



Behaviour Policy

Category	Statutory
Reviewed by	Headteacher/Designated Safeguarding Lead (DSL)
Approved by and when	LGB 25.02.2026
Frequency of review	Annually
Next Review	January 2027

1. Aims, purpose & scope of this policy

Woodlands Park School is committed to the social, emotional and mental well-being of its staff, pupils, parents and carers. The purpose of this document is to outline our approach to:

- Explicitly teaching pupils to learn how to behave well
- Supporting pupils to regulate their behaviour, both in and outside of the classroom, to promote the best possible environment for learning
- Preparing pupils for their next steps in education and in their future.

In line with our vision, in which we have ambition for pupils to experience personal success, joyful moments and to have healthy minds and healthy bodies, we foster a positive culture with high expectation, understanding, forgiveness and restoration.

Our behaviour policy is a whole school approach based in evidence-based principles. We draw on experts such as Paul Dix and Tom Bennett to inform our approach with relationships, routines, classroom norms and high expectations for all a central feature of our approach. When working with pupils with complex social, emotional and mental health needs and behaviours that challenge we consider their individual needs and plan for personalised support to help them achieve our high expectations. We want all our pupils to be self-aware, knowledgeable about how to behave, honest, respectful and resilient by the time they leave us in Year 6.

Our aims are to:

- Recognise the high importance of relationships and to develop and strengthen relationships between staff, pupils, parents, carers and members of the wider school community.
- Support staff knowledge and understanding about how to teach positive behaviour and how to support pupils to become equipped in self-regulation.
- Create a safe environment where pupils are ready to learn.
- Encourage a sense of belonging within our school community.
- Teach pupils to recognise their personal successes and find satisfaction in their progress and achievement.
- Explicitly teach pupils to behave well and develop emotional-regulation and positive mental health.
- Provide opportunities for pupils to reflect on choices and to learn from mistakes through a restorative approach.

This policy is based on Legislation and statutory requirements from the Department for Education (DfE):

- Behaviour in Schools - Advice for headteachers and school staff 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Supporting children with medical conditions at school
- Exclusion from maintained schools, academies and pupil referral units in England
- Restrictive interventions, including the use of reasonable force, in schools 1st April 2026
- The special educational needs and disability (SEND) code of practice
- Keeping Children Safe in Education 2025

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

2. What is 'behaviour'?

“Behaviour simply means everything we do and say in schools. It means the habits and skills we have (and need) to flourish, as learners and as human beings.” Tom Bennett, Running The Room 2020.

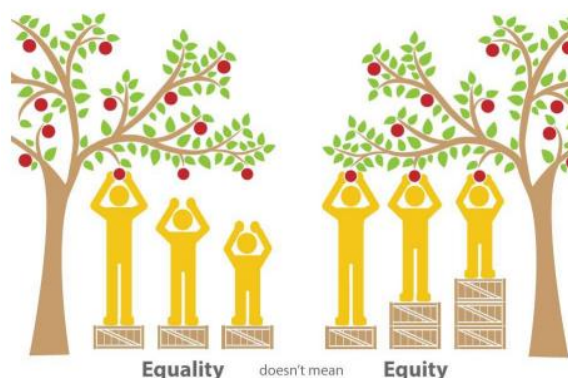
We use trauma-informed practice alongside high expectations at Woodlands Park School and this year we are working towards our Trauma Informed, Attachment Aware Silver Award. We recognise the importance of a restorative approach, with the foundations of trauma informed practice, as an effective way of supporting pupils with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills. We recognise the diversity in childhood experiences and the impact this has on pupils' behaviour regulation and readiness to learn. We take an equitable approach and understand that some pupils may need additional provision and adjustments to support them to reach our high expectations for behaviour at Woodlands Park School.

At Woodlands Park School we recognise that behaviour expectations and routines need to be explicitly taught through consistent explanation, modelling and through practice and positive reinforcement.

3. Key principles

3.1 Behaviour as a special education need

At Woodlands Park School we believe that behaviour should be considered within the context of social, emotional and mental health needs and that inclusion and equality must be central to this policy. We take an approach whereby all pupils receive what they need (equity) and provision is based on individual need with the aim of supporting all pupils to meet the high expectations set for behaviour in school.



Evidence from the Education endowment Fund concluded that 'universal systems are unlikely to work for all pupils and for those who need more intensive support with their behaviour, a personalised approach is likely to be better.' (EEF 2019)

At Woodlands Park School we adopt an assess, plan, do, review approach in line with the SEND Code of Practice 2014.

3.2 Behaviour as a form of communication

When pupils display behaviours that challenge, staff will seek to understand the factors influencing this behaviour although we accept that we might not always be able to identify reasons and triggers. We recognise that behaviours that challenge may indicate an unmet emotional or

developmental need. Staff should consider the wider context around the pupil, including relationships, routines, and environmental factors that may be influencing their behaviour. While maintaining clear and consistent expectations, staff must also remain alert to possible safeguarding concerns, including those related to trauma or mental health. Any such concerns must be reported promptly to the Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy.

3.3 A curious, empathetic, non-judgemental approach

Staff at Woodlands Park School adopt a non-judgmental, curious, and empathic approach to behaviour. All staff, volunteers, and visitors are encouraged to respond in ways that take account of pupils' emotions and the contextual factors that may influence their behaviour. Pupils are supported to reflect on their feelings, their perspective, and their actions, and to consider strategies that may help them respond more effectively in similar situations in the future. We recognise that developing pupils' self-regulation, reflection, and emotional understanding requires time, consistency, and a safe, predictable learning environment in which pupils feel trusted and experience positive relationships with staff.

3.4 Relationships first

Human beings are designed for interdependence, therefore we emphasise the importance of putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers.

'We know that developing safe and meaningful relationships is central to emotional growth. The same is true for learning.' (Bomber & Hughes, 2013)

All staff are responsible for promoting a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community in line with the school vision and values.

3.5 Restoration, reflection, learning and consequences

When a pupil's actions do not meet our behaviour expectations, we support them to reflect on what happened and to learn from the experience. We use a restorative and reparative approach that helps pupils develop insight into their emotions and behaviour, understand the impact of their actions on others, and rebuild trust and positive relationships. Through restorative conversations and explicit discussion of school behaviour expectations, we support pupils to understand why these expectations matter and how to meet them in the future.

Where appropriate, pupils are encouraged to consider the natural consequences of their actions and are involved in discussions about any further proportionate consequences that may be necessary. We avoid sanctions that are likely to shame, re-traumatise, or unnecessarily exclude pupils from their peer group. Our aim is for pupils to develop effective self-regulation and internal responsibility for their behaviour, rather than simply complying to avoid sanctions.

4. Positive behaviour is promoted through high expectations, relationships, respect and support

We have high expectations of all pupils and expect everyone in our school community to uphold them consistently. Staff always treat pupils with dignity and respect and maintain open, constructive dialogue about behaviour that meets, as well as falls short of, our expectations.

Behaviour does not define a pupil. We focus on pupils' actions and choices and support them to understand the impact of those choices on themselves and others. Adults encourage pupils to reflect on more appropriate ways to respond in the future and, where necessary, to take responsibility for repairing harm to relationships or the school community.

Staff are trained to respond calmly, consistently, and supportively to behaviour, with the aim of helping every pupil to be successful in school. All adults are asked to model positive behaviour, and pupils are recognised and rewarded for making positive choices.

4.1 Using positive phrasing and limited choice to support children

Staff use clear and unambiguous language when speaking to pupils. There must never be anything in the vocabulary, tone or delivery of something said by a member of staff that would make a pupil feel isolated, humiliated or worthless. Pupils should be presented with an appropriate and planned limited choice such as - 'where shall we talk, in here or in the library?'

4.2 Using positive body language

Staff and adults in school are expected to model positive and calm body language when interacting with pupils. This includes using open posture, appropriate eye contact, and a composed tone of voice, particularly in situations where behaviour is challenging. Positive body language helps to create a safe, respectful and predictable environment, supports effective communication, and reinforces our high expectations for behaviour and relationships across the school.

4.3 Whole School Rewards

Pupils are rewarded regularly for positive behaviour. Recognising positive behaviour and effort is very important to us. We want pupils to find joyful moments in recognising their personal successes and use rewards to support pupils to build self-esteem. This can take a number of forms including:

- Verbal praise
- Dojo Points and related class rewards
- Weekly class Star of the Week and Citizenship certificates presented in Celebration Assembly
- Showing a member of the leadership team good work or good progress in their learning
- Participating in whole class reward activities
- Stickers or stamps on their work
- Sending good work home to show parents/carers
- Termly Learning Champion Award Assemblies for demonstrating good behaviours for learning, determination and for making progress

5. Graduated approach

To meet the social, emotional and mental health (SEMH) needs of all pupils, the school adopts a graduated and proportionate approach to support and intervention.

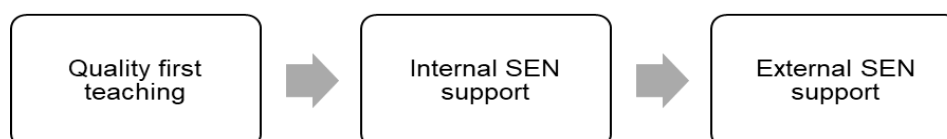
We recognise that behaviour can communicate underlying needs, emotions, or difficulties. Staff are expected to respond calmly, consistently, and professionally, seeking to understand the factors that may be influencing a pupil's behaviour while maintaining clear expectations.

SEMH needs may present in different ways. Some pupils may externalise their feelings through behaviours such as non-compliance, heightened emotional responses, absconding, or

aggression. Others may internalise their feelings, presenting as withdrawn, anxious, isolated, or reluctant to engage. Staff should remain alert to both externalising and internalising behaviours, as both can indicate that a pupil requires additional support.

Where SEMH needs are identified, appropriate support will be considered through a graduated response, which may include targeted pastoral support, adjustments to provision, and, where necessary, involvement of external professionals.

As part of our graduated response, we have implemented designated ‘proactive’ and ‘reactive’ spaces to support pupils. Our proactive space is used as an additional provision space to provide adjustments to individuals who need support to behave well and meet behaviour expectations in school. These adjustments include check ins, reward times and reflective sessions. Our reactive space is a calm space designed to support pupils to calm if they are dysregulated. Please see section 14.2 on seclusion for more information.



Stages of intervention	The school will...	Individuals involved
Quality first teaching practice	<ul style="list-style-type: none"> • Implement a therapeutic approach • Deliver an evidence-based PSHE curriculum (Jigsaw) that includes the teaching of social and emotional skills • Adopt practices that aim to raise resilience and self-regulation in all pupils • Provide staff with the appropriate training to deliver inclusive quality first teaching to all pupils 	Class teacher and support staff
Internal SEN support Delivery of evidence-based intervention and additional support	<ul style="list-style-type: none"> • Provide staff with the appropriate training to identify pupils demonstrating SEMH needs through externalising <u>AND</u> internalising behaviours • Identify and monitor SEMH needs • Deliver preventative and early intervention evidence-based support programmes (e.g. ELSA, Nurture Groups) and monitor progress • Involve parents/carers in all progress and review meetings 	Class teacher Parents + SENDCO and SLT
External SEN support Additional support from external agencies	<ul style="list-style-type: none"> • Seek advice from specialists (e.g. Educational Psychologist, Early Help Team, Virtual School, Young People’s Service, Family Information Service, Children’s Services) • Involve parents/carers in all progress and review meetings with external professionals 	Class teacher Parents SENDCO and SLT External specialists

6. Strategies to support behaviour regulation

Below are examples of possible behaviours that could be demonstrated by a pupil and what staff should do in response. This is not an exhaustive list, but suggestions of how situations could be dealt with in a therapeutic manner.

Behaviours listed in the tables below are to be considered 'breaches' of the behaviour policy.

Internalised Behaviour	Response
Refusing to complete work set (but remains seated and quiet) or Ignoring instructions	<ol style="list-style-type: none">1. Talk to the pupil 1:1 – encourage and support (do you need resources to help? Would you like support from a partner? Help to get started?)2. Explain that they will have to complete work in their own time (break/lunch/after school).3. Consider if the task needs to be broken down into more manageable chunks.4. If behaviour continues, contact parents and discuss concerns or seek advice from SENDCo/SLT. Consider if there is an unmet mental health need.
Choosing to do another activity during learning time	<ol style="list-style-type: none">1. Do not draw attention to behaviour; praise others focussed on learning.2. Talk to the pupil 1:1 – encourage them to continue with learning and offer support (Do you need resources to help? Would you like support from a partner? Does the task need to be broken down into more manageable chunks?)3. Explain that they will have to complete work in their own time (break/lunch/after school). Give pupil a limited choice (Do you want to complete the work now, or at break time?)
Hiding in the classroom/corridors/toilets	<ol style="list-style-type: none">1. Ensure you know where the pupil is and that they are safe, give them some time and space to regulate.2. Approach pupil and encourage them to join the class/back to their seat. If they need to talk to you about something that may be bothering them, they can see you at break time.3. If the pupil refuses, give a limited choice (Would you like to talk in the corridor or in the library?). Encourage the pupil to talk and staff will listen.4. If the behaviour is repeated or regular, seek advice from SENDCo/SLT to consider strategies and the possibility of a positive personal behaviour support plan.
Refusing to change (e.g. for clubs/swimming)	<ol style="list-style-type: none">1. Approach the pupil 1:1 and explain changing can be daunting but it is important for hygiene reasons.2. After the session speak with the pupil and ask them to explain why they don't want to change.3. Speak to parents/carers and inform them of what happened and reinforce the importance of needing to change for Physical Activity.4. Consider alternatives for changing (e.g. changing in a different space)

Externalised behaviour	Response
Calling out or shouting during lessons	<ol style="list-style-type: none"> 1. Set the rest of the class on task, before speaking to pupil quietly on their level. Remind the pupil of expectations in class for responding. Ask if they require any support with their learning. 2. If the pupil is still calling out/not on task then quietly remind them the learning must be completed and remind them again of the expectation. Reminder that when learning is challenging it takes focus and determination to complete. 3. If behaviour is disruptive, send the pupil to complete work in a different space for a limited time or explain that they will have to complete work in their own time (break/lunch/after school). Give the pupil limited choice (Would you like to complete your work here or in the library? If you want to stay in the classroom, I need you to not disturb the learning of others). 4. Hold a restorative conversation during the next break. Staff to discuss how their behaviour made them feel (e.g. frustrated as staff can't teach / others can't focus etc.) and give the pupil the opportunity to respond. 5. If continues then speak to parents and consider an individual behaviour plan. 6. Give praise and recognition for improvement and progress. 7. Consider explicitly reteaching the expectations for classroom routines.
Verbal Disagreement with peers	<ol style="list-style-type: none"> 1. Calmly acknowledge that the pupil is not happy/angry. Explain that you can talk to them when they are ready. Give the pupil appropriate time and space to calm down. A timer may be used to support this time to calm. 2. Use a restorative conversation between the pupils involved to explore what happened and how it made each individual feel (see section 8). Ask the pupils to acknowledge the harm they have caused and suggest how they might respond differently next time. 3. Pupils discuss possible consequences as appropriate (see section 9). 4. If appropriate log on CPOMS.
Misusing equipment e.g. snapping pencils or sawing at table with a ruler	<ol style="list-style-type: none"> 1. As soon as behaviour is observed, set class going immediately on a task. Talk to the pupil 1:1 about how they are feeling and the impact of their actions on the feelings of others. Consider any underlying issues that is causing this behaviour that need to be unpicked. 2. If the pupil continues to misuse equipment, arrange a restorative consequence and discuss the impact of this behaviour outside of learning time. 3. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). 4. Record on CPOMS/playtime behaviour log folder.
Stealing	<ol style="list-style-type: none"> 1. When first observed/suspected, talk to pupil 1:1 away from peers. Say that you think, or know, that they have taken something that doesn't belong to them. Explain that, when they are ready to return it, they should give it to you or put it in a box, for example. 2. If behaviour continues, talk to pupil about real world implications and inform parents.

	<ol style="list-style-type: none"> Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). Record on CPOMS/playtime behaviour log folder.
Refusing to follow instructions	<ol style="list-style-type: none"> Ask the other pupils to carry out a task to allow you to speak to the pupil. Talk to the pupil 1:1 – tell them that you care and are there to listen. Tell them that their actions are telling you they may be angry/anxious/upset. Explain that it is ok to feel these emotions. Explain to the pupil that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? Remind them of expectations and that tasks will need to be completed in the lesson or at another time. Restorative conversation at an appropriate time after to review behaviour and impact on the feelings of others. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). Record the incident on CPOMS.
Running out of the classroom and/or leaving the school building	<ol style="list-style-type: none"> Expectations should be firmly established at the beginning of the year that pupils only leave the room with permission. This is to help to keep them safe. Without speaking to the pupil, ensure that you know where they are and that they are safe. Explain to the pupil that you can talk to them when they are ready and the expectation is that they need to be in a designated space with a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X? Use PACE approach to support regulation. If the pupil refuses or demonstrates dangerous behaviour, ask another staff member for support and use ‘change of face’. New staff member repeat step 2. If behaviour continues, or becomes more dangerous, call for SLT to support. Hold restorative conversation with the pupil and adult involved. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). Reaffirm expectations for staying in the classroom/building. For pupils who may need a ‘break’ establish with them what this will look like and how the breaks are planned in/where and how they will take place. Inform parents and ask parents to reinforce expectations of being in the correct place to help stay safe. Record the incident on CPOMS/playground behaviour folder.
Sitting under table	<ol style="list-style-type: none"> Check that the pupil is safe. If behaviour continues, do not draw attention to it and praise those focussed on learning. Set the other pupils on a task and get down on the level of the pupil and speak calmly to pupil. Tell them that their actions are telling you they are angry/anxious/upset. Explain that it is ok to be feeling those emotions. Use PACE approach to support regulation. Explain to the pupil that you can talk to them when they are ready. Give them a limited choice e.g. would you like to talk in the classroom or in the library? To me or to Miss X?

	<ol style="list-style-type: none"> 6. Use timers where appropriate for support the pupil. 7. At the next break opportunity hold restorative conversation with the pupil. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). 8. Reestablish expectations for behaviour in the classroom. If necessary and supportive consider a designated space for the pupil during moments of dysregulation and a plan for how this is to be used. 9. If behaviour continues speak to SENDCO/SLT – consider unmet mental health need. 10. Report on CPOMS.
Swearing at pupil/ren	<ol style="list-style-type: none"> 1. Acknowledge that the pupil is upset/angry. Give limited choice of places to have some time to calm. 2. Use PACE approach to support regulation if necessary. 3. Talk to all pupils involved once they are fully calm. Hold a restorative conversation between pupils. 4. Remind the pupil of expectations for behaviour and that swearing in our school is not acceptable. 5. Inform relevant staff members and speak to parents before the end of day. 6. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9).
Making sexist comments/sexually harassing others	<ol style="list-style-type: none"> 1. Acknowledge that the pupil may be upset/angry. Give limited choice of places to calm down if needed. 2. Talk to all pupils involved once they are fully calm. Hold a restorative conversation between pupils, making it clear why sexist comments/sexual harassment are not ever acceptable. 3. Record incidents and response on CPOMS with the appropriate category tag. Inform relevant staff members and speak to the parents of all children involved before the end of day. 4. Restorative consequence – depending on pupil. 5. Monitor the situation closely to ensure that such comments are not repeated.

Dangerous Behaviour	Response
Absconding from the school	<ol style="list-style-type: none"> 1. Ensure that the pupil can be seen and knows you are watching to make sure they are safe- do not chase the pupil. The adult should have a radio with them/be supplied with a radio. 2. Notify other staff as soon as possible. SLT to respond and support. 3. Prevent pupil from leaving the premises by monitoring exit points and have a key person to talk to the pupil. 4. Physical intervention may be required to keep children safe. If this is needed, a Team Teach member of staff to attend. (See section 16). 5. Use PACE approach to support regulation. 6. Restorative consequence: once calm - conversation about strategies to calm down for next time and consequence dependant on pupil. 7. Reminder of expectations to stay on school site to keep safe. 8. Parents to be informed by agreed member of staff and incident reported on CPOMS. 9. SLT & teacher to consider if a positive personal behaviour support plan or a risk assessment is needed.

Intimidation through making threats to another pupil or pupilren	<ol style="list-style-type: none"> 1. Acknowledge that the pupil is upset/angry. Give limited choice of places to go to calm. 2. Use PACE approach to support regulation if necessary. 3. Hold a restorative conversation between the pupils when all are calm. 4. Revisit behaviour expectations with reference to school values with the pupils involved. 5. Record incident on CPOMS. Inform relevant staff members and speak to parents before the end of day. 6. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). 7. Provide support for the pupil/pupils who was/were threatened and monitor the situation. 8. Consider adding the pupil to the playtime 'watch list' for regular check ins to see if they need any support and to intervene early if there are issues.
<p>Throwing equipment with force</p> <p>Throwing furniture</p> <p>Slamming doors with force</p>	<ol style="list-style-type: none"> 1. Ensure that other pupils are removed from the situation. Request a Team Teach trained staff member to attend. Consider if a 'change of face' would help the situation. 2. Clear, calm instruction to stop (if it is persistent) and an alternative space and support offered. 3. Acknowledge and name the pupil's feelings. Explain these feelings are normal feelings and that you are there to listen. 4. Use limited choices to distract them or calm them down e.g. a change of space, a calming activity or calming item. 5. Use PACE approach to support regulation. 6. Time to regulate given. 7. If staff or pupils are at risk the assess the need for a physical restraint (see section 16). 8. Explore reasons and emotions with the pupil. 9. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). 10. Record on CPOMS and inform parents. 11. If behaviour is repeated, SENDCo and Class Teacher to discuss whether a positive personal behaviour plan is appropriate.
Bringing dangerous items into school, or threatening to use a dangerous item	<ol style="list-style-type: none"> 1. Speak calmly to the pupil and ask them to hand over the item/clear instruction to hand over/drop the item as appropriate. 2. If appropriate ask for an adult well-known to the pupil to support. 3. SLT to be called and pupil supported to answer questions about the item. 4. Use PACE approach to support regulation. 5. If appropriate, time and space given for the pupil to calm. 6. If staff or pupils are at risk then assess the need for a physical restraint (see section 14). 7. Reestablish the expectations for safe behaviour and explore the impact of threatening behaviour on others. 8. Parents to be informed of incident by SLT. 9. Headteacher or most senior member of staff to call police if necessary (weapons / knives must be handed over to the police). 10. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). If this is a serious incident a fixed term or permanent exclusion may need to be considered. 11. Record on CPOMS. 12. SENDCO, SLT and teachers to contribute to the development of a

	positive personal behaviour plan and implement the plan to avoid future incidents. 13. SLT to complete a risk assessment.
Hitting, kicking, slapping, scratching, biting, spitting or pushing (including fighting or injury to staff)	<ol style="list-style-type: none"> 1. Ask the other pupils to move away so they are safe. Request Team Teach trained staff attend immediately. Other staff should stand at a distance to avoid overwhelming the pupil. (See section 16). 2. Clear calm, instruction to stop. 3. Use PACE approach to support regulation. 4. Give time and space to calm as appropriate. 5. Approach the pupil and acknowledge their feelings and that something has happened. Explain that you are there to help. Say 'Talk and I will listen'. 6. If behaviour continues where pupils or staff are at risk then use Team Teach physical intervention (those who are trained). 7. Once calm, hold restorative conversation between those involved (staff or other pupils) to acknowledge harm caused and provide an opportunity for apology and restoring relationships. 8. Reestablish the expectations for safe behaviour and explore the impact of aggressive/violent behaviour on others. 9. Set restorative consequence depending on age, aptitude and background of the pupil (see section 9). 10. Inform parents. 11. Record on CPOMS. 12. If behaviour is repeated or is likely to reoccur, SENDCo, SLT and Class Teacher to discuss whether a positive personal behaviour plan is appropriate and refer to external agencies if this is required.

7. Sexist, racist or homophobic comments and behaviour

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist, racist or homophobic comments.

All staff and pupils are encouraged to call out and report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate to senior staff if the pupil refuses to apologise or the behaviour is repeated
- Put in place a restorative consequence to help the pupil understand the impact of their words and/or actions
- Engage with parents of both parties
- Record on CPOMS
- Refer to external support if/when required

9. Restorative Conversations

Restorative conversations and consequences should follow any behaviour incident. This should be undertaken by the class teacher or member of support staff that has established a relationship with the pupil. Following more serious incidents, restorative conversations and consequences may be with a member of SLT. Consequences should be set within a restorative conversation and, where appropriate, set with or by the pupil. To avoid unnecessary embarrassment, restorative

conversations should take place in a private setting. Restorative conversations can take place between pupils or between an adult and a pupil to support the repair of the relationship as required.

It is important to allow all pupils to have their voices heard following an incident to help inform our understanding of the child and to make sure that the pupil has had the chance to share all information and their viewpoint.

Restorative conversations should include:

1. Pupils involved and adults sit in facing each other
2. Ask each pupil to explain their version of events, without interruption. Each pupil asked how the event made them feel. Adult to ask open questions such as 'Tell me what happened...', 'What were you feeling?', 'What were you thinking at the time?'
3. Ask the pupil to identify the hurt that has been caused. Ask both pupils how they are feeling now.
4. Ask the pupil what they think needs to happen to repair the relationship. Ask the victim if they think that this is appropriate.
5. Adult to determine whether the consequence is appropriate (see section 9).
6. Discuss strategies to avoid a repetition of the behaviour.
7. Reestablish the expectations for behaviour and how strategies discussed will help to meet the expectations.
8. If appropriate, ask pupils to shake hands or recognise that the issue is dealt with.

Further information about restorative questioning is included in Annex A.

9. Consequences

The word 'consequence' should be used instead of negative language such as 'punishment' or 'sanction'.

We understand that set or 'blanket' consequences for all pupils is not appropriate. Staff must consider the age, aptitude and background of the pupils when setting consequences for any behaviour that does not meet our expectations. Staff must ensure an 'equitable' rather than 'equal' approach is applied. Consequences, where appropriate, should be set at the end of a restorative conversation and involve the pupils where appropriate.

Possible consequences could include:

- Missing part of break, lunch time or any reward time (as soon as possible after the event)
- Writing a letter of apology
- Repairing any damage
- Completing a job in the classroom during break or lunch time (e.g. sharpening pencils / tidying up etc.)
- Working in a different area for a set period

If the behaviour breach is serious or persistent a suspension (fixed-term exclusion) may be issued at the discretion of the Headteacher. As a last resort, a permanent exclusion may be issued in line with statutory guidance and the school's Exclusion policy (see section 15).

10. Emotion coaching

When supporting pupils to regulate their behaviour, staff should employ the use of Emotion Coaching to support pupils in understanding and regulating their behaviour. Emotion Coaching is an approach which can be embedded into everyday practice when working with pupils to support the development of behaviour regulation. It is an approach that focuses on the development of emotional regulation through supportive relationships.

Emotion Coaching offers practical steps for responding to behaviour and is linked to key attachment concepts. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

At Woodlands Park, we use The Zones of Regulation to support Emotion Coaching and staff are trained in this approach.

What Emotion Coaching means in practice (how co-regulation works)

Step 1: Being aware of the pupil's emotions and your own

Step 2: Recognising the emotion as an opportunity for intimacy and teaching ('Would you like to talk about it?')

Step 3: Empathetic listening and validation ('I understand. That sounds hard.')

Step 4: Labelling the feelings ('This is what is happening. This is what you are feeling.')

Step 5: Setting limits and problem-solving ('We can't always get what we want' or 'We can sort this out.')

11. Playtimes

We want our playtimes to be sociable times for all pupils. We recognise that playtimes are as much a time for development and social learning as time in class. We have clear expectations that are communicated with pupils for behaviour and interactions in the playground. These are shared through assemblies and lessons and reinforced in the playground.

We provide a variety of activities across a variety of spaces at play time to support engagement in play. We also provide a 'Ready to Play' bench with a designated adult who is available to support conflict and issues arising during play. Any behaviour incidents are recorded in the playground behaviour folder, and a communication slip is completed to share the incident efficiently with teachers. The folder is monitored by SLT regularly. Any consequences that are necessary are discussed with the pupil and where possible issued during the playtime.

12. Early Years Foundation Stage

In Early Years (Nursery and Reception) our approach to behaviour is grounded in a trauma-informed, attachment-aware ethos that recognises that all behaviour is communication and that young pupils are still developing their emotional regulation and social understanding. We prioritise nurturing, trusting relationships as the foundation for learning and wellbeing, ensuring that adults provide consistent, responsive and co-regulating support, particularly for pupils who may have experienced adversity or demonstrate regular dysregulation.

Staff use an emotion coaching approach to help pupils identify, name and understand their feelings, guiding them through moments of distress with empathy, curiosity and clear boundaries.

We use the Zones of Regulation as a shared language to support pupils in recognising their emotional states and developing appropriate self-regulation strategies, while also modelling calm, respectful behaviour. Expectations are developmentally appropriate, positively framed and consistently reinforced, with a focus on problem-solving, restoration and learning from mistakes, ensuring that all pupils feel safe, valued and supported to thrive.

13. Roles & Responsibilities

13.1 Teachers will:

- Get to know individuals in their class and take time to build relationships understanding how this is a key approach to supporting positive behaviour in school
- Ensure the classroom is welcoming, organised and ready each day
- Provide consistent classroom routines and warn pupils of any planned changes
- Consistently implement the behaviour policy and use restorative practice and/or emotion coaching and consequences to deal with any incidents that arise
- Communicate regularly with parents
- Use the CPOMS to log incidents and track patterns
- Recognise and report any safeguarding concerns that are linked to a change in behaviour
- Use positive reinforcement for all pupils
- Be respectful, fair and non-judgemental
- Be aware of and aim for consistency in the application of the behaviour policy
- Stay calm and act as a good role model
- Report any noticeable or unusual changes in behaviour on CPOMS (Pupil Protection Online Management System) for SLT to monitor.
- Engage fully with all training provided to develop knowledge, understanding and skills to support behaviour in school

13.2 Support staff (including teaching assistants, lunchtime staff and admin) will:

- Get to know individuals they are working with and take time to build relationships understanding how this is a key approach to supporting positive behaviour in school
- Liaise regularly with the class teacher to implement consistent behaviour regulation strategies
- Ensure the pupils are engaged in activities at break times and lunch times
- Use positive reinforcement for all pupils
- Be respectful, fair and non-judgemental
- Be aware of and aim for consistency in the application of the behaviour policy
- Use restorative practice and/or emotion coaching to deal with any incidents that arise
- Stay calm and act as a good role model
- Engage fully with all training provided to develop knowledge, understanding and skills to support behaviour in school

13.3 The Leadership Team will:

- Support staff and pupils' emotional wellbeing and mental health by promoting a nurturing and supportive culture and by encouraging staff and pupils to be aware of their own wellbeing and mental health and of strategies to support themselves
- Liaise with external professionals to support with specific cases
- Regularly review the CPOMS behaviour logs and the playground behaviour log folder and work alongside staff to identify patterns and triggers
- Stay calm and act as a good role model
- Be respectful, fair and non-judgemental
- Be aware of and aim for consistency in the application of the behaviour policy

- Engage fully with all training provided to develop knowledge, understanding and skills to support behaviour in school
- Arrange training for staff as necessary

13.4 Parents will:

- Communicate with class teachers, sharing information that could affect their pupil's behaviour at school
- Work with school staff to develop consistent strategies for behaviour regulation at home and school
- Stay calm and act as a good role model
- Attend any meetings held by the school to support their pupil's behaviour regulation
- Support the school in applying consequences

14. Support for staff

The Leadership Team and Local Governing Board (LGB) recognise the importance of providing emotional support for staff to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. Staff have been given several strategies to aid their own self-care including training on mental health and well-being, an 'open door policy' of the Leadership Team and access to external support and advice. It is important that staff can 'de-brief' where there has been a serious incident to share experiences, support each other and discuss plans that may help stop any reoccurrences. Where appropriate, we use external services to provide coaching to staff working with pupils with complex social and emotional needs.

15. Persistent, ongoing or dangerous behaviour

Woodlands Park School is an inclusive school, but we understand that in some rare cases it is appropriate to, at the discretion of the headteacher, issue a suspension (fixed-term exclusion) or permanent exclusion. These decisions are not taken lightly and are made in line with statutory guidance. A suspension or permanent exclusion may be issued due to a serious breach, or persistent breaches of behaviour outlined in section 6 and 7 above. The headteacher may also consider whether a suspension or permanent exclusion is appropriate in response to other incidents of poor behaviour not outlined above (for example, due to behaviour outside of school).

If a suspension or permanent exclusion is issued, parents will be informed of the decision and reasons without delay. The Local Authority are also notified of the suspension or permanent exclusion and the reason. A reintegration meeting will be held with the parents and pupil on their return to school following a suspension. Further information can be found in the DfE document 'Exclusion from maintained schools, academies and pupil referral units in England'.

If staff suspect a dangerous item has been brought into school, belongings may be searched in line with guidance set out in of 'Behaviour and Discipline in Schools (2016)' and 'Searching, screening and confiscation (2018)'.

16. Restrictive Physical intervention with children

16.1 Restrictive Physical Interventions (RPIs)

At Woodlands Park School, we subscribe to the principles of Team Teach. This training, delivered by specialists incorporates early intervention of challenging behaviours and de-escalation strategies and Restrictive Physical Interventions (RPI). RPI relates to the physical restraint of a pupil by staff. RPI will only be used by staff only as a last resort and when all other strategies have failed. The RPI must be used with the minimum force necessary and be proportionate to the circumstances. RPIs must respect the rights of pupils and ensure that any action taken does not discriminate against pupils with protected characteristics. There are certain criteria that must be met before the decision can be made to use a physical restraint with a pupil. The reference for this

is taken from the DfE published guidance; Restrictive interventions, including the use of reasonable force, 1st April 2026

Criteria to be met for a RPI to be required:

- To prevent the pupil from hurting themselves
- To prevent the pupil from hurting others
- To prevent the pupil from damaging property
- To prevent the pupil from causing disorder
- To prevent the pupil from committing a criminal offense

All RPIs must be recorded in the RPI folder and parents must be informed on the same day that the RPI has occurred. Only staff that have completed the appropriate training will be authorised to carry out a restraint on a pupil unless in extreme circumstances, such as if a pupil is in immediate danger and action must be taken to protect the pupil.

Usually, after the first instance of a pupil needing physical intervention, a Positive Personal Behaviour Support Plan should be created which lists which Team Teach holds to use. This must then be discussed with parents. If a Positive Personal Behaviour Support Plan is in place, then it will be redrafted to include the need for physical restraints. However, in a crisis a hold can be used on a pupil even if a plan is not yet in place provided the criteria of the Department of Education April 2026 guidance is met.

Having too many members of staff in view during a restraint can contribute to pupils remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation. 'Change of face' is an extremely important tool to use after an episode of restraint as it is very likely that in the initial period after being held the pupil will be very angry with the staff member/s who carried out the restraint. Therefore a 'change of face' to members of staff not involved in the physical intervention may help the pupil to calm quicker.

Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Additionally, due to the nature of the behaviour displayed by some pupils, there may be times when staff members receive minor injuries themselves. Any injuries that occur to pupils or staff during a restraint or episode of challenging behaviour by a pupil must be recorded on both the RPI form and in the accident book. Parents must be informed of any injuries that the pupil has.

16.2 Seclusion

The 2026 DfE guidance also defines seclusion as "the supervised confinement and isolation of a pupil, away from other pupils, in an area from which the pupil is prevented from leaving of their own free will." Such use of seclusion is considered a restrictive intervention and must be recorded and reported to parents. Seclusion is only used as a supportive measure to give the pupil privacy and a quiet, low sensory space to find calm. At Woodlands Park School we have a 'reactive' space with strict guidelines for staff around how to use this. Any occasions where seclusion is used to support a pupil are recorded on a seclusion form and stored with the RPI forms. Any occasions of seclusion are reported to parents.

17. Dealing effectively with sexism and sexual harassment

We want everyone to feel included, respected and safe in our school. We will not overlook or dismiss verbal abuse, which includes name-calling and sexist comments, and such incidents will be challenged. We recognise the following:

- Sexist comments are those which discriminate based on sex, particularly against women.
- Sexism also includes behaviour or attitudes that create stereotypes of social roles based on gender.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will follow the processes suggested in section 6 of this policy. In addition to this, staff, through their safeguarding training and use of the Jigsaw PSHE scheme, are aware of sexting, sexual harassment and potential abuse in relationships between peers and recognise that such things can certainly happen within a primary school setting. Staff are fully aware of their responsibilities and refer closely to our Pupil Protection & Safeguarding policy. As a school, it is important to state that we will proactively address all acts of discrimination regardless of type.

18. Monitoring and review

Our behaviour policy is reviewed annually in collaboration with the Leadership Team and school governors.

19. Linked policies

This policy should be read in conjunction with:

- Pupil Protection and Safeguarding Policy
- PSHE & RSHE Policy
- Exclusions Policy
- Anti-bullying Policy

Annex A:

Restorative Dialogue: Using Restorative Questions

The basic questions for responding to behaviour are:

- 1. What happened, and what were you thinking at the time of the incident?*
- 2. What have you thought about since?*
- 3. Who has been affected by what happened and how?*
- 4. What about this has been the hardest for you?*
- 5. What do you think needs to be done to make things as right as possible?*

These questions act as the building blocks for all forms of restorative processes that seek to discover the root cause/s of pupils' behaviour, determine the impact, repair any harm, and ultimately restore damaged relationships.

Restorative questions:

- are non-blaming and open ended
- allow for storytelling and attentive listening
- separate pupils' behaviour from their intrinsic worth as a person
- allow for all people involved to identify their thoughts and feelings associated with actions
- provide a forum for meaningful expression of emotions (affective statements)
- focus on impact and how others (people and community) were affected by the action/s
- are an inclusive and collaborative approach to problem solving, emphasizing finding solutions rather than assigning blame
- holds people accountable and requires people to take responsibility for their actions
- attends to the needs of those harmed
- resolves underlying issues that act as the root cause of challenging behaviour.

Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative practices view conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.

Criteria for Restorative Conversations

When using the restorative conversations staff should:

- Ask the pupil to identify who has been harmed.
- Ask the pupil to describe what harm was done.
- Ask the pupil to describe what needs to be done to make things right.
- Require a verbal or written response from the wrongdoer.
- Ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.

Staff should use Restorative Questions:

- in a non-judgmental way that communicates a genuine desire for understanding.
- in an appropriate public or private setting.

Application of Restorative Questions:

With slight adaptations, restorative conversations can be used in a wide variety of situations and settings, ranging from brief informal corridor chat to whole class discussions.

Accountability and Natural Consequences vs. Punishment:

When wrongdoing occurs, it is important that consequences are identified and required. The restorative questions allow for deeper exploration of impact and involve all stakeholders in the process of determining the most appropriate consequences along with the person who caused the harm. With natural consequences, pupils become active participants by recognising the harm they caused and by taking responsibility to make things as right as possible by following through with the identified consequences.

Natural consequences are defined as a result or effect of an action or condition, while punishment is defined as something that is imposed on someone, generally with the intention of creating pain and discomfort. Punishment allows for the person to remain a passive recipient without having to take responsibility for their actions.

Facilitating Restorative Conversations

The following steps provide the format for a restorative dialogue to be used in a variety of different situations.

1. Engagement (to all involved in the incident)

We need to talk about what just happened.

Can you tell me what happened?

2. Reflection (to person responsible for the harm)

What were you thinking about at the time?

What were you hoping would happen?

What made you decide to do that?

What have you thought about since?

3. Understanding the harm/impact

1. First to the person who caused harm

Who has been affected by what happened?

How do you think they have been affected?

2. To the person harmed:

What did you think when that happened?

What was that like for you?

What was the worst bit?

4. Acknowledgement (to person responsible for harm)

What do you think now about what you did?

5. Agreement (to person harmed first)

What would you like to happen as a result?

Then to person responsible – *Is that fair? Could you do that?*

To both – *What else needs to happen to fix this?*