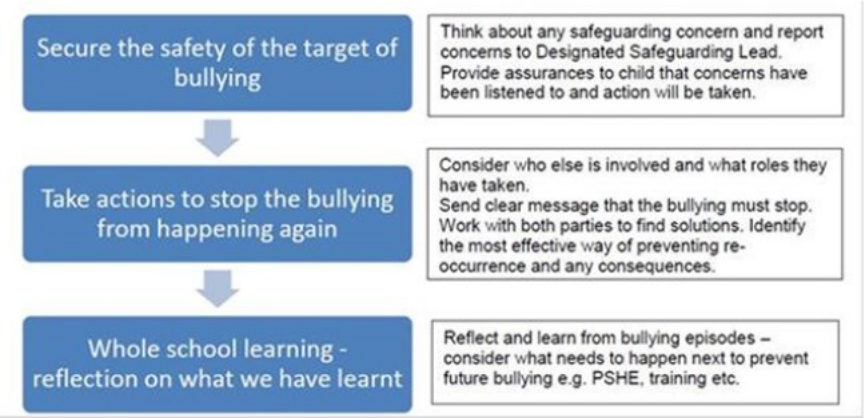
**Reporting bullying**

In our school, pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

• A trusted adult
• Their class teacher/TA

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher. When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

**Responding to Bullying**




We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires. All staff are required to log any bullying or prejudice-based incidents on CPOMS. This should be completed as soon as possible and reported to the Designated Safeguarding Lead.

## Appendix 3: Woolavington House Point System

**Rationale**

The **House** system is part of our whole school approach to develop our children's social aspects of learning. By being a member of a house throughout their time at our school we will be encouraging in our children; a sense of belonging, a sense of fair play, improved behaviour and improved effort in their work - ultimately raising achievement and attainment.

Each week, houses will compete with each other to win the honour of displaying their house colours which are placed on the House Point Trophy during weekly celebration assembly. These colours are then displayed for the following week.

Over each half term the houses win accrued points for their house and the overall winning team will receive a non-uniform day, to wear their team colours and celebrate at the end of each half term.

**Houses:**

The Houses have been named after the four surrounding areas of outstanding natural beauty and have been allocated an associated colour. These are:

**Mendip**
**Polden**
**Quantock**
**Blackdown**

Each house will contain approximately the same number of children (siblings to be in same house) and staff members.

**Awarding House Points**

To ensure the house point system promotes positive behaviour, inclusion and motivation for all pupils, house points are used to recognise both consistent demonstrations of the Woolavington Way values and individual progress over time.

Staff award house points through Class Dojo when pupils demonstrate one of our four Woolavington Way values: Be Safe, Be Ready, Be Kind and Be Respectful. When awarding points, staff clearly explain which value has been demonstrated, helping pupils understand the link between their actions and the school's expectations.

To ensure that all children have opportunities for recognition, celebration is not limited to those who achieve the highest number of points each week. Alongside recognising pupils with the most house points, classes will also celebrate children who have shown significant improvement, consistently demonstrated a particular value or reached agreed house point milestones. This approach recognises effort, growth and positive choices, encouraging all pupils to engage with the system.

House points also contribute to wider class and house achievements, promoting a sense of belonging, teamwork and shared responsibility. Regular celebration of positive behaviour through assemblies, displays and classroom awards reinforces the importance of living out the Woolavington Way values each day.

This balanced approach ensures that the system is fair, motivating and focused on developing positive behaviours and character in all pupils.

## Appendix 4: Our Behaviour Curriculum

**Behaviour Curriculum**
**2026-2027**

**Aims**
At Woolavington Village Primary School we aim to support all our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by ensuring all adults are relentlessly bothered about establishing excellent behaviour.
At Woolavington School we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed **The Woolavington Way**: be safe, be ready, be kind, be respectful.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encourage pupils to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that **all** individuals at Woolavington are treated fairly and shown respect.
- Provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- Ensure that excellent behaviour is the minimum expectation for all.

**Intent**
**Woolavington Behaviour Principles 'The Woolavington Way'.** At Woolavington we support our children with their behaviour through:

- Having clear and concise rules, routines, rewards and sanctions that everyone follows.
- Teaching, not telling, children how to behave.
- Ensuring all adults are calm, consistent and fair in their response to behaviour.
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see.

Adapting our approaches, where needed, for specific pupils with additional needs.

**Implementation**
The behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term).
All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet at the classroom door.

- Refer to **'safe, ready, kind and respectful'** in all conversations about behaviour.
- Give their first attention to best conduct.
- Be 'deliberately bothered', showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply The Woolavington Way, routines, rewards and behaviour management strategy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the **Behaviour for Learning Policy** when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review behaviour strategies and policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

**The Woolavington Way**

There are 4 key behaviour principles at Woolavington, which we refer to as the 'The Woolavington Way'.

- Be safe
- Be ready
- Be kind
- Be respectful

Our staff are skilled in behaviour management and teach these rules in a positive and encouraging way. Children are taught the rules from Nursery upwards. At the start of each term, every class completes a lesson on **The Woolavington Way**, why these rules are important and what they look like.

Children see **The Woolavington Way** displayed in each class and around the school. They encounter them in assemblies each week and are reminded of them when adults are supporting behaviour in class and on the playground.

*See the table below for further details of The Woolavington Way.*

**Woolavington Routines**

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be pre-empted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space are freed up for better things
- It is easier for pupils to decide how to behave

Staff practice these routines with the children until everyone can do them and reinforce, maintain and revisit them on a regular basis.

*See the table below for further details of the Woolavington routines.*

**Praise and Rewards**

We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At Woolavington we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognised and noticed.

Praise is given:

- When someone has acted in a way we want them to repeat.
- When someone has done something, we want to normalise.
- When someone has acted as an example, we want others to aspire to.
- When someone who normally struggles does something good for them.
- When someone looks like they need a pick up.
- For something extraordinary.

Praise is effective when it is:

- Sincere (the pupil needs to believe it).
- Proportionate (not everything is perfect, good is good).
- Targeted (given for specific actions with a clear explanation and description as to why it has been given).

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.
2. To celebrate examples of over and above behaviour.
3. To motivate others to change their behaviour.

**PACE and the Thrive Approach**

Alongside quality-first teaching, we also use the stance of PACE to support children, in line with the Thrive Approach. The Thrive Approach is a trauma-informed approach to improve the mental health and wellbeing of children and young people. PACE is an acronym used to describe the optimal adult stance when working with children, to reduce stress, enhance connection, promote safety and learn new social and emotional skills.

**PACE** stands for:

- **P**layfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity.
- **A**cceptance – unconditionally accepting the child makes them feel safe and secure.
- **C**uriosity – genuine and non-judgmental interest in the child
- **E**mpathy – demonstrating compassion for the child and their feelings to support their self-esteem.

The **Vital Relational Functions** (VRFs) represent the key techniques which we consciously apply in our interactions. These include attunement, validation, containment and regulation. These are linked to Emotion Coaching, in which all staff have been trained to use as the primary communication style.

**Emotion Coaching**

Emotion Coaching is a communication style that uses moments of emotion to guide and teach a child about more effective and appropriate responses. It accepts all emotions as normal and healthy (but not all behaviours) and considers what the feelings, needs and emotions are behind the behaviours.

**The five steps of emotion coaching are:**

1. Be aware of emotions (show empathy and attunement)
2. Recognise teaching opportunities (positive attitude)
3. Listen and validate (show respect and validate emotions)
4. Label emotions (develop child's emotional literacy)

5. Set limits and problem solve (contain and regulate)

Emotion coaching is consciously applied by staff to support behaviour in relation to emotional regulation.

**Sanctions and consequences**

Sanctions and consequences are in place for children to help them become accountable for their actions and to develop skills to change their behaviour, rather than to punish the actions by the child. At Woolavington Village Primary School, we recognise that children will not always make positive behaviour choices. Consequences and sanctions should not be postponed until another day, unless there is no other option and should only be carried out once the child is calm and able to understand. They must be clear and aimed at the behaviour, not the child.

All staff will follow the **Behaviour for Learning Strategy** to manage behaviour when it falls below the expectation which includes a clear progression of actions, script to support staff with positive, assertive behaviour management and clear sanctions.

**Restorative Conversations**

To enable children to develop empathy and understand the impact of their behaviour on others, restorative conversations are essential. It is imperative that the member of staff who initially dealt with the negative behaviour carries out the restorative conversation. This will help to ensure continuing positive relationships but also teach the child to reflect on their behaviour.

**Restorative Questions**

The questions below should be used to frame restorative conversations – questions 3 & 4 must be used with all children. Some questions may be omitted for younger learners or learners with additional needs:

1.What happened?

2. What were you thinking/feeling?

**3. Who has been affected?**

**4. What needs to happen to put it right?** (this may include an apology, but must not be forced)

5. How do you feel now?

6. What would you do differently in a similar situation in the future?

**Impact**

SLT will monitor frequency of serious behaviour incidents (Level 4-5), the perception of behaviour across the school (pupils, staff and parents) and the effectiveness of behaviour procedures and provide feedback to staff.

Staff completing learning walks will identify examples of best practice and share these with staff as necessary.

Our School Council will meet to discuss behaviour across the school on a regular basis.

# The Woolavington Way

| Be Safe | |
|---|---|
| **Why** | At our school, being safe means making choices that protect yourself and others from harm. This includes following rules, using equipment properly, moving carefully around school, and telling an adult if something doesn't feel right. When we all practice safety, we create a secure and calm environment where everyone can focus on learning and having fun. Being safe shows that you care about yourself, your friends, and your school community. |
| **What this looks like** | Being safe is following the rules that we know are there for our safety and looking after ourselves and each other both physically and mentally. In school this includes:<br>• Keeping your hands and feet to yourself<br>• Using equipment for what it is designed for<br>• Sitting where you are asked to in class<br>• Telling an adult if there is a problem<br>• Moving around the school in a calm and quiet manner<br>• Remaining in the classroom until given permission from an adult to leave the room<br>• Ensuring an adult is aware of your whereabouts at all times and permission is sought to leave/enter the classrooms |
| **Exceptions** | While everyone is expected to follow the "Be Safe" rule, some children might need extra support or understanding to do so consistently. There aren't really exceptions where safety isn't important — but how safety is taught and practiced can look different for some children.<br>**Examples of children who might need additional support:**<br>• **Children with SEND** who might struggle with loud noises or crowded spaces and need strategies to stay calm and safe.<br>• **Students with developmental or cognitive needs** who may require reminders, supervision, or adaptations to understand and follow safety rules.<br>• **Children with mobility needs** who might use wheelchairs or other aids and need accessible routes or equipment to stay safe.<br>• **Children with emotional or mental health needs** who might act impulsively and need guidance to recognise safe choices.<br><br>**How school support these children:**<br>• Providing clear, simple safety instructions and visual reminders.<br>• Offering extra supervision or one-on-one support when needed.<br>• Creating safe spaces where children can take breaks if overwhelmed.<br>• Teaching safety through practice, modelling, and positive reinforcement.<br><br>**Being safe is a rule for everyone**, but we recognise that some children may need different kinds of help to follow it successfully — and that's part of making sure every child can be safe. |

| Be Ready | |
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| **Why** | At our school, being ready means coming prepared to learn, participate, and do your best every day. This includes having the right materials, listening carefully, following directions, and being on time. When you're ready, you show respect for your teachers, your classmates, and yourself. It sets you up for success and helps create a focused, positive classroom where everyone can learn and grow together. Being ready isn't just about learning — it's about having the right attitude to make the most of every day. |
| **What this looks like** | Being ready at school means you're prepared, both in body and mind, to learn and participate. Here are some examples of what that looks like:<br>• **Arriving on time** to class and activities.<br>• **Coming to school with a positive attitude** and being open to learning, even when things are challenging.<br>• **Being prepared for school**, including having:<br>○ a reading book<br>○ a reading record<br>○ the correct uniform<br>○ PE or Forest School kit<br>• **Listening carefully** to instructions and staying focused during lessons.<br>• **Paying attention** to what is important (our learning) and staying on task.<br>• **Starting tasks quickly** and staying on track without needing reminders.<br>• **Keeping your space organised** so you can find what you need easily.<br>• Asking an adult for support (if needed, once other strategies have been used).<br>• Going to the toilet during break and lunchtimes.<br><br>When you're ready, you help create a calm, focused environment where everyone can do their best. |
| **Exceptions** | **There can be exceptions** or situations where some children might need extra support to follow the rule of "Be Ready." But instead of seeing these as excuses, schools treat them as opportunities to help students succeed in their own way.<br>**Some examples might include:**<br>• **Children with SEND** who may need extra time, reminders, or tools to get organised or understand instructions.<br>• **Students with emotional or mental health needs** who might be overwhelmed or distracted and find it hard to focus.<br>• **Young children** who are still developing routines and learning what “being ready” means.<br>• **Children facing difficult circumstances at home** that affect their ability to bring supplies or get to school on time.<br><br>Rather than lowering expectations, we aim to **support** these children with:<br>• Visual timetables, checklists, or routines<br>• Extra help or support from staff<br>• Flexible expectations and personalised strategies<br>• Encouragement and patience while building habits<br><br>**The rule ‘be ready’ still matters for everyone**, but how children are supported in meeting that rule may look different, and that’s okay. The goal is to help every child succeed, not to expect everyone to be the same. |

| Be Kind | |
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| **Why** | Being kind at school creates a safe, welcoming environment where everyone can learn, grow, and feel supported. Kindness helps build strong friendships, reduces bullying, and promotes a positive and inclusive school community. When you're kind to others, you're also showing respect, to your classmates, your teachers, and yourself. It makes school a better place for everyone and helps you become the kind of person others can trust and rely on. Being kind doesn't just make someone's day; it makes our whole school community stronger. |
| **What this looks like** | Being kind at school shows up in both big and small actions every day. It can look like:<br>• **Including others** in games or group work so no one feels left out.<br>• **Helping a classmate** who's struggling with their work or carrying their things.<br>• **Using kind words** — saying "please," "thank you," or giving a genuine compliment.<br>• **Listening when someone speaks** without interrupting or judging.<br>• **Standing up for someone** if they're being treated unfairly or hurt.<br>• **Respecting differences** and treating everyone with fairness and understanding.<br>• Kindness isn't just about being nice — it's about **caring for others and choosing to do the right thing**, even when it's not the easiest choice. |
| **Exceptions** | Everyone, no matter their age, background, or situation, is expected to treat others with kindness and respect. However, it's also important to understand a few things:<br>**1. Kindness doesn't mean being a push-over**<br>Being kind doesn't mean you have to let others treat you badly or ignore when something is wrong. You can still **stand up for yourself**, **set boundaries**, and **say "no"** — and do it kindly.<br>**2. Everyone has bad days**<br>Sometimes, someone might struggle to be kind because they're feeling upset, hurt, or overwhelmed. That's normal, we all have tough days. In those cases, it's important to talk about feelings and find support, not to excuse unkind behaviour, but to understand it and learn from it.<br>**3. Learning opportunities matter**<br>For younger children especially, learning to be kind takes time and practice. If someone makes a mistake, it can be a chance to **reflect, apologise, and adopt a growth mindset**. At our school we use emotion coaching and restorative conversations through our Thrive approach, to best support all children. |

| Be Respectful | |
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| **Why** | At our school, being respectful means treating everyone with kindness, fairness, and consideration. It means listening when others are speaking, using polite language, and taking care of our school environment. Respect isn't just about following rules — it's about showing that you value yourself, your classmates, your teachers, and your school community. When we are respectful, we help create a safe, supportive space where everyone feels heard, included, and able to learn. People who give respect to others get respect from others. |
| **What this looks like** | Being respectful is about caring for and valuing people, things and differences. In school this includes:<br>• **Listening carefully** when other people speak.<br>• **Following adult instructions** straight away.<br>• Saying **please and thank you**.<br>• Holding doors open for people.<br>• **Greeting** adults and other children.<br>• **Looking after the school environment** and property.<br>• Speaking to other people using a **calm and polite tone of voice**, at a volume that can be heard and looking at the speaker.<br>• Taking turns, cooperating and sharing with others.<br>• **Looking out for each other** (finding an adult if someone needs help, asking other children if they would like to play, involving others in games).<br>• Thinking about what you are going to say and using kind, positive language.<br>• **Respecting differences** — being kind and inclusive to people from all backgrounds and abilities.<br>• **Being honest** and owning up to mistakes in a responsible way. |
| **Exceptions** | **Some children may struggle to follow the "Be Respectful" rule all the time**, but that doesn't mean they're *exempt* from it. Instead, it means they may need **extra support**, **understanding**, and **guidance** to learn what respectful behaviour looks like and how to practice it. Examples of children who might need support:<br>• **Children with communication difficulties or speech and language delays** may struggle with social rules like taking turns in conversation or using polite language.<br>• **Children with sensory processing differences** might find it hard to manage body language, tone of voice, or personal space, which can sometimes come across as disrespectful, even if that's not the intention.<br>• **Children with emotional regulation challenges** might interrupt, talk back, or act impulsively, especially when frustrated.<br>• **Children who have experienced trauma** may have difficulty trusting adults or managing emotions, which can affect how they respond to rules or authority.<br><br>**How we approach this at Woolavington:**<br>• **Teach behaviour;** helping children learn respectful behaviour through modelling, social stories, or role-playing.<br>• **Teach emotions;** through emotion coaching techniques.<br>• **Use positive reinforcement** — praising respectful choices when they happen.<br>• **Create safe spaces for restorative conversations;** where children can calm down, reflect and talk about what happened without shame. |

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| | • **Adjust expectations as needed** — while still keeping the same goal: helping every child grow into a respectful member of the school community.<br><br>So while the **expectation to be respectful applies to everyone**, not every child is starting from the same place, and that's okay. Our school aims to meet children where they are, and help them grow from there. |

**Woolavington Routines**

| **Tracking** | |
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| **Why** | Everyone has a voice and valuable opinion, everyone matters and should be respected. |
| **What this looks like** | 1. Adult says 'tracking' and names the person who should be tracked ('me' if the adult is the one to be tracked).<br>2. Children turn to face the person speaking.<br>3. Children make regular eye contact. |
| **Exceptions** | Certain children who find eye contact challenging.<br>Certain children who are particularly shy (perhaps due to a situation/experience in life) should be given a non-verbal signal to be able to not be tracked. |
| **Count for quiet** | |
| **Why** | In order to listen carefully and before transition times, it is important that everyone is silent so everyone knows the expectations. |
| **What this looks like** | 1. Adult raises hand and begins the countdown verbally and using fingers.<br>2. 'Three' - Children stop their conversations (voices off).<br>3. 'Two' - Children stop what they are doing and hands must be free.<br>4. 'One' – All eyes on the teacher.<br>5. Adult gives non-verbal praise to children doing the right thing throughout (e.g. thumbs up).<br>6. Children track the teacher. |
| **Exceptions** | Reception children will learn this routine from the Autumn Term and may need some more time to adjust. |
| **Tight Transitions** | |
| **Why** | Transition times (moving to another space in the classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet. |
| **What this looks like** | 1. Adult uses Count for Quiet routine (voices away, hands free). Wait for 100%.<br>2. Adult to call pupils' names, who will stand up, tuck their chairs under and remain at their table.<br>3. Once a small group has been identified, the adult will send them to line up at the door in line order.<br>4. Adult to repeat this process until all the children are lined up.<br>5. Children will use the Super Walking routine. |
| **Exceptions** | Moving from one small group to another small group may not always require a tight transition. |
| **Super Walking** | |
| **Why** | Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement. |

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| **What this looks like** | 1. Children line up quietly in their specified line order.<br>2. Adult leads the line (if more than one adult is available, an adult will also be at the back).<br>3. Everyone walks in single file (one behind the other).<br>4. Everyone keeps to the left.<br>5. Calm and quiet (hands by your sides, a whisper). |
| **Exceptions** | Specific children with SEND who may require support or scaffolding. |
| **Active Listening (SLANT)** | |
| **Why** | In order to maximise learning, children must pay attention in class. There are 5 key behaviours for learning that should be demonstrated. |
| **What this looks like** | 1. Sit up.<br>2. Listen.<br>3. Ask and answer questions.<br>4. Nod your head to show you understand.<br>5. Track the speaker. |
| **Exceptions** | There may be specific children with diagnosed SEND who will not respond to being tracked or tracking. |
| **Entering and Exiting Assembly** | |
| **Why** | Assembly time is a quiet time for discussion and reflection. Multiple year groups entering the hall at the same time means that we all have to take responsibility for each other and keep people safe. |
| **What this looks like** | 1. Children enter in lines Super Walking (silence).<br>2. Children sit down in a straight line without talking.<br>3. Children sit with crossed legs, calm and silent (hands in lap).<br>4. Children track the adult leading assembly and active listening (SLANT).<br>5. Adults supporting children 1:1 to stay in assembly, sit with eyes on the children, not the front, modelling expectations and supporting behaviour with non-verbal signals.<br>6. Adult asks children to stand silently and turn in the direction they will be leading out.<br>7. Teachers arrive to collect their class and adult dismisses classes one by one.<br>8. Children exit in lines Super Walking (silence). |
| **Exceptions** | Specific children with SEND who may require support or scaffolding. |
| **End of playtime routine** | |
| **Why** | Having a clear approach will ensure lining up at the end of playtime is quick, calm and quiet, meaning minimal loss in learning time. A calm, consistent transition will help children prepare for learning and regulate. |
| **What this looks like** | 1. Adult blows the whistle, raises hand and says, '5-minute warning'. (Breaktime – 10.40am and Lunchtime 12.50pm)<br>2. Children stop when they hear the whistle, tidy up and move to their lines.<br>3. After 5 minutes, adult blows whistle again, children should be in their lines, ready to move to class.<br>4. Children to promptly walk to their lines.<br>5. Teachers meet their class on the playground and wait for all children to be quiet.<br>6. Children use Super Walking routine to head back to classrooms. |
| **Exceptions** | Specific children with SEND who may require support or scaffolding. |
| **Dinner Hall Routine** | |

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| **Why** | Eating their lunch in a calm, polite manner enables all children to enjoy the downtime of a lunchtime together. It teaches them manners when eating with company. |
| **What this looks like** | • All children use Super Walking to enter the hall.<br>**School Dinners**<br>1. Children line up quietly to collect their hot lunch.<br>2. Children thank the server when receiving their lunch and return to their seat to eat.<br>3. Once finished, children stay at their table and raise their hand.<br>4. Adults to check the child has eaten and send them to the clearing station to scrape plates.<br>5. Children exit the hall calmly and quietly.<br>**Packed Lunches**<br>1. Children find a seat and begin eating.<br>2. Children put all their rubbish into their lunch box once finished (this is so that parents know what their child has eaten when they get home).<br>3. Children stay at their table and raise their hand.<br>4. Adults to check the child has eaten and then send them out to play.<br>5. Children exit the hall calmly and quietly. |
| **Exceptions** | Children who eat away from the main hall.<br>Specific children with SEND who may require support or scaffolding. |
| **Forest School Routine** | |
| **Why** | By having clear expectations for Forest School lessons, we will help to ensure children are safe, independent, and respectful during their lessons. Therefore resulting in successful and purposeful outdoor time at Forest School. |
| **What this looks like** | When getting ready to go to Forest School:<br>1. Adult will count down from 3 to give the instruction that it is time to get ready.<br>2. Children will walk calmly in groups of 4 – 6 to collect their forest school clothes. (e.g. waterproofs, wellies, warm layers).<br>3. Children will change in a quiet and calm manner by:<br>• Sitting down when changing shoes.<br>• Putting clothes neatly their bag or space.<br>• Asking for help if they need it— using kind words and not shouting.<br>• Using a quiet voice whilst changing<br>4. An adult will check children have everything they need: coat zipped, wellies on, hat/gloves if needed.<br><br>Walking to and from the Forest School area:<br>1. When children are ready, they will stand quietly at the lining-up spot<br>2. Children will face the front and use 'super walking' routine to walk to forest school<br><br>Whilst at Forest School:<br>• Children will stay with the group unless an adult says otherwise.<br>• Adults will remind children to respect nature.<br>• Children will not pick leaves or branches from trees.<br>Adults will encourage children to try their best and take turns. |
| **Exceptions** | Some children with SEND may require visual aids or 1:1 support. |
| **Start of day routines** | |
| **Why** | Arriving at school promptly and in a calm manner helps children prepare for learning and ensures learning opportunities are not missed. |
| **What this looks like** | 1. Children arrive on time to school. |

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| | 2. If cycling/scooting, children must dismount their bikes/scooter on entry to school.<br>3. Children walk calmly to their classrooms.<br>4. Teachers greet children at the door with 'good morning *name*'.<br>5. Children greet staff with 'good morning *name*'.<br>6. Children quietly put away their bags, coats and lunchboxes. Children place their water bottle in a box in the classroom.<br>7. Children sit down in their seat as soon as they have entered the classroom and begin the morning task.<br>8. Adult shares Class Dojo, aspirations for the day/week and talks through the visual timetable for the day. |
| **Exceptions** | Children on reduced timetables.<br>Specific children with SEND who may require support or scaffolding. |
| **End of the day routines** | |
| **Why** | Children finish the day on time and in a calm way. |
| **What this looks like** | 1. Adult calls out the following numbers in order for children to follow when lining up: '1' – stand up, '2' – stack your chair, '3' – line up.<br>2. Adults begin to dismiss children promptly at 3:15.<br>3. Adults to stand at the classroom door and say goodbye to each child.<br>4. Children to say 'goodbye *name*' to adults on leaving.<br>5. Children walk calmly out of school to their collecting adult. |
| **Exceptions** | Children going to an afterschool club.<br>Children with permission to walk home.<br>Children in EYFS will need adaptations for the end of the school day routines. |

# Appendix 5: Behaviour for Learning Strategy Staff Guide and Classroom Poster

<table>
<tr><th>Stage</th><th colspan="2">Behaviour Responses and Scripts:</th></tr>
<tr><td>Consistent Positive Behaviour</td><td>Displaying school TRUST Values<br><br>Being a Woolavington Citizen<br><br>Being a role model for The Woolavington Way; being respectful, ready, safe and kind<br><br>Dojo rewards; Linked to Woolavington Way</td><td>Star of the week, Woolavington Citizens award, Woolavington Way Award, Headteacher award, Headteacher stickers, Headteacher postcard home, Lunch time golden table, End of term enrichment afternoon.<br><br>Verbal positive praise, Dojos awarded (House Points), class stickers, Display of work on the proud wall, Digby dog walk or Digby time, Positive message to parents at the end of the day.</td></tr>
<tr><td>1<br><br>Lowest Level misbehaviour:<br><br>Reminder<br><br>Warning<br><br>Last chance</td><td colspan="2">Stage 1 Reminder<br><br>Give clear reminder of the rule that is being broken and why it needs to change, delivered as privately as possible as appropriate to the situation<br><br>e.g. “Please do no use unkind words as they can hurt our feelings. This is a reminder.”<br><br>Stage 1 Warning<br><br>Make the child aware of continued negative behaviour and why it needs to change, delivered as privately as possible as appropriate to the situation.<br><br>e.g. “You had a reminder to stop throwing sand, this is now a warning. It is going in children’s faces and it is not safe. Think carefully about your next choice.”<br><br>Stage 1 Last Chance<br><br>Speak to the child in private, giving them a final opportunity to engage or change their behaviour. Offer a positive choice and remind of previous positive behaviour<br><br>e.g. “This is your last chance. If you would prefer to have a mini movement break first – that helped you to focus last time. Try 10 chair push ups, run on the spot for 10 seconds and 10 star jumps. Then you need to settle to your work”.</td></tr>
<tr><td>2<br><br>Low Level misbehaviour:<br><br>Teacher Sanction & consequence</td><td colspan="2">Teacher sanction and consequence<br><br>-Dojo point removed<br><br>-Child is moved to sit in a different area of the classroom/dinner hall<br><br>e.g. as you have not changed your behaviour after the last chance, you will now lose a dojo point and you must work at a different table to help you re-focus’<br><br>-Child completes any missed learning<br><br>-Use de-escalation techniques of re-direction by asking them what they are eating for lunch, using PACE principles.<br><br>- Level 2 actions are recorded by the class teacher on the School Behaviour Log and followed up with a SeeSaw communication home.</td></tr>
<tr><td>3<br><br>Mid-Level misbehaviour:</td><td colspan="2">Re-set<br><br>If the child has not engaged after the last conversation they must complete a re-set, which is an opportunity to regulate and reflect on their response, not a punishment. This will typically be around 10 minutes, or until the child is calm and ready to engage. This should happen in a quiet and calm space. Staff will support the child to identify their Zone of Regulation and use appropriate strategies to return to a regulated state<br><br>Repair</td></tr>
</table>

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|---|---|
| ***Re-set & Repair*** | Once regulated, the restorative conversation should happen with the same adult, following this guide (questions 3&4 must be used):<br><br>1.What happened?<br><br>2. What were you thinking/feeling?<br><br>**3. Who has been affected?**<br><br>**4. What needs to happen to put it right?** (this may include an apology, but must not be forced)<br><br>5. How do you feel now?<br><br>6. What would you do differently in a similar situation in the future?<br><br>Once complete, the child can return to learning or play activity if during unstructured times. Adult to remain present and continue de-escalation techniques using PACE principles.<br><br>Level 3 actions are recorded by the class teacher on the School Behaviour Log, CPOMS (Level 3) and a Wave 1 letter sent home via SeeSaw or email, sharing concerns about child's behaviour and the importance of working collaboratively to help their child have a positive and successful time at school. ABCC form initiated to help understand triggers and patterns. Zones of Regulation toolbox to be completed.<br><br>If there are two more Level 3 incidents in the same week, the class teacher will again complete the School Behaviour Log and CPOMS (Level 3). The Inclusion Lead will review the Behaviour Log each week and send out **Wave 2 letters** for any child that has had repeated Level 3 incidents in the same week. Parents or carers will be asked to make an appointment with the school to meet with the class teacher and Inclusion Lead to review the triggers for this behaviour, support strategies and discuss any unmet needs. |
| **4**<br><br>**High Level serious misbehaviour:** | **Re-set & Repair supported by SLT**<br><br>A Stage 4 Re-Set will be supported by SLT. The child must complete a reset with a member of staff in quiet space which is an opportunity to regulate and reflect on their response, not a punishment. This will typically be around 10 minutes, or until the child is calm and ready to engage. Staff will support the child to identify their Zone of Regulation and use appropriate strategies to return to a regulated state. Once regulated, the restorative conversation should happen with the same adult, as in Stage 3.<br><br>Adult to remain present and continue de-escalation techniques using PACE principles and emotional coaching techniques. Praise should be given appropriately to recognise when the child has made good choices. If regulated, pupil voice should be recorded to catch child views at this stage to gain more information about triggers and patterns of behaviour from their perspective.<br><br>Level 4 actions are recorded by the class teacher on the School Behaviour Log, CPOMS (Level 4) and a Wave 3 letter sent home via SeeSaw or email, sharing concerns about child's behaviour and the impact of the support and interventions currently in place. Parents/carers will be asked to make an appointment with the school to meet with the class teacher and Inclusion Lead to write a Pastoral Support Plan. |
| **5**<br><br>**Highest Level serious misbehaviour:**<br><br>***Headteacher & SLT involvement*** | **Stage 5 – Highest Level misbehaviour – Headteacher & SLT involvement**<br><br>The most serious forms of misbehavior have the potential to significantly impact the safety and wellbeing of others. Following de-escalation and regulation, a restorative re-set and repair process will be facilitated by SLT. This may result in a **fixed term suspension or permanent exclusion,** agreed by the headteacher.<br><br>Stage 5 incidents require immediate SLT involvement. All Stage 5 incidents are recorded by the class teacher/SLT on the School Behaviour Log and CPOMS (Level 5).<br><br>Parent/carers will be contacted by telephone to inform them of the incident and actions taken. If a Pastoral Support Plan is in place, this will be reviewed. If there is not an existing Pastoral Support Plan, this will be created.<br><br>A Team Around the Child (TAC) meeting will be held to gather views from staff, parents/carers and the child and identify any underlying needs that may not have been fully explored. Coordinated actions will be agreed between home, school and external services. |

| | | |
|---|---|---|
| **Emotion Coaching**<br><br>PACE approach:<br>*Playfulness, Acceptance, Curiosity, Empathy* | **Five steps of Emotion Coaching:**<br>1. Be aware of emotions<br>2. Recognise teaching opportunities<br>3. Listen and validate<br>4. Label emotions<br>5. Set limits and problem solve | **Script examples for regulation:**<br>*"I am here when you are ready."*<br>*"I want to help you."*<br>*"I want to keep you safe."*<br>If the child starts to talk…<br>*"I'm so glad you told me."*<br>*"Thank you for telling me."* |

**Woolavington's Behaviour for Learning**

| Stage | Behaviour Observed | Behaviour Responses |
|---|---|---|
| **The Woolavington Way** | **Be safe Be ready Be kind Be respectful gestures and body** | **Verbal praise, positive language, Class Dojos** |
| **1** | - Low level disruption during lesson<br>- Not on task<br>- Not following instructions<br>- Refusal to complete work<br>- Not looking after school resources and property<br>- Being unkind<br>- Lack of respect<br>- Rough play that could result in physical harm | **1.Reminder**<br>**1.Warning**<br>**1.Last Chance**<br>**Provide lots of opportunities to correct behaviour. Use positive language and specific praise when following the Woolavington Way** |
| **2** | If Stage 1 actions have not changed the behaviour and it persists… | **Teacher sanction and consequence**<br>**Child completes missed learning**<br>**Incident recorded on School Behaviour Log and communication with home** |
| **3** | If the child has not changed their behaviour after the teacher sanction and consequence… | **Re-set & Repair**<br>**ABCC form**<br>**Zones of Regulation toolbox**<br>**Incident recorded on School Behaviour Log and Wave 1 letter/Wave 2 letter** |
| **4** | -Swearing at and/or spitting at staff or peers<br>-Threatening behaviour<br>-Intentional damage to school property or another person's belongings<br>-Endangering themselves or others on purpose<br>-Misbehaviour off site or online<br>-Escalation of incidents from Level 3 | **Re-set & Repair supported by SLT**<br>**Incident recorded on School Behaviour Log and Wave 3 letter**<br>**Pastoral Support Plan** |
| **5**<br>The most serious forms of misbehavior have the potential to significantly impact the safety | -Repeated Stage 4 incidents despite Pastoral Support Plan being in place<br>-Physical aggression and fighting with intent to cause harm<br>-Leaving the school premises without permission e.g. climbing a fence or absconding | **Following de-escalation, a Restorative Re-set & Repair supported by SLT and/or the Headteacher**<br>**Pastoral Support Plan reviewed/created**<br>**Telephone call home** |

| | | |
|---|---|---|
| and wellbeing of others | -Bullying, taunting and teasing behaviour that is persistent, intentional and planned<br>-Discriminatory behaviour such as racism, homophobia or sexualized behaviour<br>-Theft<br>-Deliberate significant damage to school property<br>-Using mobile phones or smart technology during the school day | **TAC Meeting to be held, involving external agencies as appropriate** |
| | **-Violence towards a child or member of staff (physical contact with the intention to cause harm)**<br>**-Possession and or use of prohibited items including offensive weapons** | **Fixed term suspension or permanent exclusion**<br>**Headteacher decision**<br>**Reintegration meeting/TAC to agree plan of action** |

## Appendix 6: Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments that are conducive to learning. Using searching, screening and confiscation appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

**Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

**Searching a pupil**

Searches will be carried out by two members of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. One member of staff will carry out the search and the other member of staff present will be a witness to the search. Where possible the authorised member of staff carrying out the search will be of the same sex as the pupil being searched.

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher/deputy DSLs/SLT, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3 of this policy, but not to search for items that are only identified in the school rules.

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

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

'Outer clothing' includes:

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

**Searching pupils' possessions**

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

- Desks/drawers
- Lockers/pegs
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

**Informing the designated safeguarding lead (DSL)**

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3 of this policy
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on the school's safeguarding system, CPOMs.

**Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

**Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will 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 will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

**Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

**Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

**Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

**Screening**

Woolavington Village Primary School does not currently screen pupils upon entry to the school.

## Appendix 7: Mobile Phone Policy

**1. Introduction and aims**

At Woolavington Village Primary School our Mobile Phone Policy aims to:

- Ensure our environment is mobile phone-free by default
- Ensure the safe, responsible and lawful use of mobile phones, where applicable
- Provide clear guidelines for the use of mobile phones for pupils, staff, parents/carers, visitors and volunteers
- Support the school's other policies, especially those related to child protection and behaviour

This policy also aims to address some of the challenges posed by mobile phones in school, such as:

- Risks to child protection
- Data protection issues
- Risk of theft, loss or damage
- Appropriate use of technology for learning purposes

Note: throughout this policy, 'mobile phones' refers to mobile phones and similar devices.

**2. Relevant guidance**

This policy meets the requirements of section 36 of the Children's Wellbeing and Schools Act 2026, and the Department for Education (DfE)'s mobile phone guidance and behaviour guidance. Further guidance that should be considered alongside this policy includes Keeping Children Safe in Education, which sets out the expectation that all schools should be mobile phone-free environments by default.

**3. Roles and responsibilities**

**3.1 Staff**

All staff (including teachers, support staff and supply staff) are required to actively enforce this policy and challenge any breach of mobile phone restrictions immediately and consistently. Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of, a breach of this policy.

Staff will address any questions or concerns from parents/carers quickly, and clearly communicate the reasons for prohibiting the use of mobile phones.

**4. Use of mobile phones by staff**

The DfE's mobile phone guidance says that staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. All schools should be mobile phone-free environments by default: anything other than this should be by exception only.

**4.1 Personal mobile phones**

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to use their personal mobile phone during the school day, while pupils are present. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staffroom).

There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time, for personal reasons. For instance (this list is non-exhaustive):

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members

The headteacher will decide on a case-by-basis whether to allow for special arrangements.

If special arrangements are not deemed necessary, school staff can use the school office number [01278 683267] as a point of emergency contact.

**4.2 Data protection**

Staff must not use their personal mobile phones to process personal data, or any other confidential school information, including entering such data into generative artificial intelligence (AI) tools such as chatbots (e.g. ChatGPT and Google Gemini). Refer to the School Handbook for more information.

**4.3 Safeguarding**

Staff must not give their personal contact details to parents/carers or pupils, including by connecting through social media and messaging apps. If a member of staff is also a parent or carer to a pupil at the school, any communication relating to school matters should take place through approved school channels (school email, telephone, SeeSaw) and professional boundaries should be maintained at all times.
Staff must avoid publicising their contact details on any social media platform or website, to avoid unwanted contact by parents/carers or pupils.
Staff must not use their personal mobile phones to take photographs or recordings of pupils, their work, or anything else that could identify a pupil. If it's necessary to take photos or recordings as part of a lesson / school trip / activity, this must be done using school equipment.

**4.4 Using personal mobiles for work purposes**

In some circumstances, it may be appropriate for staff to use personal mobile phones or a similar device during the school day in front of pupils for work. Such circumstances may include, but are not limited to:

- Use of multi-factor authentication
- Emergency evacuations
- Supervising off-site trips
- Supervising residential visits

In these circumstances, staff will:

- Use their mobile phones in an appropriate and professional manner, in line with our staff code of conduct
- Not use their phones to take photographs or recordings of pupils, their work, or anything else that could identify a pupil
- Refrain from using their phones to contact parents/carers. If necessary, contact must be made via the school office

**4.5 Work phones**

The Parent Family Support Adviser (PFSA) is provided with a mobile phone by the school for work purposes.
Only authorised staff are permitted to use school phones, and access to the phone must not be provided to anyone without authorisation.
Staff must:

- Only use school phone functions for work purposes, including making/receiving calls, sending/receiving emails or other communications, or using the internet
- Make sure that all communication and conduct linked to the device is appropriate and professional at all times, in line with our staff code of conduct

**4.6 Sanctions**

Staff that fail to adhere to this policy may face disciplinary action.
See the school's staff disciplinary policy for more information.

**5. Use of mobile phones by pupils**

The DfE's mobile phone guidance says that the use of mobile phones should be prohibited throughout the school day.
Pupils must not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes, unless explicitly authorised by a member of staff (for example, for a specific medical reason).
Our school recognizes that some KS2 children that travel to school independently may bring a mobile phone for safety reasons. In these instances, pupils are required to hand in their phone at the school office where it will be put into a named pouch and kept safe until it is collected just before the pupil leaves the school site.
Exceptions will be considered to support pupils with specific medical needs (for example, for diabetic pupils who use continuous glucose monitoring systems that connect to a smart device). In this case, the smart device or phone will be managed by a member of school staff.
Pupils will be taught the risks that are associated with the use of mobile phones, both in school and more broadly, to make sure they understand the decision to prohibit the use of mobile phones

throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Pupils will be encouraged to see a mobile-phone free environment as desirable and valuable.

**5.1 Use of smartwatches by pupils**

The DfE's statutory mobile phones guidance includes in the term 'mobile phones' all devices with communications and smart technology that the school chooses to include in its policy.

Smartwatches are wristwatches with smart technology in them. They can be used to tell the time, send and receive text and voice messages, make calls and listen to music. Some smartwatches have wellness and health-related features.

We aim to ensure a focused, safe, and inclusive learning environment by not accepting the use of personal electronic devices, including smartwatches, during school hours. Smartwatches with a camera or messaging function are **not permitted for use during school hours**, including break and lunch times. This applies to all pupils at Woolavington Village Primary School and is designed to reduce distractions, protect pupil privacy, and promote equality among all.

**Rationale:**

- Smartwatches may cause distraction during learning time through notifications, games, or communication features.
- Some models allow access to messaging, cameras, or the internet, which may pose risks to privacy and safety.
- Wearable devices can contribute to social inequality and peer pressure based on brand or features.

**Implementation:**

- Pupils must only wear watches to school that do not have a camera, messaging function or smart technology.
- The school will not be responsible for lost, stolen, or damaged devices.
- Upon arrival at school, any smart watch is required to be handed in at the school office, to be kept securely for the duration of the school day. However, to avoid loss or damage, we encourage children to leave smart devices at home.
- If a pupil is found using a smartwatch with a camera or messaging function during school hours, it will be treated as a **Level 5 incident** on our Behaviour for Learning Policy.

**Exemptions:**

- Medical exemptions (e.g., smartwatches with health-monitoring functions) may be granted with written approval from the Headteacher.

**5.2 Sanctions**

If a pupil is found to be in breach of this policy, reference will be made to the Behaviour for Learning Policy. Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006). If a mobile phone or similar device is confiscated, it will be held securely and returned to the pupil or parent/carer at the end of the school day.

Staff have the power to search pupils' phones in specific circumstances, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows schools to search a pupil's phone if there is a good reason to do so (such as having reason to believe the phone contains pornographic images, or if it is being / has been used to commit an offence or cause harm to another person).

Sanction given must be reasonable and proportionate. The school will also consider whether:

- There are any relevant special circumstances (for example, age, religious requirements, special educational needs (SEN), disability)
- The pupil's behaviour may indicate they may be suffering, or at risk of, harm. If this is suspected, staff will follow the appropriate procedure set out in Keeping Children Safe in Education. This will include speaking with the designated safeguarding lead (DSL) or deputy,

who will consider whether pastoral support, an early intervention, or a referral to children's social care is appropriate

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

- Making of or sharing nudes and semi-nudes including images that are digitally altered or wholly generated using AI (such as 'deepfakes' or 'deep nudes')
- Upskirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

**6. Use of mobile phones by parents/carers, volunteers and visitors**

Parents and carers are encouraged to reinforce and discuss this policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Parents/carers, visitors and volunteers (including governors and contractors) must adhere to this policy as it relates to staff if they are on the school site during the school day.

This means:

- Not taking pictures or recordings of pupils, unless it's at a public event (such as a school fair), or of their own child
- Using any photographs or recordings for personal use only, and not posting on social media without consent
- Not using phones in lessons, when working with pupils or while children are present

Parents/carers, visitors and volunteers will be informed of the rules for mobile phone use when they sign in at reception or attend a public event at school.

Parents/carers or volunteers supervising school trips or residential visits must not:

- Use their phone to make contact with other parents/carers
- Take photos or recordings of pupils, their work, or anything else that could identify a pupil

Parents/carers or volunteers supervising trips are also responsible for enforcing the school's policy for pupils using their phones, but must refer any proposed sanctions to a member of staff, as they do not have the power to search or confiscate devices.

Parents/carers must use the school office as the first point of contact if they need to get in touch with their child during the school day. They must not try to contact their child on their personal mobile during the school day.

**7. Loss, theft or damage**

Pupils bringing mobile phones to school must make sure that their phones are appropriately labelled, ready to be stored away securely at the School Office when not in use during the school day.

Phones will be placed in a plastic pouch and held securely in the School Office.

Pupils must secure their mobile phones as much as possible, including using passwords or pin codes to protect access to the phone's functions. Staff must also secure their personal phones, as well as any work phone provided to them. Failure by staff to do so could result in data breaches.

Disclaimer: The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to or from school. Signs will be in the school office explaining this.

Confiscated phones will be stored securely in the school office and returned to the pupil or parent/carer as appropriate by a member of SLT.

Lost phones should be returned to the School Office. The school will then attempt to contact the owner.

**8. Monitoring and review**

The school is committed to making sure that this policy has a positive impact on pupils' education, behaviour and welfare. When reviewing the policy, the school will take into account:

- Feedback from parents/carers and pupils
- Feedback from staff
- Records of behaviour and safeguarding incidents
- Relevant advice from the DfE, the local authority and any other relevant organisations

If there are any concerns regarding this policy, these should be brought to the attention of the Headteacher in a timely manner.

## Appendix 8: Restrictive Interventions Policy (including reasonable force and seclusion)

**1. Aims and scope**

At Woolavington Village Primary School we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

This policy aims to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

**2. Legislation and guidance**

This policy is based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

- Section 93 of the Education and Inspections Act 2006
- Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009
- Section 550ZA and section 550ZB of the Education Act 1996
- Equality Act 2010

- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Keeping Children Safe in Education
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025)

This policy also complies with our funding agreement and articles of association.

3. **Definitions**

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- Examples of restrictive interventions could include:
  - Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
  - Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
- Examples of the use of reasonable force could include:
  - A staff member guiding a pupil to safety by holding a shoulder
  - A staff member holding an ankle if a child is attempting to abscond from the school site by climbing a fence
  - Staff breaking up a fight between pupils
  - A staff member restraining a pupil to prevent injury to the pupil, or others
- **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

- Examples could include:
    - A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.
- See section 3.2 of this policy for more information on seclusion.
- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.
- See section 3.1 of this policy for more information on appropriate physical contact.

**3.1 Appropriate physical contact with pupils**

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
    - The pupil's age

- Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
- Whether any alternative strategies that don't involve physical contact can be used

**3.2 Seclusion**

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them [this could be the Sensory Room]
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

**4. Roles and responsibilities**

**4.1 The governing board**

The governing board is responsible for:

- Reviewing and approving this policy
- Ensuring that a procedure is in place for recording and reporting each:
  - Significant incident involving force
  - Seclusion incident
  - Restraint incident
- Taking all reasonable steps to ensure that the procedures for recording and reporting the use of force, seclusion and restraint are followed
- Regularly reviewing and interrogating data on the use of restrictive interventions in our school
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:

- If approaches have been used for some time but haven't been effective
- If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

**4.2 The headteacher**

The headteacher is responsible for:

- Overall implementation and oversight of this policy
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff

**4.3 All staff**

All members of staff are responsible for:

- Making sure they have read and understood the principles of this policy and any other linked policies
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)

- Engaging in follow-up conversation(s) to debrief and reflect on incidents involving restrictive intervention that they were involved in, to help us understand what happened and why

**4.4 Designated safeguarding lead (DSL)**

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see sections 12.2 and 12.3 of this policy)

**4.5 Special educational needs co-ordinator (SENCO)**

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

**5. Acceptable uses of force**

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence

- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary. See section 11 of this policy for information on training and risk assessments.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

**6. Unacceptable uses of force**

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
- Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

**7. Using reasonable force to search pupils**

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only, such as mobile phones.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff. (See Appendix 6 for more detail)

**8. Prevention and de-escalation strategies**

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation. This includes Emotion Coaching and PACE.
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
  - The development of pastoral support plans
  - Zones of Regulation
  - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible

**8.1 De-escalation when a situation arises**

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings and emotion coaching techniques e.g. I wonder if… / I noticed that…
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

- Keeping language simple

## 9. Deciding when the use of restrictive interventions is appropriate

### 9.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 8.1 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

- **Is it necessary?**
  - Are there other more effective, less restrictive ways to manage the situation?
  - Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?
- **Is it proportionate?**
  - Staff should use the **least** amount of force or the **least** restrictive intervention for the **least** amount of time required to reduce the risks
  - If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
  - Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

### 9.2 Pupil and staff welfare

**Pupil welfare**

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil’s dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

**Support following an incident**

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

**10. Consideration for pupils with SEND**

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions. Our school is aware of its duty under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities to avoid disadvantage and ensure they can take part in school life as fully as possible.

We will 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, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

These strategies might include:

- Removing stimuli that may be causing distress to the pupil
- Staff members changing how they communicate with the pupil, such as being more mindful of body language, facial expressions and/or tone of voice

- Helping the pupil express their emotions before getting overwhelmed
- Engaging the pupil in activities to help them regulate their emotions
- Distracting the pupil with familiar objects or activities to redirect their attention

Where appropriate, we will create individual pastoral support plans for pupils with SEND. The plan will be reviewed regularly, and following any significant incident, with the pupil and parents/carers to make sure it's still working well. The plan will:

- Outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging
- Explain the best ways to communicate with the pupil
- In some cases, specify when increased physical contact with staff might be appropriate. These situations will be discussed with everyone involved and clearly written down in the plan

**11. Training and risk assessments**

Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we 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.

**12. Recoding and reporting arrangements**

We have a legal duty to record and report all:

- Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents

**12.1 Recording incidents**

Our school has a clear process in place for recording the incidents listed above.

Staff must record incidents on CPOMS, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

**For significant incidents involving force**, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention

- A clear and brief description of what happened, including:
  - What led up to the incident
  - Any known or potential triggers for the behaviour
  - Any preventative or de-escalation strategies used
  - The type and degree of reasonable force used
  - Witness accounts
  - Details of any physical injuries sustained, if applicable
  - When and how parents/carers were notified
  - Any follow-up actions
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

**For seclusion incidents and restraint incidents**, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Witness accounts
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support
- When and how parents/carers were notified
- Any follow-up actions

**Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.
Completed reports will be kept securely and retained in line with our data protection procedures.

**12.2 Reporting incidents to parents/carers**

When reporting an incident to parents/carers, we will take the following steps:

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. Responsibility for this action usually sits with the class teacher, who knows the pupil and family best. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan and log on CPOMS.

As an exception to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides (see section 12.3 of this policy)

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

And record conversation on CPOMS.

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with a written record of the incident.

**Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

**Following up with parents/carers after an incident**

In line with best practice, we will invite parents/carers to have a follow-up discussion about the incident, where appropriate. For example, the discussion might include:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

**12.3 Reporting incidents to the local authority**

In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides (as outlined in section 12.2), this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.

In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers (unless we deem it unsafe to inform the parents/carers, as set out in section 12.2 of this policy).

**13. Complaints and allegations**

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school website.

We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory

safeguarding guidance Keeping Children Safe in Education.

**14. Monitoring and review**

This policy will be reviewed annually by SLT and the Headteacher.
At every review, this policy will be approved by the full governing body.

**Links with other policies**

This policy links to the following policies and procedures:

- Behaviour for Learning policy
- Child protection and safeguarding policy
- Complaints policy
- Health and safety policy
- SEND policy