



# Behaviour Policy

including suspension & exclusions

## 2023 – 2024

Due for next review in: November 2024

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of our school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)

- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › 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. Mission statement

At Woodside we strive to ensure that our children are happy, confident and aspirational, always trying their best.

Woodside children are encouraged to be respectful, resilient and to take responsibility for their own actions, making positive contributions that are recognised and celebrated by the wider community.

### 4. Our values

Creativity  
Aspiration  
Respect  
Empathy

### 5. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform (including hairstyles and jewellery)

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules (three or more incidents of misbehaviour recorded)

- Any form of bullying
- Any form of sexual violence, assault or harassment, including online
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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 child)

## 6. 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

To prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) at Woodside we:

- Ensure a calm, orderly school environment with clear expectations of acceptable behaviour
- Ensure that our curriculum fosters a sense of responsibility, care, tolerance and respect in our children
- Ensure all adults provide excellent role models, and show care and concern for all children
- Treat all children with equity and respect
- Are available for children, parents, carers and staff to talk to us regarding concerns about bullying
- Take any allegation of bullying seriously and thoroughly investigate allegations of bullying
- Follow the same processes in response to bullying that occurs off school premises or online
- Record, analyse and monitor incidents of bullying (this is done by the Headteacher)
- Have clear sanctions, and steps to these sanctions, which all school staff follow and apply fairly and consistently, and which all children understand
- Support children who have been bullied, and those vulnerable to bullying through caring adults, a strong anti-bullying culture and pastoral support such as anxiety workshops
- Ensure all staff, including trustees, are trained in recognizing and responding to bullying through safeguarding training, updates, bulletins and other relevant training

## 7. Roles and responsibilities

### 7.1 The Trustee Board

The Trustee Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (APPENDIX A)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

### 7.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Trustee Board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

### **7.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for children
- 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 children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see APPENDIX D for a behaviour log)
- Challenging children to meet the school's expectations

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

### **7.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **7.5 Pupils**

Children will be made aware of the following during their induction into the behaviour culture:

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

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

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

## **8. School behaviour curriculum**

At Woodside, children are expected to follow the Woodside Way. This includes:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all children to learn
- Moving calmly and quietly around the school
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

### **8.1 Mobile phones**

Children should not bring mobile phones or smart watches to school. We understand that some children have a phone because they walk to and from school. Any child bringing a mobile phone to school must take it to the main office for safe-keeping during the day and collect it at home time.

Woodside School takes no liability for phones or smart watches that may be lost or damaged.

## **9. Responding to behaviour**

*At Woodside, our response to behaviour takes into account the age and developmental stage of each child.*

### **9.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the behaviour curriculum and/or their own classroom rules
- Develop a positive relationship with children, which may include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

**All staff at Woodside follow our whole school behaviour approach** (see APPENDIX B). This whole strategy is aimed at the majority of Woodside children. Class teachers will work with SLT and pastoral staff to create behaviour plans (see APPENDIX E) for children who may need a tailored approach to positive behaviour in school.

## 9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's misbehaviour 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.

## 9.3 Responding to good behaviour

When a child'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.

At Woodside we use whole school rewards, as well as individual year group of class rewards (see APPENDIX G).

## 9.4 Responding to misbehaviour

When a child'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 recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

At Woodside School we use a clear set of sanctions in response to unacceptable behaviour (see whole school behaviour model APPENDIX B).

Personal circumstances of the child will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort



- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see APPENDIX H for restraints record)
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

## 9.6 Confiscation, searches, screening

Searching, screening and confiscation 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 child's possession as a result of a search will be confiscated. These items will not be returned to the child.

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

### Searching a pupil

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

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

An authorised member of staff of a different sex to the child 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 child; **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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, who is also the Designated Safeguarding Lead. In her absence, this will be authorised by an Associate Headteacher or deputy DSL. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child 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 child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, 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 children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child 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 child the opportunity to ask questions
- Seek the child's co-operation

If the child 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 or Associate Headteachers to try and determine why the child is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, 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 child's outer clothing, pockets or possessions.

Outer clothing includes:

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

### **Searching a child's possessions**

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

- Trays
- Pencil cases
- Bags

A child's possessions can be searched for any item if the child agrees to the search. If the child 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 child's possessions when the child 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 child was in possession of a prohibited item as listed in section 3
- 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 in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 child 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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.

## **9.7 Off-site misbehaviour**

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child 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 child of our school

Sanctions may also be applied where a child 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 child
- Could adversely affect the reputation of the school

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

## **9.8 Online misbehaviour**

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

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

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

## **9.9 Suspected criminal behaviour**

If a child 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 Headteacher (DSL) or deputy DSL 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.

## **9.10 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.

Children 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.

## **9.11 Malicious allegations**

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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 children 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 children.

## **10. Serious sanctions**

### **10.1 Detention**

Detentions (missing part of a break or lunchtime) can be issued by teachers.

Children can be issued with 5, 10 or 15 minute detentions during break or lunchtimes during term time.

At Woodside School teachers will inform the child's parents/carers a detention has been issued.

When imposing a detention, the school will consider whether doing so would:

- Compromise the child's safety
- Conflict with a medical appointment

Detentions are not issued to Early Years children.

## 10.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Children who have been removed from the classroom are supervised by a member of the Senior Leadership Team and will be removed for a maximum of one hour.

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

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

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

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

- Meetings with learning mentors or other relevant coaching/mentoring work
- Use of teaching assistants
- Short term behaviour plans
- Long term behaviour plans
- Work with pupil support units such as TMBSS
- Multi-agency assessment, pupil planning meetings

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

## 10.3 Suspension and permanent exclusions

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.

Behaviours which may result in suspension:

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse

- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

A serious incident, or repeated incidents of poor behaviour, will lead to the child being suspended for a fixed period of time of not more than 5 days. Such a suspension would be in accordance with the legal requirements for exclusion as defined by the Department for Education. Parents/carers have the right to appeal against a suspension and the school would always provide information to parents/carers on how appeal could be activated at the time of the suspension. The local authority is informed and the whole of this process is formally recorded.

If a further serious incident occurs, then the period of suspension may be more than 5 days or permanent. A decision to suspend a child for a fixed period or permanently will only be taken:

- in response to serious breaches of this Behaviour Policy
- once a range of alternatives have been tried and failed
- if allowing the child to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

All support staff work and act within the expectations of this policy but need to refer to relevant teaching colleagues any pastoral/behavioural concerns they may have.

The Headteacher and/or Associate Headteacher will intervene at any stage if the incident is deemed serious.

A serious incident of misbehaviour may result in suspension without the above stages being followed. This can be up to 15 days per term or 45 days in an academic year.

Following any suspension, we will ensure the child is reintegrated carefully by following our Suspension Reintegration Plan (see APPENDIX D).

**Provision will be made for parents to attend meetings remotely where necessary. This also will apply to any other relevant professional such as social workers.**

## **Cancelling exclusions**

The Headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the trustee board has not yet met to consider whether the pupil should be reinstated.

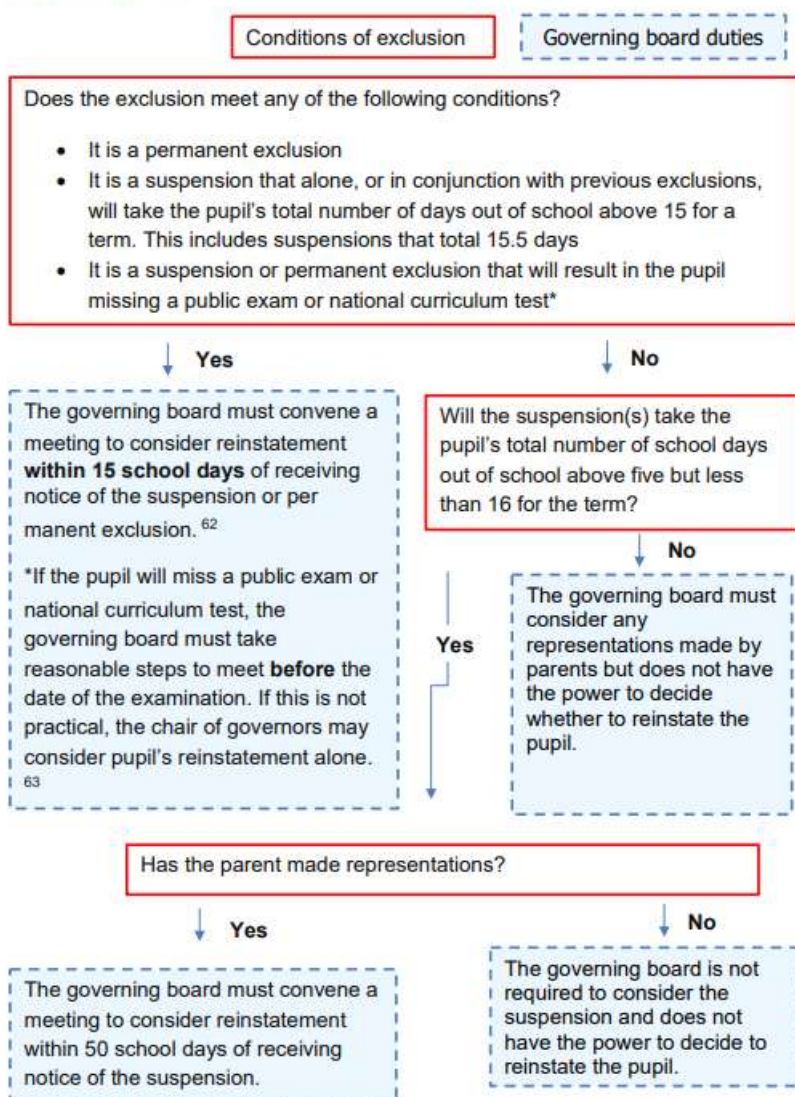
Where an exclusion is cancelled, the Headteacher will notify the parents, the Trustee Board, the LA and the pupil's social worker and VSH as applicable, without delay. This notification will include the reason for the cancellation.

At this point, there is no requirement for Trustee Board to consider reinstatement. The pupil will be allowed back into school without delay.

Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year. A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

The following is taken from the DfE's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England September 2023' document.

## A summary of the governing board's duties to consider reinstatement<sup>61</sup>



<sup>61</sup> Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

<sup>62</sup> The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

<sup>63</sup> The ability for a chair to review in the case of public exams refers only to maintained schools.

## 11. Responding to misbehaviour from pupils with SEND

### 11.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:



- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 child 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.

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

We anticipate and remove triggers of misbehaviour by:

- Ensuring the timetable is tailored to include movement breaks as appropriate
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as ASD
- Use of separation spaces (nurture rooms/safe spaces) where pupils can regulate their emotions during a moment of sensory overload

## **11.2 Adapting sanctions for children with SEND**

When considering a behavioural sanction for a child with SEND, the school will take into account:

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

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

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

## **11.3 Considering whether a child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, 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.

## **11.4 Children with an Education, Health and Care Plan (EHCP)**

The provisions set out in the EHCP 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 child with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

## **12. Supporting children following a sanction**

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school. Strategies may include:

- Reintegration meetings
- Daily/regular contact with the pastoral team or learning mentor
- A behaviour plan with personalised behaviour goals



A member of staff will always have a restorative conversation following a sanction. Questions may include:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought since? How do you feel now?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## **13. Pupil transition**

### **13.1 Inducting incoming children**

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

### **13.2 Preparing outgoing children for transition**

To ensure a smooth transition to the next year, children 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 related to child behaviour issues may be transferred to relevant staff at the start of the term or year.

## **14. Training**

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

- The proper use of restraint
- The needs of the children at our school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **15. Monitoring arrangements**

### **15.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher.

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 children are identified by this analysis, the school will review its policies to tackle it.

## **15.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and Trustee Board least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (APPENDIX A) will be reviewed and approved by the Trustee Board annually.

## **15.3 Complaints relating to this policy**

In the first instance, complainants should follow our school complaints procedure.

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the ESFA after they have completed Stage 3.

The ESFA will not normally reinvestigate the substance of complaints or overturn any decisions made by Woodside School. They will consider whether Woodside School has adhered to education legislation and any statutory policies connected with the complaint and whether they have followed Part 7 of the Education (Independent School Standards) Regulations 2014.

The complainant can refer their complaint to the ESFA online at [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus), by telephone on: 0370 000 2288 or by writing to:

Academy Complaints and Customer Insight Unit

Education and Skills Funding Agency

Cheylesmore House

5 Quinton Road

Coventry

CV1 2WT

## **16. Links with other policies**

This Behaviour Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Anti-bullying statement

## **APPENDIX A**

### **Written statement of behaviour principles**

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

The Trustee Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full trustee Board annually.

## APPENDIX B

### Whole School Behaviour Management Model

*At Woodside we believe that positive behaviour management should reflect the age and developmental stage of each child.*

<b>Outstanding</b>	<b>Working the Woodside way</b>	<b>Verbal warning (time to think)</b>	<b>Stop</b>
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### The behaviour model explained (Years 1 – 6)

<b>Working the Woodside way</b>	Every day we all start here. We want to stay here and, if we move down the line away from here, we want to work our way back. We stay here by following the school rules, working hard, and demonstrating our school values.	When we work the Woodside way, we could get stickers, house points, Star of the Week, Golden Time, etc.
<b>Outstanding</b>	If we do something really special, this outstanding contribution is recognised. We might have worked really hard to overcome a difficulty in our learning over a week, we might have made a contribution to our school or community that we want to celebrate.	Outstanding behaviour might result in a Headteacher sticker, Headteacher Award, an invitation to have drinks and a treat with the HT/AHTs, a Silver Award, Gold Award or a position of responsibility (like being a reading buddy for a younger child).
<b>Verbal warning (time to think)</b>	If we are not working the Woodside way (this could include talking during teacher input, distracting others, not following instructions) an adult will ask us to think carefully about our behaviour and remind us to get back to working the Woodside way. We won't get another reminder.	There is no sanction at this point. We need to get back on track. We won't get any more reminders.
<b>Stop</b>	Following a verbal warning, we have continued to behave in a way that is not acceptable at Woodside School. We might end up here because we have done	Red card detention.

	<p>something very serious such as swearing, hurting someone else, play fighting, refusing to complete homework or being disrespectful to adults.</p>	<p>Detentions may take place at break or lunchtime for either 5, 10 or 15 minutes. The length of detention will depend on the age or developmental stage of the child, as well as the behaviour for which the detention has been issued).</p> <p>Detentions take place in the child's year group and are supervised by an adult in that year group. If a member of SLT is available, they will supervise.</p> <p>If detention takes place at lunchtime, this should be at the beginning of the session and you can go out to play after 15 minutes. You should eat your lunch during detention time.</p> <p>Class teachers are responsible for ensuring children are escorted to detention, and for ensuring parents/carers are made aware that this has happened.</p>
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### **Extreme behaviour**

In addition to the above, a Headteacher will be made aware of:

- Racist, homophobic or other derogatory language
- Extreme rudeness to a member of staff

- Extreme violence towards another child
- Extreme violence towards a member of staff

The Headteacher (or Associate Headteachers' in her absence) must be made aware of extreme behaviour as soon as possible so that they can investigate. The teacher (or other relevant member of staff) should speak to the Headteacher without the child present. The Headteacher will investigate and decide on any further action.

The Headteacher is responsible for determining any further action depending on the incident. Sanctions given could be up to a week of lunchtime detentions, an internal exclusion or, in the most serious cases, a suspension. The Headteacher will notify parents/carers of any sanctions issued and the reasons why.

## APPENDIX C

### Early Years version of Behaviour Management Model

*At Woodside we believe that positive behaviour management should reflect the age and developmental stage of each child.*

<b>Working the Woodside way</b>	Every day we all start here. We want to stay here and, if we move down the line away from here, we want to work our way back. We stay here by following the rules our adults teach us, like using our walking feet, kind hands, etc.	The Nursery and Reception staff will share positive behaviour and achievements with families. Rewards may include stickers and choosing time. If we do something really outstanding, we could get a sticker or award from the Headteacher or Associate Headteachers.
<b>Outstanding</b>	If we do something really special, this outstanding contribution is recognised. We might have worked really hard to overcome a difficulty in our learning over a week, we might have made a contribution to our school or community that we want to celebrate.	
<b>Verbal warning (time to think)</b>	If we are not working the Woodside way (this could include talking during teacher input, distracting others, not following instructions) an adult will ask us to think carefully about our behaviour and remind us to get back to working the Woodside way.	There is no sanction at this point. We need to get back on track. Our adults will help us to think through how we should behave in school.
<b>Stop</b>	Following a verbal warning, we have continued to behave in a way that is not acceptable at Woodside School. We might end up here because we have done something very serious such as hurting someone else, or play fighting.	If we end up here we might have to spend some time with one of our teachers at playtime to talk about how we can improve our behaviour. We might have to miss out on a favourite activity, or go to a different teacher if our behaviour is serious.

## Appendix D: Pupil copy of reintegration plan

Adapt the wording depending on the pupil's age/context and give it to them to keep. Try to keep it to a single page and use age-appropriate language

My name:	My class/form:
Date of suspension:	Date of return to school:
Number of days suspended:	
Why was I suspended?	

My targets	My current score (out of 10)	My target score (out of 10)	How will I achieve this?	When will we check on this?
e.g. Come prepared to work	3	5	Arrive on time and bring all my equipment	3 weeks from meeting

How will the school help me?	Who will help me?	How often will we do this?
e.g. Academic catch-up support for maths. Give as many details as possible	Name of staff member responsible	One hour a week

My comments	My parents' comments	The school's comments

**Signed:**



# E

## Behaviour log

CHILD'S NAME:	
CHILD'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	

CHILD'S NAME:	
CHILD'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment]
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, TRUSTEES, PARENTS, POLICE):	

## APPENDIX F

Woodside School Behaviour Plan			
Child's name:	Child's class:	Start date:	Review date:
Behaviours Causing Concern	Antecedents	Outcomes	
<ul style="list-style-type: none"> <li>› Refusal to follow adult instructions and complete work</li> <li>› Tapping adults/children on the arm which can lead to hitting and hurting them</li> </ul>	<ul style="list-style-type: none"> <li>› Not getting his own way</li> <li>› Doesn't want to complete adult directed tasks</li> <li>› To gain attention/express frustration</li> </ul>	<ul style="list-style-type: none"> <li>› Avoids tasks he doesn't like</li> <li>› Gets attention</li> </ul>	
Specific Observed Behaviour	Strategies to support and or modify behaviour		
I do this	Staff should try this	If this continues, try this	
1. Tap on an arm	<ul style="list-style-type: none"> <li>• Regular and sustained positive interaction every 5-10 minutes</li> <li>• Use distraction</li> <li>• Say kind hands, say use your words,</li> <li>• Say Fred show me or tell me what you need</li> </ul>	<ul style="list-style-type: none"> <li>• Implement safe place strategy</li> <li>• Use one voice, repeated record</li> <li>• Repair and maintain strategies after safe place strategy.</li> </ul>	
2. Shout and refuse to complete my work	<ul style="list-style-type: none"> <li>• Use Now and Next plus reward strategy in class</li> <li>• Use positive behaviour management strategies such as distraction, positive motivators</li> <li>• Offer either or choices and encourage Fred to make a good choice</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adult support to help Fred access the task</li> <li>• Reiterate the either or consequences and implement at appropriate time.</li> <li>• Calm down time</li> <li>• Safe place strategy if needed</li> </ul>	

<b>Behaviour plan review</b>		
<b>Date:</b>		
What's working	What's not working	Action required
1.		
2.		
3.		

Signed (teacher):

Date:

Signed (Parent):

Date:

## **APPENDIX G**

### **Letters to parents/carers about child's behaviour templates**

#### **First behaviour letter**

Date

Dear parent/carers

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in our Behaviour Policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Class teacher name

Class teacher signature

## **Second behaviour letter**

Date

Dear parent/carer

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that he/she is still struggling to adhere to our behaviour curriculum, which is set out in our Behaviour Policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. I will call you or catch you on the playground to arrange the meeting.

Yours sincerely

Class teacher name

Class teacher signature

### Third behaviour letter

Date

Dear parent/carer

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with me, the Headteacher, the **Special Educational Needs Co-ordinator**, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely

Class teacher name

Class teacher signature

## **APPENDIX H**

## **Rewards we use at Woodside**

### **Whole school rewards**

- Positive verbal feedback
- House points (including termly Gold Awards)
- House awards (weekly)
- Star of the Week
- Headteacher stickers
- Headteacher awards
- Invitation to have drinks and treats with the Headteacher/Associate Headteacher
- Positions of responsibility
- Golden time

Teachers will use our whole school rewards but may also individualise rewards to suit their own class. Class rewards may include:

- Stickers
- Raffle tickets
- Star of the Day
- Dojo points
- Certificates



## APPENDIX I

# Woodside School

Record of restraints 2022 - 2023

<b>Name of pupil:</b>
<b>Date, time and location of incident:</b>
<b>Names of staff involved (directly or as witnesses):</b>
<b>Names/classes of any other children involved:</b>
<b>Description of incident by staff involved (including de-escalation strategies attempted, warnings given, etc):</b>
<b>Use of restraint and reason for using:</b>
<b>Follow-up information including disciplinary action, support for children/staff, etc:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>How and when information shared with parent/carer:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Information shared with any other agency:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Report compiled by (name and role):</b> <b>Signed:</b> <b>Date:</b>
<b>Report countersigned by (name and role):</b> <b>Signed:</b> <b>Date:</b>
<b>Report countersigned by (name and role):</b> <b>Signed:</b> <b>Date:</b>
<b>Report countersigned by (name and role):</b> <b>Signed:</b> <b>Date:</b>