



Woodthorpe CE Primary School

Relational Behaviour Policy

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Signed				Date
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‘Learning and Growing Together to be the best that we can be’

*‘Be strong and courageous for the Lord your God will be with you wherever you go’
Joshua 1:9*

At Woodthorpe, we are committed to creating a safe, nurturing environment where every child’s emotional well-being and development are supported. We place strong emphasis on building positive, trusting relationships — between children and staff, staff and families, and among peers.

This policy has been shaped collaboratively, with input from staff, as well as external professionals in child psychology, mental health, and behaviour support.

We recognise that members of our school community may bring different experiences and perspectives on behaviour. However, this policy is grounded in shared principles that reflect our school ethos. It aims to unite us in a consistent, compassionate approach to behaviour — one that helps every child learn and grow together to be the best that they can be.

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
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) ‘Behaviour in schools: advice for headteachers and school staff’
- DfE (2023) ‘Keeping children safe in education’

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Child Friendly Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- DDAT Child Protection and Safeguarding Policy
- DDAT Suspension and Exclusion Policy
- DDAT Complaints Procedures Policy
- DDAT Staff and Visitors Code of Conduct Policy

Vision and Values

At Woodthorpe CofE School, we believe that **"Learning and growing together to be the best that we can be"** begins with caring for one another and our environment. As a small school with a strong family feel, and links to our local community, we are committed to nurturing every child's emotional wellbeing and personal development. We work in partnership with families, staff, governors, and external professionals to create a consistent, compassionate approach to behaviour.

We believe that every child deserves to learn in an environment that is safe and where everyone in our school community feels cared for, listened to and positively supported to achieve their best. Through our school's **'CARE code'**, we model positive behaviours and guide our children with empathy and consistency. We recognise that families may bring different experiences and perspectives, but we strive to be united by shared principles that reflect our ethos and Christian foundation.

We want everyone involved with our school to follow our **CARE code** and demonstrate :

Care - We show Christian values in all we do.

We treat everyone with kindness, respect, and compassion. We care for our school, our community, and ourselves, just as Jesus taught us.

Aspire – We aim high and believe in ourselves.

We set goals, work hard, and never give up. We support each other to grow and achieve, becoming the best we can be together. / We listen, contribute, and take part in learning and school life. We help others and grow together as a community.

Resilient – We keep going, even when things are tough.

We learn from mistakes, bounce back from challenges, and trust that God will be with us.

Enjoyment – We join in and make the most of every opportunity.

We listen, contribute, and take part in learning and school life. We help others and grow together as a community.

Our school behaviour curriculum:

Our practice is aligned with current research and theory from the fields of attachment and trauma, behaviour and on effective support for personal development. These approaches are based around the principles that:

- All behaviour is a form of communication.
- Emotions matter to learning.
- Positive Relationships: We prioritise building positive relationships between staff, children, and families. We aim to create a secure base for our children, where they feel valued, respected, and supported. By fostering a sense of belonging and trust, we can create an environment where children can develop healthy attachments.
- Emotional Regulation: We understand that children who have experienced trauma may struggle with emotional regulation. Our staff are trained to recognise signs of distress and respond appropriately. We provide tools and strategies to help children manage their emotions effectively, promoting self regulation and resilience. We have
- Sensory Considerations: We recognise that sensory experiences can significantly impact a child's behavior and well-being. Staff receive training around sensory input

and are encouraged to carefully consider the classroom environment and learning spaces to be sensory-friendly, with a focus on lighting, noise levels, and visual stimuli. Each classroom has a designated space to support self-regulation, and staff are aware and respond to children's sensory needs by providing breaks and calming areas when necessary.

- **Social-Emotional Learning:** We have a strong focus on social-emotional learning in our curriculum to support children to develop empathy, self-awareness, and positive relationships. Through activities, discussions, and role modelling, we help children develop essential social and emotional skills that positively contribute to their overall well-being and behaviour.

Emotional Awareness and Recognition

At Woodthorpe, we teach children about the brain's role in emotions and behavior: The *Colour Monsters* by Anna Llemas is a key text that is used throughout school to help children understand and recognise their emotions from a young age.

Dr. Dan Siegel's Hand Model is a simple way to explain how our brain works, especially when we're stressed or overwhelmed.

- **Wrist** = spinal cord
- **Palm** = brainstem (controls basic survival functions)
- **Thumb** = limbic system (handles emotions)
- **Fingers folded over** = prefrontal cortex (helps us think, make decisions, and stay calm)



When we're calm, all parts of the brain work together. But when we get upset or stressed, we "flip our lid" — the fingers lift — showing that the thinking part (prefrontal cortex) disconnects from the emotional and survival parts. This can lead to impulsive or reactive behavior.

This model is especially useful in schools to help children and adults understand their emotions and behavior, and how to manage them better.

By teaching this model, we promote emotional literacy and self-regulation, helping pupils recognise when they are dysregulated and use strategies to calm and reconnect their “thinking brain.”

Zones of Regulation

At Woodthorpe, we follow the Zones of Regulation which is highly beneficial for supporting positive behaviour and emotional development. It provides children with a shared language to identify and express how they're feeling, helping them understand that all emotions are valid but some behaviours need managing. By teaching pupils to recognise which “zone” they are in — blue, green, yellow, or red — and equipping them with strategies to regulate themselves, schools can reduce incidents of dysregulation and improve readiness to learn. It also fosters empathy, self-awareness, and resilience, particularly for pupils with additional needs or social-emotional challenges.

- **Blue Zone:** This zone represents feelings of sadness, boredom, or tiredness. Children learn that activities such as deep breathing, stretching or taking a break can help them feel more engaged and energised.
- **Green Zone:** The Green Zone indicates a state of calm and readiness to learn. Children are encouraged to maintain this zone through regular positive reinforcement, self-care practices, and engaging in classroom activities that promote focus and well-being.
- **Yellow Zone:** This zone includes feelings of frustration, anxiety, or excitement. Strategies such as using calming tools, taking a short walk, or practicing mindfulness techniques are introduced to help children manage these heightened emotions and return to a more balanced state.
- **Red Zone:** The Red Zone signifies extreme emotions like anger or terror. Children are taught to use strategies like seeking immediate support from a teacher, practicing relaxation techniques, or engaging in physical activities to help de-escalate and regain control.

We have linked the Zones to the vocabulary and visual representation of the Colour Monsters.

Resources are displayed throughout the school environment and each classroom has a Zones area, with a toolbox and resources to help children identify and manage their emotional states. Throughout the day, children have the opportunity to emotionally 'check-in,' allowing them to recognise and articulate their feelings. We encourage children to express their emotions by saying "I am feeling ..." rather than

"I am ..." This practice helps teach them that emotional states are dynamic and never 'fixed'.

Clear boundaries, expectations and routines

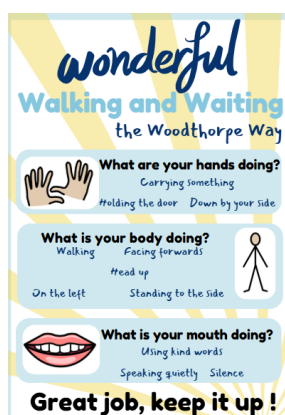
'The standard you walk past is the standard you accept.' (Paul Dix)

Children and adults respond well to clear routines. Having clearly defined rules, routines and rituals helps to remain consistent on 'difficult days' and provides security. Children feel safe and secure when there is predictability.

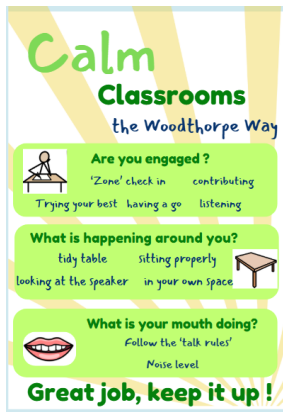
At our school, behaviour expectations are rooted in the principles of our CARE code, which promotes Care, Aspire, Resilience, and Engagement.

At Woodthorpe, we use the mantra **"Are you showing you care?"** or **"Are you demonstrating our Care Code?"** to guide behaviour in class and around the school. These phrases remind everyone—staff and students alike—of our shared expectations: to act with kindness, respect, and responsibility. Whether it's helping a friend, listening to a teacher, or making thoughtful choices, we encourage behaviours that reflect care for ourselves, others, and our environment. This simple, consistent language helps build a positive, supportive school culture where everyone feels safe and valued. Consistent routines provide structure, especially on challenging days, and reinforce a predictable environment where children feel safe. Positive reinforcement is used to "catch" learners doing the right thing, helping embed the CARE values in everyday behaviour and encouraging children to express themselves respectfully and responsibly.

An essential element of our behaviour system is the modelling and highlighting of our daily routines:



Wonderful Walking



Delightful Dining



Calm Classrooms

These need to be explicitly taught and rehearsed, formally and informally, so that everyone is clear of the expectations. Learners are to be caught doing the right thing e.g. positive reinforcement to help embed the rules, routines and rituals. All staff around school give consistent reminders of these routines.

Coming into school

How the day starts sets the tone for the rest of the day. At Woodthorpe, we firmly believe that all children should receive a warm and calm welcome as they enter school. Senior leaders, and class teachers will be on the main gate each morning to greet children and their parents as they arrive at school. A whistle is blown at 8.40 and children line up and are greeted by the class teacher who walks the class into school. Children are settled and ready to engage in learning at 8.45.

Coming in from playtime and lunchtime

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn.

Ending a playtime

1. Whistle is blown
2. All children are to stop what they are doing and stand still
3. Instruct children to line up in their allocated place* in alphabetical order which is practised through the year.
4. Children enter school one class at a time.

*Remind children of the 'lovely lines' mantra. Are we safe? Are we ready?

Younger children in EYFS may need additional support to help them line up e.g. operating a class line register.

Movement in and around school

All movement in and around school should be purposeful and noise levels should be kept to a minimum. Staff should see that all children are suitably supervised when moving around the school. staff should regularly remind children about 'wonderful walking' when moving through the school in large groups/classes.

Recognition and Appreciation

Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.' (Paul Dix)

At Woodthorpe we celebrate childrens achievements. We use Class Dojo to celebrate childrens learning through photos, videos and explanations which we share with parents on the children's class page or directly.

Every child is also a valued member of a **House Team**, where they can earn points not just for individual accomplishments, but for showing kindness, effort, and positive behaviour. These points contribute to their House's total, encouraging children to **work together as a team** and support one another.

This collective approach builds a strong sense of community and shared responsibility. House points are celebrated during worship, and at the end of each term, the team with the highest total enjoys a special enrichment opportunity as a reward for their teamwork and dedication.

Children can earn house points for demonstrating:

- Daily habits e.g. remembering to bring in their book bag (age and stage appropriate)
- Behaviour linked to the school routines e.g. walking safely through school, delightful dinner times.

- Behaviour linked to the school's 'CARE code' e.g. tidying up, saying thank you, demonstrating care for others.
- Learning behaviours e.g. using a new word.

In addition to this, there is a Wow Wall, showing we CARE' in the corridor of school.

When staff see children demonstrating a positive behaviour, they are to acknowledge this on the board.

It is important that:

- children are recognised for effort, not achievement
- That the Wow wall celebrates a range of achievements not just academic ones and there is a short explanation as to why the child is on the wow wall.
- teaching staff pursue the behaviour they want by chasing it hard and reinforcing it enthusiastically

We have a weekly Celebration Worship held with the Headteacher every Friday (or a member of SLT / pastoral team in her absence). Teachers are able to nominate children from their class and will give a summary of their reason for nomination. Children will be presented with a certificate and sticker and parents are invited in to see their child receive the award. The children's names are then published on the school's main Class Dojo page. Teachers are to ensure that all children in the class receive a nomination over the course of the year.

As a class, children and adults may also decide on a specific area linked to our school CARE code that they would like to improve collectively e.g. Resilience if they have been finding a particular topic or scheme of learning challenging. This will also be mentioned in worship as a class that cares.

Where a child has gone 'over and above' with their learning or by their actions, they can be sent to see the headteacher. The child will receive a headteacher's sticker and the teacher or headteacher will inform parents via a dojo message.

Responding to behaviour incidents in a relational way

At Woodthorpe, we endeavor to deal with the majority of behaviour incidents with prompt and pro-active support in relational way.

At Woodthorpe, we do not:

- refer to behaviour and/or emotions as positive (good) or negative (bad)
- use shame or punitive consequences
- shout (there is a clear difference between a raised voice and shouting as this is a loss of control Although shouting must not be used as a classroom management

technique, there may be occasions when it is necessary to use a raised voice i.e. to be heard on the playground etc).

Instead, we:

- refer to behaviour as wanted or unwanted in the correct context
- express our displeasure with the action and never the child i.e 'That was an unkind thing to do because...' and not 'You are an unkind boy'
- praise in public
- reprimand in private
- use consequences that focus on reflection, learning and growth

Emotion Coaching

Emotion Coaching is a powerful approach that helps children understand and manage their emotions. It teaches them to recognize what they're feeling, why those emotions arise, and how to respond in healthy, constructive ways. Especially during emotionally intense moments, Emotion Coaching provides guidance that can lead to more positive behavior and emotional resilience. All staff aim to use emotion coaching wherever possible to support a child.

Core Principles of Emotion Coaching:

- Awareness: Tuning into the child's emotional state.
- Connection: Viewing emotional moments as opportunities for closeness and learning.
- Empathy: Listening with understanding and validating the child's feelings.
- Expression: Helping the child name and articulate their emotions.
- Guidance: Setting boundaries while exploring strategies to address the situation.

To support children with more complex emotional needs, Emotion Coaching can be complemented by:

- ELSA-trained staff (Emotional Literacy Support Assistants), who provide targeted emotional support.
- P4YP (Preparation for Young People) programs, which offer structured interventions.
- Forest School, promoting emotional regulation through nature-based learning.

- Play Therapy, which allows children to express and process emotions through play in a safe environment.

Our Graduated Approach to Behaviour

The following chart is a guide to help staff respond to behaviour incidents in school consistently. When looking at the chart, the age and stage of the child and the context of the behaviour incident are always important to consider.

	A <i>(lacking thought)</i>	B <i>(lacking care)</i>	C <i>(lacking empathy)</i>	D <i>(lacking safety)</i>	E <i>(intentional harm)</i>
	<i>low level unwanted behaviour</i>		<i>serious unwanted behaviour</i>		
	Mistake Ill-judged Careless Impulsive	Disruptive Rude Unkind	Antagonistic Ignorant of others Danger play <i>(e.g game that has escalated)</i>	Negligent <i>(element of planning)</i> Dangerous Aggressive	Violent Abusive Criminal Planned or malicious
Input from	Classroom teacher	Classroom teacher	Classroom teacher/ SENCO	SENCO / SLT / Other professionals	Headteacher / LA / MAT
Log on CPOMS?	No	No	Yes	Yes	Yes
Parental involvement?	No	Informally on the gate by teacher / Dojo	Yes	Yes	Yes
Action	'Nip in the bud' 'Benefit of the doubt'	Classroom level (reminders, modelling)	Focused input (/1:1 coaching) Nurture/ELSA	Risk Assessment / Child Centered Plan	In-Year Fair Access protocol / Consideration for exclusion*
Steps on the Graduated Approach	1, 2, 3	4,5	4,5,6	7	7
Repeated presentations of A and or B behaviour may lead to escalation of support and intervention alongside our Graduated Approach to Behaviour					

NB: Some teacher discretion is always required e.g. there is a significant difference between a Reception child hitting another child over a toy V a Year 2 child involved in a fist fight with an intention to cause harm. • *At Woodthorpe, we believe that all behaviour is communication, and our focus is on understanding and supporting our children. Exclusions are only considered as a last resort when we need to enhance provision.

The following table is a guide to help staff respond to behaviour incidents in school consistently. When looking at the table, the age and stage of the child and the context of the behaviour incident are always important to consider.

REMINDER – REDIRECTION – CO-REGULATION – REFLECTION

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Steps		Actions
1	Redirection	A cue in the form of a gentle encouragement (a ‘nudge’ in the right direction) • <i>Cue name: “Bob – all okay?”</i> • <i>Re-focus child: Child’s Name, I would love to see that super work when you are done.</i> • <i>Distraction/ Redirection: Child’s name– please pop next door and ask Miss if I can borrow a xxx – Thanks.</i>
2	First verbal reminder	A reminder of our– <i>CARE code</i> - delivered privately wherever possible. Make explicit the expectation, e.g. I am expecting you to...(not talk when I am talking etc.) • <i>Offer of support: “Are you okay?”</i>
3	Second verbal reminder ***** Co regulation support	A second reminder of our - <i>CARE code</i> - delivered privately wherever possible. Make explicit the expectation followed by the natural consequences e.g. I am expecting you to complete this work, if you don’t complete it during our lesson you will need to finish it off when it’s play time. When children don’t use kind hands they need to play separately from others so everyone can be kept safe. • <i>Direct the child to support: I think choosing an activity from our regulation basket might help you</i> • <i>Direct an adult or give extra support: Staff member, could you see if child’s name needs help with.....? / Could you help them to do some deep breathing</i> • <i>Wondering question: Child’s name, I’m wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”</i>
4	Safe space to regulate (Calm Corner in classroom) ***** Co regulation support	Take the child to the calming corner (where no conflict with other children would occur) for 5 minutes. Direct them to resources to help them to regulate. Or Give the child the appropriate consequence to their action. Teacher may keep the child in for a few minutes at break time to have a restorative conversation or task. Micro-Script • <i>I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...)</i> • <i>This breaks our school rule of ...</i> Validate the emotion and prompt the child to choose a regulation resource from the basket. • <i>I sometimes feel... and ... helps me (e.g. squeezing a fidget toy hard) • I think you need a break and then we can work this out together, I’ll come and help you in 5 minutes</i>

		• <i>Remember, you are safe and I am here for you.</i> If the child's emotions and behaviour are regulated, return to main class teaching in 5 minutes.
5	* Safe space to regulate <i>(Regulation Station in corridor)</i>	Take the child to the Regulation Station in the corridor or outside (where no conflict with other children would occur) for 10 minutes. Here, they will have access to more resources/activities to support with regulation e.g. weighted blanket. Direct them to resources to help. Micro-Script • <i>I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...)</i> • <i>This breaks our school rule of ...</i>
6	SENDco	Support from the Welfare Officer should be requested and the child supported with 1:1 coaching in the Green Room or Outside. It is important that teachers manage as much of the behaviour in their class as is appropriate. Children should see their teachers as being responsible and managing the behaviour in the classroom. Teachers should be aware of the subtle message they are sending to children if they constantly refer behaviour incidents to other staff to deal with.
7	SLT /Swap with other staff.	If there is still no improvement then the child is to supported by a member of SLT.

*Where behaviour poses a risk or hazard to the safety of an individual or a group (categorised as D and E), the incident must be immediately directed to a member of SLT and recorded on CPOMS. Examples being: assault on staff/peers; any form of bullying; possession of an offensive weapon; sexual violence/harassment; criminal activity; theft; possession of controlled substances; possession of any prohibited/restricted items (alcohol, tobacco, pornographic images, fireworks, psychoactive substances)

- If behaviour results in physical or verbal abuse towards a teacher/adult a record of the physical or verbal abuse should be clearly indicated on the CPOMS entry and categorised.

- If physical intervention of any kind is required then a **'Physical Intervention Form'** record should be completed as soon as possible and alongside CPOMS and uploaded as an action alongside the incident recorded.
- Any other incident resulting in injury should be recorded on an Accident Form.

Playground behaviour

Our CARE code should be embedded during playtime and lunchtimes.

It is important that staff involved in supervising playtimes and lunchtimes model positive play. The environment plays a key role in supporting and extending children's development and learning.

At playtimes, the escalated process within the classroom should be followed. If implementing Step 4 / 5 children will have reflection time in the gazebo or with an adult on duty.

All lunchtime staff, including midday supervisors, are responsible for dealing with behaviour issues during lunchtime. At lunchtimes, the graduated response to behaviour should be followed. If implementing Step 4/5 lunchtime supervisors will record the incident and report to the class teacher at the end of break.

Restorative Practice

'A dysregulated adult cannot regulate a dysregulated child.'

(Dr. Bruce Perry)

Restorative Practice can provide a structure to help teach children how to manage situations differently. It aligns with the work of Dr Dan Siegel who emphasises the importance of connection before correction.

Restorative practice creates opportunities for individuals to engage in open and honest dialogue, express their feelings and needs and listen to others with empathy and respect. Our role is to help children to understand their emotions and find healthier ways of dealing with their feelings:

'All feelings are welcome, all behaviours are not.'

Prior to engaging in a conversation with a child following a behaviour incident, it is essential that the adult is regulated: only when individuals feel connected and supported are their brains more receptive to learning, problem-solving and regulation of emotions. It is important that members of staff involved in behaviour incidents should be involved in the restorative follow up wherever possible.

The use of consequences

The consequences we use at Woodthorpe always have a clear link to the incident and help the child to learn how to behave more appropriately should a similar situation occur - tailoring this to the needs of the individual.

Expectations and consequences should be age-appropriate and developmentally appropriate for the child. For example, consequences for younger children may be less severe than those for older children. Additionally, consequences may be adjusted based on the individual needs of a child, such as providing additional support for children who struggle with regulation or have experienced trauma.

Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child safe. At Woodthorpe, this may include:

- increased staff ratio
- slight changes to the school day/timetable
- arrangements for access to outside space
- child escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child upon return).
- co regulation between adult and child

Educational consequences: These are **learning-based responses** to behaviour. The goal is to help the child understand:

- **Why** the behaviour was inappropriate or unsafe,
- **What** impact it had on themselves or others,
- **How** they can make a better choice next time.

Examples:

- A restorative conversation after an incident.
- Writing or drawing about what happened and how to repair the situation.
- Practising a better way to handle a similar situation in the future (e.g. role-play).
- Discussing emotions and triggers with an adult (e.g. ELSA or pastoral staff).

Purpose: To teach and support emotional growth, not to punish.

We use these to teach, encourage, support and motivate the child to behave differently next time through a better understanding. Examples include:

- providing the child with an opportunity to 'put things right' through a restorative process e.g. writing an apology letter/drawing, tidying up if they have made a mess
- ensuring the child completes the interrupted task
- rehearsing/modelling situations through social stories and providing educational opportunities for the child to learn about the impact of certain actions and behaviours

Universal regulation strategies

At Woodthorpe, we recognise that our emotional states naturally fluctuate throughout the day. By embedding opportunities for recognition and regulation of our feelings and emotions throughout the day, we support both children and adults in maintaining emotional wellbeing.

Teachers actively teach and reference the Zones of Regulation and strategies such as deep breathing, and sensory breaks. Universal provisions like calming corners and breakout spaces are available across the school to offer safe, supportive environments for self-regulation.

Referral to SENCO

Early intervention is imperative for addressing both active and passive behaviours and to ensure that low level difficulties are addressed early on. All staff are responsible for recording any behaviour concerns on CPOMS. CPOMS cases are reviewed daily by the DSL/DDSL and tagged into a behaviour sub category e.g. hitting. When opening a new concern, the following information is important: what, when, where, with whom and why.

The earlier we can have collaborative discussion and work out what the behaviour is telling us to inform next steps the better. Any open cases are MyConcern are reviewed and discussed by members of SLT and the Pastoral Team during weekly Welfare Meetings. The child may be referred to the SENCO/Welfare Officer for additional support and intervention if their behaviour continues to be a concern.

There will be a focused phase meeting half-termly for teachers to share and discuss any behaviour concerns in their class. In addition to this, teachers and support staff will attend a termly Pupil Progress meeting with SLT where behaviour concerns will be discussed in more depth. These meetings will help identify any additional support and interventions to support children facing emotional or behavioural challenges, for example ELSA and Nurture.

When we notice an increase in distress (frequency / intensity) and need to prioritise safety and security, the SENCO will form a Child Centered Plan in collaboration with teaching staff, key support and parents to meet

the specific needs of each child. Child Centered Planning meetings are an effective process to gather information about what the child's behaviour might be communicating and begin a collaborative problem solving process. The meetings help foster a sense of togetherness and that parents and staff know that they are being heard, that their own feelings are validated and that they matter.

Making time to reflect and planned observations prior to meeting help to give a more insightful perspective on the issue. Prior to the meeting, the SENCO, with input from staff and parents, will consider the child's:

- Stage of development
- The state they function the most from (terror, fear, alarm, alert, calm)
- Recovery time
- Presenting needs
- Hidden needs
- Strengths and skills
- What is working well
- What is not working well

Review meetings will then take place half termly, led by the SENCO. External resources and professionals may be involved to provide targeted support if necessary.

During a time of crisis, it is important that the child is set up for success and not failure. A sense of accomplishment that the child experiences adds towards a sense of self/self-esteem. The rewarding feeling of doing well can give the child the motivation to keep going and to keep trying.

Supporting children with additional needs

As a school, we recognise each child as an individual and as such, there will be small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers, with support from the SENCO, will exercise their professional judgement in order to manage children's behaviour in line with their needs and stage of development.

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

We will aim to anticipate likely behaviour triggers and put in place support to prevent these, considering the specific circumstances and requirements of the child concerned. Reasonable adjustments and timetable adaptations will be implemented where appropriate, for example:

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

Roles and responsibilities

The governing board has 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, 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 Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher is 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 behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary actions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with

SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.

- Supporting behaviour in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND.
- Supporting subject teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related 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 children in their class.
- Taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.

- Supporting children 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 child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

- o SENCO.

- o Headteacher.

- o Welfare Officer.

Children are responsible for:

- Following the school's rules.

- Reporting any behaviour concerns to a member of staff.

Parents are 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.
- The behaviour of their child(ren) outside of school and in the wider community.

Physical intervention

In line with the DDAT Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent children 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. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the DDAT Suspension and Exclusion Policy.

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

The headteacher must be immediately informed of any incidents requiring physical intervention and the school's physical restraint incident form must be completed and the incident recorded on MyConcern.

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's procedures for handling child-on-child sexual abuse and harassment are detailed in the DDAT Safeguarding and Child Protection Policy.

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 recurrence. 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 children 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.

Prohibited items, searching children and confiscation

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item that has been, or is likely to be, used:

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

Suspension and exclusion

Woodthorpe believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. The DDAT Suspension and Exclusion policy outlines the procedures that may be implemented if a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the child or others in the school.

We have specific rules being enforced on the grounds of health, welfare and safety

A. Food and drink

Children will obtain fruit through the National Fruit Scheme. Other than fruit, packed lunches, a water bottle and food for special class treats and celebrations, no food of any kind should be brought into school (unless on medical grounds) including sweets and fizzy drinks.

B. Jewelry

One small pair of stud earrings/huggie earrings and items of religious significance are the only items of jewelry which may be worn at school and these must be removed at home by parents/carers on allocated P.E days. Teachers are not to assist children with the removal of jewelry. Any articles removed in school should be stored safely by the teacher for the duration of the lesson. School will not take responsibility for any lost or damaged items of jewelry.

C. PE Kit

Correct PE kits must be worn to school on children's allocated PE days, as outlined in the School Uniform policy.

D. School clothing

Parents are expected to send their child into school wearing the correct school uniform, as outlined in the School Uniform policy. To support with the looking after of school books, all parents/carers are to provide their child with a Woodthorpe book bag. Parents are responsible for naming all items of school clothing.

E. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Parents are advised to bring school money in a sealed envelope with their child's full name and class written clearly on the front.

F. Mobile phones and Smart watches with cameras

Mobile phones and smart watches with cameras are not permitted in school.

Home and school links

There will always be prompt communication between school and home on matters causing concern. The role of the parents/carers in positively supporting their child's behaviour is vital and is one of the strongest links that the school can make. At Woodthorpe, we will emphasise this duty regularly during the time that a child is in school. We use a range of communications to parents/carers, including Class Dojo,

letters, school website, information booklets, newsletters, workshops, classes and meetings. We work hard to involve parents/carers in the life of the school and in reinforcing a good home-school partnership. We rely on parents to set good behaviour examples at home for children to follow at school. A signed home/school agreement will be shared during all pupil induction meetings with parents to reinforce the essential relationship between home and school in supporting a child's education including their behaviour.

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 children to participate in creating the culture of the school. 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.

Behaviour outside of school premises

The school may act in relation to behaviour incidents outside of the school premises, including conduct online, when the child is:

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

The school may also act in relation to behaviour incidents outside the school premises, including conduct online, that:

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

In all cases of behaviour incidents outside of the school premises, the school will only act once the child 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 children from the school are taken very seriously and will be dealt with in accordance with the DDAT Complaints Policy.

Parents / Carers

Parent/carer involvement is welcomed and encouraged at Woodthorpe and we will seek their support in understanding and reinforcing the language used at school and

share in their concerns about standards of behaviour. In turn, staff at school will support the family.

We always aim to contact parents quickly when there are increasing concerns about behaviour, however, staff will not routinely contact or inform parents of minor incidents.

Definitions

For the purpose of this policy, the school defines 'serious unwanted 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 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 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 purpose of this school, the school defines 'low-level unwanted behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption and talking in class

- Failure to complete classwork
- Rudeness

'Low-level unwanted behaviour' may be escalated to 'serious unwanted behaviour', depending on the severity of the behaviour.

Monitoring and review

This policy will be reviewed by the headteacher on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholders.