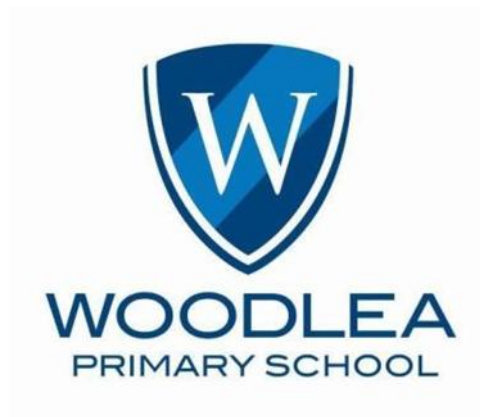




Woodlea Primary School

Behaviour for Learning Policy

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Our Vision

At Tandridge Learning Trust, our vision is to empower every learner to excel and flourish within a culture of inclusion and the highest aspiration. We will consistently place the needs of our learners at the heart of every decision we make whilst working tirelessly to reduce educational inequality and achieve outstanding outcomes for every individual.

We all work to:

- Understand the impact of emotions and feelings on actions and choices.
- Understand the importance of positive relationships, both in school and outside of school.
- Understand how to establish such positive relationships and make positive choices in school and beyond, and to make positive life choices.
- Share a common understanding and framework in which to do this.

We take a restorative approach to all practice, including behaviour. This is underpinned by the belief that:

- All behaviour is a form of communication and is driven by an emotion or feeling.
- Everyone connected to our schools - be they child, parent, or staff - has a right to be safe, to flourish and to be treated with respect.
- All behaviour choices have a consequence.
- Every child's needs are unique and, therefore, we ensure a consistent yet flexible response is taken to behaviour choices.
- Regulated emotions are essential for a regulated response - adults have a responsibility to model, guide and support the behaviour expected of the children in their care.
- While mistakes are part of the learning process, owning our behaviour is an important part of building character, developing responsibility, and increasing self-esteem. We therefore ensure that open and transparent discussions are held about the factors that can affect behaviour responses, such as trauma, SEND and other environmental factors.

1. Aims and Principles

Behaviour expectations are explicitly taught, practised, revisited and modelled through assemblies, PSHE, restorative conversations, classroom routines and daily interactions.

This policy aims to:

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

At Woodlea, we understand that we need the right environment for everyone to succeed and flourish in our school and beyond. All of us should model and conduct ourselves in a way which reflects and facilitates a nurturing environment. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching, Zones of Regulation and being attachment aware, both adults

and children can learn to manage behaviour and create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

This policy is underpinned by the following principles:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- The belief that everyone, with the right support, can learn to self-manage/self-regulate their own emotions and behaviour.
- That our focus on developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning and social choices
- That modelling, coaching and teaching a more appropriate range of behaviours inappropriate behaviour can be unlearnt or adapted so pupils make positive choices.
- Children are encouraged to develop increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- We aim to treat all children fairly, with a consistently flexible approach, with parental co-operation and involvement when there is cause for concern.
- Building strong parental partnerships supports positive behaviour
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- The Behaviour for Learning Policy is understood by pupils and staff
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

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

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour both inside and out of the school environment so that the children are ready for life. It should be read in conjunction with the following policies:

- Teaching and Learning
- Anti-Bullying
- SEND and Inclusion
- Single Equality Scheme
- Child Protection and Safeguarding
- Allegations Against Staff and Volunteers (Guidance)
- Complaints / Parental Concerns
- Alternative Provision
- Online safety

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)

- [Searching, screening and confiscation: advice for schools 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

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

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Unwanted behaviour (Blue & Yellow behaviours*)	Serious unwanted behaviour (Red behaviours*)	Prohibited items
• Disruption in lessons and around the school including break and lunchtimes • Non-completion of class learning or home learning • Poor attitude, non-compliance • Incorrect uniform	• Repeated breaches of the school rules • Any form of bullying • Sexual violence • Sexual harassment e.g. Sexual comments, sexual jokes or taunting • Online sexual harassment e.g. sexual comments or messages, sharing of nudes or semi nude images / videos. • Vandalism • Theft • Fighting • Smoking • Racist, sexist, homophobic or discriminatory behaviour • Possession of any prohibited items.	• Knives or weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers • E-cigarettes or vapes • Fireworks • Pornographic images • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Blue, Yellow and Red are our behaviour categories which are defined in appendix 2*

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, abuse in intimate relationships, coercive behaviour, hazing/initiation (involving harassment, abuse, or humiliation used to welcome new members into a group)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) misogyny and misandry
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video) , or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Although bullying can occur between individuals it can often take place in the presence of others who become the 'bystanders' or 'accessories'.

Not all harmful behaviour between pupils will meet the definition of bullying. Where behaviour does not meet this definition but causes harm, distress or concern, the school will respond in accordance with the Behaviour Policy and, where appropriate, the Child Protection Policy.

How the school will prevent bullying

This will be done both explicitly through our curriculum and behaviour management and implicitly through creating respectful and caring environment, including:

- PSHE curriculum delivered weekly
- RSE curriculum
- Online Safety sessions
- Clarity around behaviour expectations, safeguarding and how to report concerns for all
- School Council for a robust Pupil Voice
- Termly Pupil Voice audits and evaluations
- Using the Zones of Regulation across the school
- Using Restorative Practice across the school
- Weekly Values assemblies
- Class Charters
- Role modelling by adults

How pupils, parents/carers and staff can report incidents of bullying

Any concerns regarding bullying must be reported as soon as possible to either the class teacher or a member of SLT via the school office email. All concerns raised using the word 'bullying' will be recorded on CPOMS and fully investigated.

How the school investigates allegations of bullying

An investigation into potential bullying will always include:

- Speaking to the children involved and asking what happened and the impact from their point of view
- Speaking to any other children and adults present and asking what happened from their point of view
- A judgement regarding the outcome
- Next Steps

Outcomes

- A change of behaviour - the bully knowing the boundaries of acceptable behaviour
- A change of behaviour - the victim feels safe, supported and increasingly confident to manage this situation if it were to arise in the future.
- An analysis by staff of how, why, where and when the bullying occurred – and action to avoid a similar incident.
- A realisation by classmates that a bully can only bully if they are allowed to, and that they, as a group, have the strength to stop it.

For a range of reasons, it can be challenging to find out with any degree of confidence, exactly what happened during an incident. Children can disagree, deny, falsely accuse and have different interpretations regarding intent. Where this is the case and there are witnesses, weight will be given to what those witnesses report. Where this is the case and there are no witnesses, it may not be possible to come to a judgement. The investigation will be recorded as such. Where there is a body of evidence indicating a high likelihood that bullying has occurred, the Head Teacher may decide to act accordingly.

How the school will react to bullying that occurs off school premises or online

Where there are reported incidents of bullying off school premises, including online it is the parents'/carers' joint responsibility with the school to manage the situation. School staff will support parents in addressing behaviour both of perpetrator and target. This will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- A restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- Support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it; understanding the law regarding the use of software, sites and Malicious Communications;

Where parents do not engage in addressing these issues, the school may make a referral for support from Children's Services. Non-engagement may include allowing children to access age-inappropriate sites; not supervising on-line or out of hours activity effectively; not working with the school to address the concerns.

How the school records, analyses and monitors incidents of bullying

All concerns raised using the word 'bullying' are recorded as such on CPOMS under "bullying possible" and investigated. A record of the investigation is recorded on CPOMS to review and next steps are agreed. Records on CPOMS are analysed every half term for possible trends in terms of areas of the school, vulnerable groups and individuals, effectiveness of our strategy

If the incident meets the school threshold for a bullying incident i.e.

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the target to defend against e.g. an imbalance of power

It will be recorded as such (category changed on CPOMS to "bullying proven") and appropriate next steps agreed with parents/carers and the children.

If it does not meet the threshold it will be recorded as such and next steps agreed with the children. Parents will be Informed.

See section 13 for how behaviour data, including incidents of bullying, will be analysed.

How the school supports pupils who have been bullied, and those vulnerable to bullying

Next Steps will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- a restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it

How the school trains staff and governors in preventing and handling bullying

- September Safeguarding and Child Protection training with a top up in the spring term
- Clarity around all relevant policies – where they are, what they say and what the processes are
- Anti-bullying week focus

5. Roles and Responsibilities

5.1 Role of the Governing Board

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

5.2 Role of the Headteacher

The school leadership team at Woodlea, routinely engages with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The headteacher is responsible for:

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

5.3 Role of Teachers and Staff:

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour and having high expectations
- Implementing the behaviour policy consistently
- Teaching, revisiting and reinforcing the Zones of Regulation
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and according to the school's policy (see Appendix I)
- Challenging pupils to meet the school's expectations
- Recognise escalation
- Use de-escalation strategies
- Model emotional regulation
- Reduce the need for restrictive intervention

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Role of Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Sign the school's Home School Agreement which can be found in the *Appendix 4*
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. If parents have any concern about the way that their child has been treated, they initially contact the class teacher. If the concern remains, they contact the Head Teacher.

If parents feel that discussions resolve the problem have not been successful, the formal complaints procedure may be implemented.

5.5 Role of Pupils

The school aims for all children to have a better understanding of their own emotions and self-regulation. We equip them for this by constantly revisiting the Zones of Regulation and giving children tools of how to regulate themselves when they are in the different zones. Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a responsibility to follow the behaviour policy
- The school's key rules and routines
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

We also expect children to take responsibility for their own behaviour and aims to give children responsibilities in which they can demonstrate and model good behaviour, for example Year 6 children take responsibility for helping Reception through the Buddy system and through their role as prefects.

The older children would be there to:

- keep an occasional eye out for their buddy
- show them around the school
- help in cases of friendship issues
- act as a friend on the playground when children are distressed, "lost" or uncertain
- assist their "buddy" at special events, e.g. sponsored physical activities, sports days

6. School Behaviour Curriculum

We encourage our children to demonstrate our four core values so that children at Woodlea are: Respect, Care, Resilience, Curiosity, Aspiration and Reflection.

We have consistent high expectations of children's behaviour at all times. Staff work with the children to agree a class code of conduct reflecting these values which are displayed in every classroom. Staff refer to these expectations when modelling good behaviour and conduct.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

We have our own mobile phone policy.

Creating a Safe, Calm and Focused School Environment

From September 2026, our school will become a smartphone free environment for pupils. This reflects national guidance (DfE, 2024 and Jan 2026) and growing evidence that smartphones can distract children, affect wellbeing, and create safeguarding concerns in schools (UNESCO, 2023). The Department for Education (DfE) has published revised guidance on the pupil use of mobile phones in schools which comes alongside the government's announcement that from April 2026, schools are 'expected to be mobile phone-free environments.' In addition, the DfE has launched a consultation aimed at mapping out next steps to 'boost children's wellbeing online' and ensure they develop a 'healthy relationship' with smartphones and social media.

Key points at a glance:

- Pupils are not allowed smartphones and smart watches in school.
- Only basic "brick phones" (calls and texts only) may be brought into school — and only by pupils who walk/travel via public transport to and from school without an adult.
- All phones must be switched off before entering the school site at the gate.
- Phones must be handed in on arrival and will be stored securely until home time in the school office.
- Any child using, showing, or turning on a phone during the school day will have it kept by the school until collected by a parent/carer.
- Exceptions will only apply to agreed medical or safeguarding plans.

Why are we doing this?

Our aim is to work together with families to encourage safer use of mobile phones and to consider the impact of screen time on children's sleep habits and to promote and support children's wellbeing.

National and international evidence shows that smartphones in schools can:

- Distract children from learning.
- Increase risks of online harm and cyberbullying.
- Affect children's wellbeing and social development.

Who may bring a phone?

Our pupils who:

- Are in Years 5 or 6 who travel to or from school independently, walking without an adult or via public transport. This does not include those who just walk to the gate.
- Those who have a medical condition which requires the use of a mobile phone to administer medicine.

What counts as a 'Brick Phone'?

A suitable phone:

- Can make calls
- Can send texts
- Cannot access the internet, apps, games, music, cameras, or social media.

How the system will work?

Morning arrival

- Phones must be switched off before entering the gate.
- Children hand their phone to staff at the designated collection point.
- Phones are stored in a secure area.

During the school day

- Children do not have access to phones at any time.

Home time

- Phones are returned to children at the end of the school day.
- Phones must remain switched off until they leave the school site.

Medical or Safeguarding needs

In some circumstances, supporting a pupil with their medical condition can involve the use of a mobile phone. For example, pupils with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar levels. Where mobile phone use allows pupils to manage their medical condition effectively, arrangements will be made for children whose parents are able to evidence that they require specialist devices as part of a medical or safeguarding plan.

Misuse of phones

If a child uses or turns on their phone during the school day:

- The phone will be taken from them and kept in the school office.
- A parent or carer must collect it.

Use of mobile phones outside the school day

Mobile phones/electronic devices are not permitted by pupils on residential trips or trips outside of the normal school day. This is to ensure that pupils' educational experience on a school trip is not disrupted by the presence of mobile phones and safeguarding is upheld.

- Pupils are not allowed to have mobile phones with them on-site.
- Where there is agreement between class teacher and parents/carers for phones to be brought into school, it is the child's responsibility to hand the phone in and to pick it up at the end of the day. The phone should be labelled with name. The class teacher will send the phone to the school office where it will be kept safely until the end of the day. The school do not accept any liability for any damage or loss.
- If a phone is brought into school outside of these conditions is a serious breach of the rules; it will be confiscated and handed to the parent or carer at the end of the day and a consequence agreed.

7. Responding to Behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class code of conduct and school values
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

Please refer to our Child Protection and Safeguarding Policy on our website for more information

7.3 Promoting good conduct

At Woodlea, we believe that good conduct needs to be modelled and taught by all adults in the setting. All staff have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012.

We promote good conduct by praising children when they display the school's core values through their behaviour. When praising the children we emphasise the value they are demonstrating. We praise the children in a variety of ways:

- members of staff congratulate children
- members of staff give children team points, either for good work or behaviour or to acknowledge outstanding effort or acts of kindness in school
- children are asked to show their work to the class
- children are awarded stickers by members of staff
- teachers tell the child's parents about key achievements
- children are asked to show their work to another class or member of staff
- children are sent to be congratulated by a more senior member of staff
- the Head Teacher awards special stickers
- each week we nominate children from each class to receive a certificate based on one of the school values which is made explicit in the Head teacher's Award book.
- children have an opportunity to show examples of their best work and achievements (in or out of school) in assemblies and in class
- classes may have their own additional ways praising whole class efforts.
- excellent role models of our core values may be rewarded by receiving the 'Woodlea Citizen Award' termly.

7.4 Zones of Regulation

Zones of Regulation encourages children to recognise their own emotions, so they can regulate their emotional response and their behaviours. We use the Zones of Regulation to understand that the emotion being felt is not a choice, however the reaction to that emotion usually is.

We recognise the need for behaviour and regulation to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, PHSE etc.) as appropriate. As part of our Ready for Life vision, we dedicate specific curriculum time to teaching the children vocabulary needed to support their emotional literacy. We also ensure that pupils and staff new to the school are fully inducted into the expectations and approach of the school.

We introduce the children to four zones of regulation which are displayed in each classroom; green zone (ready for learning), blue zone (tired, slow), yellow zone (fizzy and hyper vigilant) and red zone (time out needed). As a school we use the language of the zones to identify how children are feeling and suggest sensory activities that can be used to co or self-regulate back to green zone, ready for learning. A progression of vocabulary is taught as the children move through the school. Each class is equipped with a sensory box in order to enable re-regulation to occur. We have also shared this with parents (See Appendix 3)

Through the emotional literacy teaching, we encourage independent application of self-regulation whereby children can identify the zone/emotion they are feeling and use a strategy to self-regulate.

When a child is dysregulated and displaying unwanted or inappropriate behaviour in the classroom they will be encouraged to regulate. We will follow four steps in order to help children re-regulate. These are:

1. **Recognising, empathising, soothing to calm e.g.** *I understand you are feeling...or I am wondering if you are feeling... explain any physical or verbal signs of the emotions*

2. **Validating the emotions and labelling them e.g.** *I can see you are feeling... and that is ok to feel like that, sometimes I feel....too, describe actions that the child may be doing*
3. **Setting limits on behaviour e.g.** *we can't behave like that as we are not keeping everyone safe,*
4. **Problem solving with the child e.g.** *Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again'*

If a child needs some additional support to regulate, the teacher may decide to offer the child an alternative space for regulation. This might be a quiet space within the class or an agree space elsewhere. If there is persistent dis-regulation staff may decide to utilise, with the child, a Zone of Regulation Daily Tracker and from this create a Zones of Regulation Plan to support the child with recognising triggers and accessing strategies (See Appendix xxx)

7.5 Responding to unwanted conduct

When a pupil's conduct falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

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

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

When addressing unwanted behaviour, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Where a child is presenting with unwanted behaviour they can expect:

- **Reminder** - Adults will remind children of expectations
- **Warning** - Adults will then warn children that should the behaviour continue, there will be a consequence
- **Consequence** – This will be proportionate, timely and supportive, guided by a restorative approach and with the intention of children returning to learning as soon as possible

Consequences might include:

- A verbal reprimand and reminder of the expectations of behaviour
- Moving the child within the classroom
- Time out of class, or in another class to complete learning or reflect.
- Expecting work to be completed at home, or at break or lunchtime
- Reflection Time at break or lunchtime
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom, such as to a buddy class

- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis and with full knowledge of a pupil's individual needs, but with regard to the impact on perceived fairness. Staff need

7.6 Restorative Justice

At Woodlea, our approach to behaviour incidents is restorative rather than retributive. Using the language of reflection encourages self-control and restoration of relations. Behaviour is a symptom of feelings, emotions and experiences that a child possess. For us to truly impact behaviour, we need to understand the cause of the behaviour and importantly, the child needs to understand the cause of their behaviour too. To allow this learning to take place, we use Restorative Justice.

Restorative Justice allows for a constructive conversation to take place which allows a perpetrator to reflect upon their actions, apply empathy to the situation to understand the effects on other and allows them to grow by deciding on what we need to do to fix the situation that has resulted from the behavioural incident. This then leads to meaningful change and results in behaviour improving for the future.

Below is the basic scaffold of a conversation a member of staff will use when applying this method:

- **Can you tell me what happened?** (This empowers the individual to share their perspective of the event)
- **Who was affected by what happened and how?** (This encourages the individual to reflect on the wider impact of their actions and the child begins to empathise)
- **What can we do to put things right?** (The child takes responsibility but knows you are there to support the process. An agreed consequence is actioned)

If a member of staff feels confident enough to develop a further connection with the pupil, particularly if the pupil is consistently struggling with behaviour, then they can try the following sequence of questions:

- Can you tell me what happened?
- What were you thinking at the time?
- What are you thinking about now?
- How did it make you feel?
- Who else has been affected by what happened?
- What has been the hardest thing for you?
- What do we need to do to put things right?

As part of the reflection process and for the recording of the conversation, we have Red and Yellow behaviour reflection forms. These link to our behaviour definitions as defined in CPOMS and our Zones of Regulation. Children can complete these before, during or after the Restorative conversation. The child is active in the process of understanding any sanctions which need to occur to put things right. The behaviour reflection forms should be shared with the appropriate people as identified on the Red and Yellow forms. A copy should be kept in class. In addition, a copy of the Red form should be shared and retained by a member of SLT.

7.7 Behaviour Level Descriptors

As a school we have created a system of behaviour level descriptors to support staff in responding to behaviour and working with a child to agree actions or sanctions to put things right (see *Appendix 1*) These descriptors are not exhaustive but support our consistent approach to behaviour.

7.8 Recording Behaviour incidents

To support with behaviour management, staff record behaviours in CPOMs, if the behaviour warrants this, using specific defined categories. This enables senior staff to monitor behaviour incidents and ensure that the correct support is in place for the children concerned. Please see *Appendix 2* for definitions for the behaviour categories used on CPOMS.

7.9 Parental Communication

Parental support and involvement are essential to ensuring a positive learning environment in school. Teachers will communicate with parents if there have been any concerns around behaviour or if a child has been impacted by inappropriate behaviour.

When contacting the parents of children who have displayed the unwanted or inappropriate behaviour, the following language can support the conversation:

“_____ had a tricky day today and found it difficult to manage the emotion of _____. They reacted to the emotion by _____. Using the restorative approach _____ was able to voice what had happened from their point of view and reflect on those who were impacted by the situation. We then decided together how the situation could be resolved, and we decided that _____”

When contacting the parents of children who have been impacted by unwanted or inappropriate behaviour, the following language can be used:

“We are sorry that your child was impacted by unwanted or inappropriate behaviour today. To restore the relationship between the children involved, we have _____. We have followed our behaviour policy, and the other child worked with an adult to reflect on the impact of their actions on others and how to put the situation right”

7.10 Restrictive interventions (including Reasonable Force)

Reasonable force covers a range of interventions that involve physical contact with pupils. At Woodlea, this is referred to as Positive Touch. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force (Positive Touch) must:

- Always be used as a last resort
- Be applied using positive touch techniques which utilise the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs (positive touch category) and reported to parents (see Appendix 1)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.11 Confiscation and searches

Where there is concern about a potential item which a child might have brought into school any searches or confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Please refer to this document and the summary of this guidance in appendix 5 before carrying out any confiscation or searches.

7.12 Off-site misbehaviour

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing, wearing their uniform, travelling to and from school or can be identified in any other way as being a pupil of our school. Pupils may be subject to consequences if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

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

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

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

7.13 Online unwanted behaviour

The school can issue behaviour consequences to pupils for online misconduct when:

- It poses a safeguarding concern
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

Any online misconduct that is not possible for the school to manage i.e. done at home, will be referred back to home to be addressed. The school consider parents and carers to be responsible for what their children are accessing online and how their children conduct themselves online whilst not in school. The school will support parents with advice in terms of what is acceptable/not acceptable and how to manage device use at home. In addition, the school can issue consequences to reinforce the child's understanding of the how the online world is not separate. Where parents choose not to , or feel unable to manage unwanted online behaviour a referral will be made for external support via Children's Services.

7.14 Suspected criminal behaviour

The age for criminal responsibility in England is 10. [Youth crime | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk/youth-crime)

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

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

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

7.15 Dealing with racist, religious or cultural incidents

Our school values include caring for ourselves and for others. This includes caring for pupils of diverse ethnic minorities and for those with religious or cultural differences (including those that have caring responsibilities). Diversity is celebrated in many ways including through awareness raising in assemblies, R.E. lessons, Circle Time and the PHSE curriculum.

All children will be made aware of the unacceptability of racial, religious, cultural prejudice through input in assemblies, R.E. lessons, Circle Time, PSHE lessons and through the promotion of British Values. Any bullying on the grounds of race, religion or culture will be dealt with immediately using our strategies to combat incidents of bullying.

Behaviour which shows prejudice and intolerance (including homophobic/transphobic intolerance) is not acceptable. All instances of racism or suspected racism are referred to the Head Teacher using CPOMs. The school will record all racist incidents.

All recorded racist incidents will be reported to the pupils' parents/guardians and anonymously to school governors, Trust and the LEA.

The behaviour of perpetrators of racism will be monitored. Failure to modify their behaviour after all strategies have been exhausted will lead to exclusion.

7.16 Zero-tolerance approach to sexual harassment and / or sexual violence

Sexual harassment and/or sexual violence is developmentally inappropriate behaviour which is displayed by children and young people which is harmful or abusive. It can occur online and/or face to face, and can also occur simultaneously between the two.

As a school, through our PHSE and RSE curriculums, we teach the children about appropriate and inappropriate behaviour with regard to interaction with adults and children. As part of our safeguarding policy, we will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Staff refer to our Safeguarding Policy and follow the procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These procedures include clear processes for responding to a report and carrying out risk assessments.

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information which can be found on our website.

7.17 Malicious allegation

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious Consequences

8.1 Detention / Missing Breaks

Pupils can be issued with detentions/missing break during break during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

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

- Compromise the pupil's safety
- Conflict with medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from Classroom

At Woodlea we work to support children to be able to complete their learning to the best of their ability. For some children this might involve setting up a work station inside the classroom or occasionally directly outside of the classroom. This is used as part of our strategies to support with self-regulation.

However, in response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time and have them continue their learning in another part of the school. For pupils where this applies, they will continue to receive education under the supervision of a member of staff which is meaningful but may differ from the mainstream curriculum.

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

Removal can be used to:

- Restore a positive learning environment if the pupil is being unreasonable disruptive
- Maintain the safety of all pupils
- Allow the dysregulated pupil to continue their learning in a managed environment
- Allow the dysregulated pupil to regain regulation in a safe space.

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

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

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

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

- Behaviour plans
- Use of teaching assistants
- Work with ELSA
- Multi-agency assessment

8.3 Suspensions and Permanent Exclusions

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

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

Please refer to our [exclusions policy](#) for more information.

9. Pupils requiring Additional Support including those with a SEND need

9.1 Recognising the impact of SEND on behaviour

We understand that the needs of all children are different and unique and respect these in our approach and response to behaviour choices. Events may have occurred in a child's life that need different support while some children have specific identified needs, such as Autism and may require a different response to a child without this need. Our approach is therefore consistent, but flexible.

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. These may include some of the following as part of the child's support plan:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Support from external agencies such as the local authority behaviour support team

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

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

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

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

9.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. All allegations must be reported to the Headteacher in the first instance. However, if the allegation is against the headteacher, the Chair of Governors will be responsible

for referring the matter. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. Staff are advised to familiarise themselves with the school's 'Staff Code of Conduct / Behaviour policy' in order to minimise the risk of allegations being made.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour expectations by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will include assigning a peer as a "buddy" to support the child with friendships and routines. All staff will be made aware that a new child is starting and of any specific needs of the child so that they are able to support the child appropriately to settle in.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

As part of the induction process, and general training, staff are provided with regular training on supporting children's behaviour, including training on:

- School expectations of behaviour
- Where to access support
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Positive Touch Training/ the proper use of restraint, if appropriate

As a staff, we go through the behaviour policy annually to ensure consistency. Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Senior Leadership Team

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- Pupil groups (**SEND, PP< Gender, Ethnicity, Look After Children, Young Carers, EAL, Attendance**)

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local Governing Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each annual review, the policy will be approved by the Board of Trustees.

Appendix I: Behaviour Management Overview

We recognise that all children can, on occasion, present with low level disruptive behaviour as a normal part of development. We recognise that simple, firm boundaries and expectations will usually manage this effectively. General behaviour management will always include: • Explicitly embedding the importance of our school values • Regulated adult behaviour • Embedded understanding and use of Zones of Regulation • PSHE lessons, both general and, where necessary targeted content • Classroom Charter agreed by all • Clear systems and organisation of resources, transitions, embedded with all adults and children • Good personal relationships • Good understanding of and provision for individual needs	General behaviour management will always celebrate the right choices using: • More praise for children doing the right thing than commenting on those not doing the right thing • Sharing good news with parents as well as the challenges • Attendance Award • House Points • Celebration assembly
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Level 1: (Blue/Yellow Behaviours) When low level disruptive behaviour is persistent, escalates or presents as a change from behaviour typical for that child, we recognise there may be an underlying issue that needs to be considered. Discussions would include other staff and parents to gather more information which would inform future behaviour management.			
Unwanted behaviour	Action	Restorative solutions	Recording
Low level disruption could include: • Talking when asked not to • Distracting others • Not getting on with work • Minor arguments	Use non-verbal cues to remind child of expectations: • Signal • Visual cue – School Values • Facial cue • Remove the distracting object Should non-verbal cues be ineffective: 1. Check that the expectation and support is appropriate for that child 2. Check that the child understands the expectation which can be done 1:1 or as a whole class reminder 3. Ask if something is preventing the child from carrying out the expectation and address if necessary 4. Can the children identify the Zone of Regulation they are in which might be impacting on their behaviour? 5. Remind the child of the expectations using ‘The expectations is....’ Turn away and leave the child to make a choice	Restorative solutions are always based on four questions: <i>What has happened?</i> <i>Who was affected?</i> <i>How did it make them feel?</i> <i>How can <u>we</u> put it right?</i>	
		Restoration will always include: • supporting the child to understand the Zone they are in • support to understand the other points of view • an apology • a restorative action At this level, it may simply be that: • Work has not been completed and needs to be. Agreement to complete without interfering with further learning. This could be during the next break or at home, with support of parents. • Children have a minor argument. Agreement may be to apologise and be supported to work out differences or have some time apart.	CPOMS Blue/Yellow behaviours

Level 2 – Yellow These behaviours will be persistent and presented by children who are dysregulated and may be signalling significant underlying issues.			
Unwanted behaviour	Action	Restorative solutions	Recording
<i>Serious misdemeanours</i> could include: • Lying • Answering back a member of staff • Defiance or ignoring instruction • General swearing aloud • Wilful low level damage • Persistent low level disruption	Incidents will be investigated by a named adult and a member of SLT informed. One-off incidents will be recorded on a CPOMS and parents may be informed. If behaviour persists, a Behaviour Plan may be put in place after discussion with SLT. If a Behaviour Plan is in place this will be agreed with parents and the child; reviewed regularly with a clear communication between home and school agreed i.e. Proud Book, Progress Log Support from an outside agency such as STIPS, EP, counselling, outreach may be sought Staff will be interested to know what is driving this behaviour and will consider: • A safeguarding issue • Changes at home • Serious friendship issues • SEND A referral to CAHMS or SCS will be considered ELSA provision will be considered	<i>What has happened?</i> <i>Who was affected?</i> <i>How did it make them feel?</i> <i>How can we put it right?</i> Restoration will always include: • supporting the child to understand the Zone they are in • support to understand the other points of view • an apology • a restorative action At this level: Child may decide that support for regulation may include individual work station or a different place to work. Work will always be expected to be completed either in school or at home with support from parents Exposure to negative stimulus ie playground, friendship group, devices may be limited for a period of time	CPOMS Yellow Reflection form

Level 3 – Red These behaviours will be persistent and presented by children who are dysregulated and may be signalling significant underlying issues.			
Unwanted behaviour	Action	Restorative solutions	Recording
• Persistent serious misdemeanours. • Bullying of any kind • Searching, looking at or creating inappropriate content • Racist, homophobic and sexist incidents • Unprovoked injury to another • Dangerous or injurious behaviour • Swearing at an adult	Incidents will be investigated by SLT. One-off incidents will be recorded on CPOMS and parents will be informed by SLT. If behaviour persists, a Behaviour Plan may be put in place after discussion with SLT If a Behaviour Plan is in place this will be agreed with parents and the child; reviewed regularly with a clear communication between home and school agreed. Support from an outside agency such as STIPPS, EP, counselling, outreach may be sought Staff will be interested to know what is driving this behaviour and will consider: • A safeguarding issue • Changes at home • Serious friendship issues • SEND A referral to CAHMS or SCS will be considered ELSA provision will be considered.	<i>What has happened?</i> <i>Who was affected?</i> <i>How did it make them feel?</i> <i>How can we put it right?</i> Restoration will always include: • supporting the child to understand the Zone they are in • support to understand the other points of view • an apology • a restorative action At this level: Child may decide that support for regulation may include individual work station or a different place to work. Work will always be expected to be completed either in school or at home with support from parents Exposure to negative stimulus ie playground, friendship group, devices may be limited for a period of time	CPOMS Red Reflection sheet.

Level 4 These behaviours are a significant departure from typical children's behaviour and are potentially a serious cause for concern. It is recognised that these children are likely to have more complex needs and/or backgrounds.			
Unwanted behaviour	Action	Restorative solutions	Recording
Persistent serious misdemeanours	Children will have a plan in place with external support which will include in-school Nurture A part-time timetable may be agreed with parents and child, reviewed once a week may be in place Regular review and update meetings will be held with parents and child Where the planned provision fails to meet a child's needs and there is a concern for the health and safety of adults or children, a Suspension (previously Fixed Term Exclusion) may be given in order that the plan be reviewed and provision adjusted as necessary, prior to returning to school Where children have repeated Suspensions, they will be considered at risk of Permanent Exclusion for Health and Safety reasons and the school will work with Inclusion and Surrey SEND	<i>What has happened?</i> <i>Who was affected?</i> <i>How did it make them feel?</i> <i>How can we put it right?</i> Restoration will always include: - support to understand the other points of view - an apology - a restorative action All behaviour plans will be tailored to individual need and include appropriate restorative approaches and key elements in line with the Behaviour Policy	CPOMS Behaviour plan

Level 5 Permanent exclusion is a final resort when the school feel they are unable to meet a child's needs without incurring health and safety concerns for either adults or children.
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Appendix 2: Behaviour Categories for CPOMS

Behaviour Category for CPOMS	Examples of Behaviours in these categories
Blue Behaviours	Persistent failure to following instructions for the first time. Persistent incomplete classwork Friendship Related Issues
Yellow Behaviours	Accidental physical incident Disrupting Learning of others Persistent calling out/talking Refusal to follow instructions Rudeness to pupils or staff.
Red Behaviours	Aggression against peers Aggression against staff Bullying (possible) Cyber bullying (possible) Homophobia incident (possible) Racism (possible) Prejudice/Discriminatory (possible) Leaving the lesson Persistent yellow behaviours Sexualised behaviours (possible) Swearing / Inappropriate language Verbal Bullying (proven)
Following investigations the following Child on Child abuse categories could be added to the incident by members of SLT.	Child on Child Abuse Racism (proven) Homophobia incident (proven) Sexualised behaviours (proven) Cyber bullying (proven) Verbal Bullying (proven) Threats with a weapon Serious physical assault Physical abuse Initiation / hazing Prejudice/Discriminatory (proven)

When entering information about a behaviour incident on CPOMS please select a location category in addition to behaviour category.

Appendix 3: Restorative Practice

Low level disruption (Blue/ Yellow Behaviour)

Action	Reflection	Restoration and support
Child is disruptive during learning Child does not complete learning	Child explains <i>What has happened?</i> - identifies the feelings behind the behaviour - works with the adult to identify what caused the feelings (work was too hard/too easy; feeling upset about something) <i>Who was affected?</i> - understands that they have lost learning - understands they have wasted teachers'/other pupils' time	Child and adult agree <i>What could we do to put it right?</i> - agree how to avoid it happening again - agree how to restore relationships Agreed actions may include: - the teacher planning/presenting work differently - child moving away from distractions to a quieter area - how and when to catch up with lost learning Restorative approaches will include: - an apology to other children and or teacher, depending on the disruption

Fighting/verbal altercation (Yellow / Red Behaviour)

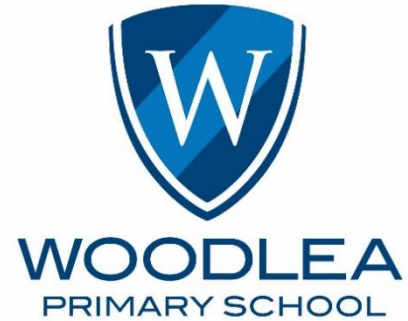
Action	Reflection	Restoration and support
Child has hurt someone	Child explains <i>What has happened?</i> - the feeling behind the behaviour - what caused the feeling - the actions that caused a problem <i>Who was affected?</i> - they upset the other child - they upset any children watching	Child and adult agree <i>What could we do to put it right?</i> - agree how to avoid it happening again - agree how and when to restore the relationships Agreed strategies may include: - asking an adult to support when children have fallen out - playing with other children

		• having alternative break time activities for an agreed period of time • SENDco support • Early Help Restorative approaches will include: • an apology and may include an agreed action if agreed with child hurt
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Serious event (Red Behaviour)

Action	Next step	Restoration and support
Child has displayed unsafe and dangerous behaviour	When calm (which may not be that day) child explains <i>What has happened?</i> • the feeling behind the behaviour • what caused the feeling • the actions that caused a problem <i>Who was affected?</i> • Who else was there • How could it have made them feel	Child and adult agree <i>What could we do to put it right?</i> • agree how to avoid it happening again • agree how to restore relationships Actions will include: • parental involvement • a risk assessment • SENDco support • a behaviour plan Actions may include: • STIPP behaviour support referral • CAMHS referral • Children's Services referral • FTE until a plan is in place Strategies will include: • Restorative work with children and staff involved

		Strategies <i>may</i> include: • ELSA • Drawing Therapy
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Zones of Regulation

A guide for Parents



Woodlea has recently adopted a Zones of Regulation approach when supporting children to self-regulate and learn about their own and others emotions. Learning about our emotions, how to recognise, label and then learn to regulate them can be very challenging. Using this visual support system has proven to have a positive impact on pupils understanding and ability to communicate emotions appropriately. We have assembled this pack to give you an idea of the language we use and how Zones of Regulation can support communication and understanding around emotions and regulation. We hope you find it useful and consider using this at home too.

The Green Zone – Ready to Learn

This is the zone pupils should strive to be in, especially when they are at school. When we are in the Green Zone, we can be calm, focused, happy and ready to learn. We begin exploring what being in the Green Zone means to us e.g., What I like to do when I am in the Green Zone or What I do when I am in the Green Zone. Throughout the school day, we label and model Green Zone emotions. e.g. “You are proud of the work you have done, you are in the Green Zone!” or “You completed that piece of work all by yourself, you are focused and in the Green Zone!”

The Blue Zone – Moving Slowly

When we are in the Blue Zone we can be sad, tired, bored, poorly or moving slowly. Usually, when pupils say they are in the Blue Zone it is because they are tired. This is a great opportunity to help pupils talk about why they may be tired and to think of strategies/tools to get themselves back into the Green Zone e.g. ask to eat a snack, stretch, ask to take a walk. Pupils that are in the Blue Zone may also be feeling another emotion on the Zones of Regulation board e.g. tired and happy. Zones of Regulation boards can help pupils begin to explore feeling more than one emotion at the same time.

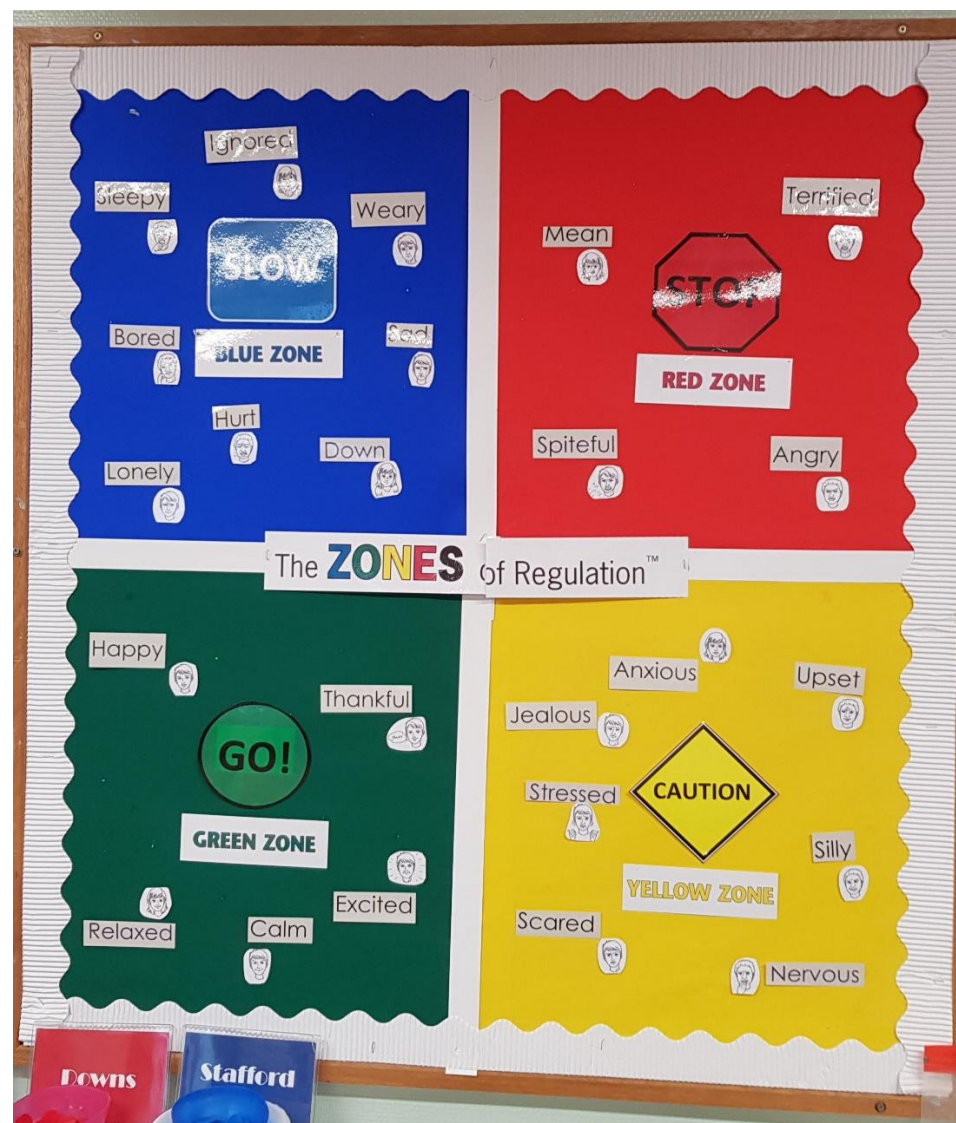
The Yellow Zone – I need to take care

When we are in the Yellow Zone we can be frustrated, excited, silly, worried or have lost some control. The Yellow Zone has negative and positive emotions in it. The Yellow Zone helps us to explain that having negative emotions is natural and everybody feels both positive and negative emotions. When we are in the Yellow Zone we are beginning to experience the loss of some control. This can be when we feel excited or when we feel frustrated. Using a Zones of Regulation board allows pupils to tell an adult that they may need some help to self-regulate by moving their name into the zone. At school we are working with the pupils to find strategies/tools for individuals. This is an ongoing project and we will share strategies/tools that work with your child.

The Red Zone – I need to stop

When we are in the Red Zone we can be terrified, elated, angry and have lost control. When we are in the Red Zone we will need help to self-regulate. The aim for our pupils is that they will recognise emotions in the Yellow Zone and put strategies/tools in place independently (self-regulate) preventing them from going into the Red Zone. If a pupil is in the Red Zone they will have an individual set of strategies/tools to help them return to the Green Zone e.g. take a break. All strategies should be developed with the understanding that we need to keep ourselves and others safe.

Each class at Woodlea has a Zones of Regulation display in class.



Appendix 4: Home School Agreement

School Responsibilities

- Provide a broad and balanced curriculum in a positive and safe learning environment which will enable all children to reach their full potential
- Encourage children to work and play co-operatively, fostering responsible attitudes and valuing the contributions and the rights of each individual
- Define clear expectations of children for behaviour
- Provide clear information to parents through the school website, newsletters, curriculum information, letters and notices
- Provide regular opportunities for parents / carers to discuss their child's progress and the work their child will undertake each year
- Inform parents at an early stage of any concerns so that parents can discuss and become involved in matters relating to their child
- Provide and mark homework in line with our policy
- Offer opportunities for parents to become involved in the life of the school

Head Teacher's Signature:

Nina Gambier

Date: September 2026

Home Responsibilities

- Ensure my child's regular attendance and a high standard of punctuality
 - Collect my child punctually at the end of the school day
 - Inform the school of the reason for any absence by 9.30am on the first day of absence
 - Ensure my child arrives at school dressed according to the school uniform code, and correctly equipped for the school day including an appropriate PE kit
 - Support my child's learning and ensure that homework is completed and returned on time
 - Provide an appropriate environment for homework, hear my child read and encourage other opportunities for home learning
 - Support the school's behaviour policy and promote positive behaviour
 - Attend parent consultation evenings.
 - Ensure that I inform the school of any concerns or problems at home or school likely to affect my child's well-being, behaviour or work.
 - I have agreed to and will support the schools e-safety rules and guidelines and the guidance given on the use of photography and video equipment in school
- Parent's Signature:

Date:

Child's Responsibilities

- Come to school ready to do my best and join in all activities
- Behave in a safe way
- Be polite, kind and thoughtful towards others
- Take care of my own and others' possessions
- Take care of the school building, grounds and equipment
- Do homework and return it to school on time
- Tell an adult if anything is worrying me
- I will follow the internet and e-safety rules at school and at home

Print child's name:

Child's Signature:

Date:

Together we will be:

Reflective

Resilient

Caring

Curious

Respectful

Aspirational



Parent View Survey

Please could we encourage you to take a few minutes to complete the online survey administered by Ofsted. This survey collects your views and thoughts about our school, by asking key questions about progress, behaviour and teaching for example. The survey can be found by logging onto :-

<https://parentview.ofsted.gov.uk>

Your feedback is very much appreciated, and of course, if you have any concerns at any time, please make an appointment to come in and see us.

Woodlea Primary
School
Long Hill
Woldingham
Surrey
CR3 7EP
01883 652358



Woodlea Primary School Home School Agreement

READY FOR LIFE

When children and adults join Woodlea, we want them to feel that our school is a happy and welcoming place where individuals are valued for themselves and all that they bring to our school.

We aim to create a supportive and inclusive environment in which children are nurtured to achieve their full potential and enjoy learning as we aim for excellence. Parents are invited to join us as partners in our learning community and as part of our school family.

We hope that the experiences and encouragement that we provide at Woodlea will enable our pupils to move on to the next step in their lives confident and well-developed in body, mind and spirit.

Appendix 5: Confiscation and Searches Guidance

Confiscation and searches

Where there is concern about a potential item which a child might have bought into school any searches or confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Please refer to this document first and the summary of this guidance in below before carrying out any confiscation or searches.

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
-

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

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

If they still refuse to co-operate, the member of staff will contact either the Head Teacher or one of the Assistant Head Teachers to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. Unless there is an immediate safeguarding concern, parents or carers will be contacted to agree next steps.

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Trays
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 2 (p4) of the Behaviour Policy
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (section 2 (p4) of the Behaviour Policy), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (section 2 (p4) of the Behaviour Policy). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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

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

Should a strip search be considered, parents or carers will be contacted before any decision is made about contacting the police. If the school are not able to contact parents or carers, Children's services advice will be sought.

Who will be present:

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

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

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

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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