



Behaviour Policy
including suspensions and exclusions
2026 – 2027

Due for next review in: Spring term 2027

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Statement of intent

Woodside School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Acceptable User Agreements
- Online Safety Policy

2. Roles and responsibilities

The Trustee Board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Trustee Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health leads will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

On our school, our mental health leads are Simon Clay (families) and Claire Jones (children and staff).

The SENCOs will be responsible for:

- Collaborating with the Trustee Board, Headteacher and the senior mental health leads, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents/carers, the SENCOs and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher
 - Associate Headteacher
 - Team Leaders
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.

Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, vapes or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The Headteacher and Associate Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Headteacher, Associate Headteacher or pastoral team will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

See Appendix A for approaches to managing behaviour including our Behaviour Model.

Serious Sanctions

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.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

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. If behaviour warrants it, the Headteacher may decide on an internal suspension. This will be shared with parents and logged.

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.

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 C).

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.

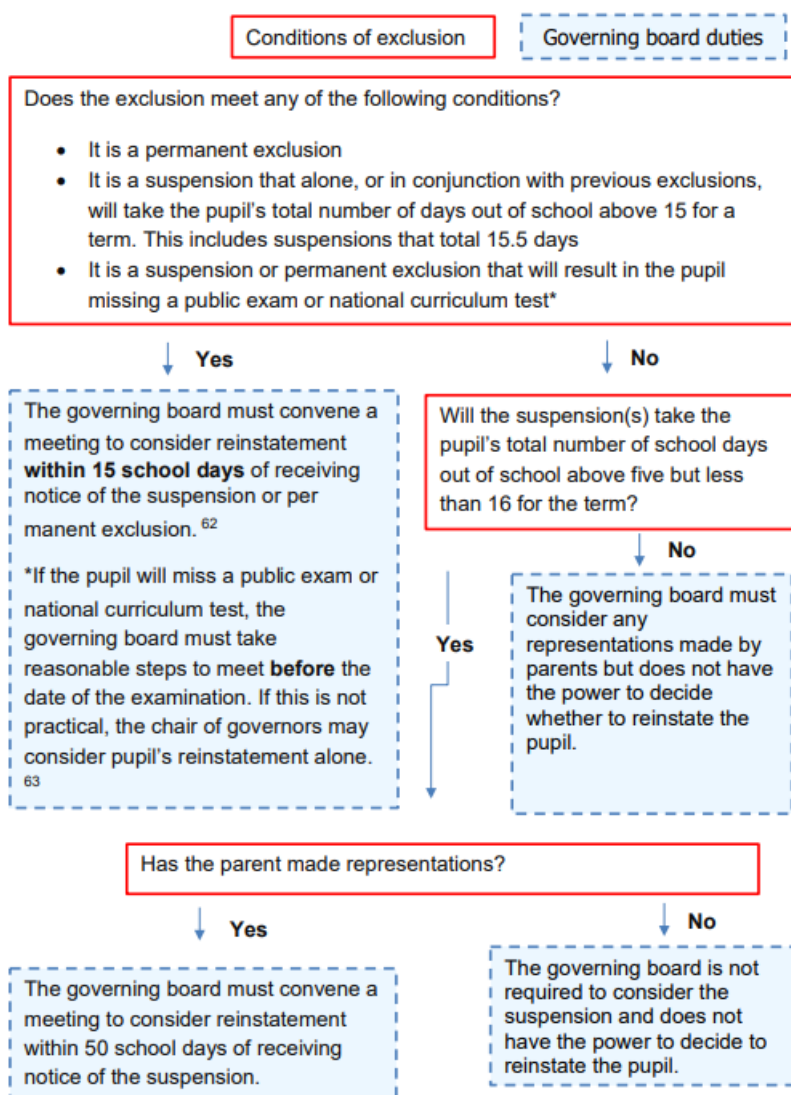
Where an exclusion is cancelled, the Headteacher will notify the parents, the Trustee Board, the LA and the pupil's social worker and VSH as applicable, without delay. This notification will include the reason for the cancellation.

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 2024' document.

A summary of the governing board's duties to consider reinstatement⁶¹



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

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

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

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on

defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

- Providing adequate personal space and not blocking a pupil's escape route (unless this compromises safety of the pupil or others)
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

At Woodside School, members of SLT/pastoral team will always be called if physical intervention may be required.

After an instance of physical intervention, the pupil will be immediately taken to the Headteacher, and the pupil's parent/carer will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher to determine what behaviour necessitates an exclusion, in line with the DfE Suspension and Exclusion guidance.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Records of physical intervention are always kept by the Headteacher.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking, vaping and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke or vape on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Phones are handed in to the office at the beginning of each school day. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Headteacher will determine the proportionate length of time for confiscation.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.

- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. This applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with this policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, trustees, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the Headteacher and Trustees on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

APPENDIX A

Whole School Behaviour Management Model

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

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

Working the Woodside way	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.
Outstanding	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 time, 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/AHT, a Silver Award, Gold Award or a position of responsibility (like being a reading buddy for a younger child).

<p>Verbal warning (time to think)</p>	<p>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.</p>	<p>There is no sanction at this point. We need to get back on track. We won't get any more reminders.</p>
<p>Stop</p>	<p>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 swearing, hurting someone else, play fighting, refusing to complete homework or being disrespectful to adults.</p>	<p>Red card detention.</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>

		Class teachers are responsible for ensuring children are escorted to detention, and for ensuring parents/carers are made aware that this has happened.
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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 Headteacher 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 B

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.

<p>Working the Woodside way</p>	<p>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.</p>	<p>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 Headteacher.</p>
<p>Outstanding</p>	<p>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.</p>	
<p>Verbal warning (time to think)</p>	<p>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.</p>	<p>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.</p>
<p>Stop</p>	<p>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.</p>	<p>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.</p>

Appendix C: 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)	

CHILD'S NAME:	
CHILD'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment]
WHAT HAPPENED?	
WHO WAS INVOLVED?	
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 D

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"> › Refusal to follow adult instructions and complete work › Tapping adults/children on the arm which can lead to hitting and hurting them 	<ul style="list-style-type: none"> › Not getting his own way › Doesn't want to complete adult directed tasks › To gain attention/express frustration 	<ul style="list-style-type: none"> › Avoids tasks he doesn't like › Gets attention 	
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"> • Regular and sustained positive interaction every 5-10 minutes • Use distraction • Say kind hands, say use your words, • Say Fred show me or tell me what you need 	<ul style="list-style-type: none"> • Implement safe place strategy • Use one voice, repeated record • Repair and maintain strategies after safe place strategy. 	
2. Shout and refuse to complete my work	<ul style="list-style-type: none"> • Use Now and Next plus reward strategy in class 	<ul style="list-style-type: none"> • Provide adult support to help Fred access the task 	

	<ul style="list-style-type: none"> • Use positive behaviour management strategies such as distraction, positive motivators • Offer either or choices and encourage Fred to make a good choice 	<ul style="list-style-type: none"> • Reiterate the either or consequences and implement at appropriate time. • Calm down time • Safe place strategy if needed
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Behaviour plan review

Date:

What's working	What's not working	Action required	Who
1.			
2.			
3.			

Signed (teacher):

Date:

Signed (Parent):

Date:

APPENDIX E

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/carers

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 F

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 G

Woodside School
Record of physical intervention 2024 - 2025

Name of pupil:
Date, time and location of incident:
Names of staff involved (directly or as witnesses):
Names/classes of any other children involved:
Description of incident by staff involved (including de-escalation strategies attempted, warnings given, etc):
Use of restraint and reason for using:
Follow-up information including disciplinary action, support for children/staff, etc: •
How and when information shared with parent/carer: •
Information shared with any other agency: •
Report compiled by (name and role): Signed: Date:
Report countersigned by (name and role): Signed: Date:
Report countersigned by (name and role): Signed: Date:
Report countersigned by (name and role): Signed: Date:

