



Whipman Woods Flying High Academy

Positive Behaviour Policy

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Date Presented to Governors	
Signed (Headteacher)	Pat Dubas
Signed (Chair of Governors)	Neil Robinson

At Whipman Woods Flying High Academy our vision is...

To ensure we make every day count for our children

This is driven through our school in our approach to behaviour with a consistent narrative of:

Be Ready to Learn, Be Kind, Be Safe

Our School Ethos

Everything we do starts with positive relationships – building, maintaining, and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions.

At Whipman Woods, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. **Unmet Needs**: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need eg. the need to feel safe, hunger, positive self-esteem
2. **Individual Influences**: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop eg. their family, community, school
3. **Relationships**: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, *unconditional positive regard* is central to our school ethos.

- o We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- o We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a
- o 'reasonable parent.'
- o We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

At Whipman Woods, we recognise the importance of listening to our children and seeking their opinion. Therefore, our School Agreement, which has been created prior to opening, will be reviewed and agreed by staff, pupils and parent/carers, collectively.

Promoting good behaviour

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

School Agreement

A simple school agreement has been drawn up and everyone in school is expected to follow this. The children are reminded of it frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our “School Rules” are displayed in every classroom and around school. Our “School Rules” are as follows:

- Be Ready to Learn
- Be Kind
- Be Safe

Our School Agreements are underpinned by our School Values:

- Aspiration
- Perseverance
- Confidence
- Pride
- Creativity
- Responsibility
- Enjoyment.

The ‘School Rules’ will be woven through the values ensuring the values are rewarded and worked towards.

Our values will reviewed with pupils, to ensure they understand the meaning of these values, and how they can live out these values in daily practice, and as the school develops we will link in achievement of our values into our rewards and recognition within our weekly Celebration assembly.

In support of our ethos we apply the practices outlined in the appendices.

See Appendix 2 “Responding in the Moment.”

See Appendix 3 “15 Things to Build Relationships”

Policy aims and objectives

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Whipman Woods is committed to the emotional mental health and well-being of our children, staff, and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Positive approaches

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those pupils who behave well. Praise can be given in many ways and methods of rewarding pupils need to be varied and changed regularly to prevent them

from becoming stale. Pupils behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Pupils should be encouraged to copy the teacher's example of praising others. Our 'School Rules' should be established at the beginning of each school year and the pupils should be encouraged to remind each other of these where necessary. They are revisited at the start of every session. Our School Rules will also be embedded through use of Makaton signs and symbols which represent these, in particular to support any of our pupils with limited language.

Rewards

It is a firm belief at Whipman Woods that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our pupils, our staff, and our wider school community.

We praise our pupils in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems
- Arbor messages to parents through our positive 1, 2 and 3 reward system, which is linked into pupils demonstrating that they are Ready to Learn, Kind, and Safe.
- Individual rewards
 - Class sticker/stamps
 - Public praise in front of staff
 - Arbor points, leading to Bronze, Silver, Gold, and Platinum Awards (cumulation of positive 1, 2 and 3 reward system)
 - Visit Headteacher, Deputy Headteacher or member of SLT for praise
- Dojo promotion of positive examples of class and individual pupil work (to be implemented in Autumn Term 2)
- Golden Letters from the Headteacher
- Celebration Assembly Star of the Week, Awarding of Bronze, Silver, Gold and Platinum Awards
- Head Teacher Award

Whole class reward systems

These are bespoke to the class and decided with the pupils.. They are designed so that the class know that they are being rewarded for working hard as a team and by respecting our School Agreement and Values. The pupils work towards a whole class treat, each ½ term, that will last about 1 hour. This will be achieved once the class earns collectively ten class points (no more than 2 can be awarded per week).

Individual Rewards

Pupils are awarded individual Arbor points, linked to our positive Arbor reporting of level 1, 2 and 3 positive actions, linked to our School Rules – Be Ready to Learn, Be Kind, and Be Safe. Points can be awarded by any member of staff both inside and outside the classroom, but will be mainly given out by class teachers. Arbor points allow parents to instantly see the positive behaviours that their children are showing throughout the day, as these will be

automatically reported to parents through the Arbor Reporting System.

Through this pupils build up award points (Level 1 = 1 point, Level 2 = 2 points, Level 3 = 3 points) and work towards certificates, and reward:

- Bronze = 50 points – Bronze Certificate awarded in the weekly Achievement Assembly (Friday 9am) and parents invited to attend. Name displayed on the Pupil Awards Board (Bronze Award Pupil). Hot Chocolate and Muffin with the Headteacher.
- Silver = 100 points – Silver Certificate awarded in the weekly Achievement Assembly (Friday 9am) and parents invited to attend. Name displayed on the Pupil Awards Board (Silver Award Pupil). Hot Chocolate and Muffin with the Headteacher and Book of their choice.
- Gold = 150 points – Gold Certificate awarded in the weekly Achievement Assembly (Friday 9am) and parents invited to attend. Name displayed on the Pupil Awards Board (Gold Award Pupil). Hot Chocolate and Muffin with the Headteacher, Book of their choice and an additional award (Pupil Leaders, once in place, to decide with pupils).
- Platinum = 200 points – Platinum Certificate awarded in the weekly Achievement Assembly (Friday 9am) and parents invited to attend. Name displayed on the Pupil Awards Board (Platinum Award Pupil). Hot Chocolate Muffin with the Headteacher, Book of their choice and an additional award (Pupil Leaders, once in place, to decide with pupils).

In future years, when Pupil Leaders are reviewed, only those who have achieved a Silver award the previous year will be able to be considered to be Pupil Leaders. It is also expected that the Head Girl and Boy will in future years have to achieved Gold, to be considered. This will not apply in the first year.

In addition to Arbor, positive examples of individual and class work will be posted for parents to see through Dojo. This aspect of positive reward and recognition will be developed for Autumn Term 2.

Celebration Assembly

Pupils from each class are awarded a Star of the Week certificate presented in the weekly Celebration/Achievement assembly. Certificates will initially focus on achievement of the School Rules, but once our School Values have been established with pupils, these will be linked to achievement of the School Values, in particular the School Value of the week. Parents will be invited into the Celebration Assembly where their child is being awarded the Star of the Week.

Golden Letter from the Headteacher

One pupil from each class is sent a golden letter direct to their home address acknowledging and celebrating their commitment to displaying the School Rules and School Values. These letters are sent at the end of every term.

Head Teacher's Award

At the end of the year, the pupil who is seen by his or her peers and by the school staff as being the most supportive or a champion of care and compassion receives the prestigious "Head Teacher Award" with their parents invited to school to witness the presentation in the final assembly of the year.

Any reward, earned, will never be taken away from the child.



A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with pupils who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see appendix 3 and 4). At that moment in time, the pupil will not be at a point to reflect on their behaviour or discuss their choices. **It is paramount that any interactions with the pupil does not escalate the situation – the pupil needs to be given time and space.**

At Whipman Woods, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are:

- writing letters of apology;
- repairing damage to property;
- completing missed work in a playtime (but never the full playtime).

If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required to support the pupil. The intention behind this is that the pupil has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules – Be Ready to Learn, Be Kind, Be Safe - and this will be explained clearly to the pupil. Inappropriate behaviour, which requires recording, will be recorded on Arbor against the School Rules. Depending on the level of severity of the Behaviour, this will be recorded at either Level 1 (lowest level of recorded behaviour), Level 2, or Level 3. Parents will automatically be informed, through Arbor, of any incidents which occur at Level 1 or Level 2. Parents may also receive a phone call to discuss a Level 2 incident, where it is felt appropriate to do so. In addition to this Parents may wish to phone the headteacher, deputy or SENDCo to discuss a Level 2 incident. In relation to Level 3 incidents, which are considered serious, Parents will be informed of the incident by telephone, and in most cases arrangements will be made for a joint meeting with Parents and the Pupil to discuss and for relevant planning to take place, including the possible implementation of a Behaviour Support Plan. Not all behaviour incidents are recorded, as where it is felt that a restorative approach has been used, and this has resolved the issue, this does not need to be recorded, unless the pupil regularly repeats the inappropriate behaviour.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the pupil. There is a hierarchy of support and responsibility both in relation to inappropriate behaviour which occurs during break and lunchtime or during lesson times.

At lunchtime and breacktime – the restorative approach to incidents will be used by staff, and this will include pupils apologising for any actions which have upset another pupil. If it is considered appropriate the pupil may be asked to stand to the side of the activity for a few minutes, to think about their actions, and if they are regulated they will then be allowed to return to the activity. A Senior Leader is identified for each break and lunchtime, and should further action be required this will be the responsibility of the Senior Leader, who will also pass information to the class teacher, including any information to be recorded on Arbor. It is expected that this would normally be recorded as Negative 1, unless more serious action is required.

During Class learning activities the Whipman Woods Stepped Approach to Classroom Management will be used:

Whipman Woods Stepped Approach to Classroom Behaviour Management

Before each session, the class teacher will remind the children about the rules and expectations regarding
Be Ready to Learn, Be Kind, Be Safe,

STEP 1 and 2 Verbal Warnings (not recorded on Arbor)

Reminder 1 – Within the classroom – whole class reminder. Explain which rule has been broken. Say thank you for the conversation so they return positively to the task.

Reminder 2 – 1:1 Direct conversation with the child inside the classroom – ask to move to the side of the room. Further explain the rule that has been broken and return to class.

STEP 3 Reflection time in the classroom (not normally recorded on Arbor)

Move the child away from their work station to the reflection area
Restorative questions through conversation with class teacher
5 minutes reflection within the classroom and return to task

Step 4 - Reflection time at break or lunchtime, in classroom with class teacher

Children spend 10 minutes of their break/ lunchtime completing reflection activity with classteacher – which is followed up with a reparative conversation. If the pupil has regulated well, back to class and back to Step 1.

(Recorded on Arbor Negative Behaviour 1)

STEP 5 Further Reflection time outside of the classroom with an identified member of staff (Record on Arbor as further sanction for Negative Behaviour 1)

Pupil not regulated and is not considered ready to return to class.
Restorative conversations and work on a 1:1 basis for an identified period of time until pupil considered regulated and ready to return to class (expect to be no more than 1 lesson). Pupil settles back into class.
SENDCo/ Identified staff to monitor behaviour over the remainder of the day/ week

STEP 6 – Reflection time with Headteacher or other member of SLT for the remainder of the morning / afternoon (Record on Arbor as Negative Behaviour 2)

Pupil still not regulated OR incident more serious and it is considered that the pupil requires time out of class. Pupil may already be on a Behaviour Plan and this may be part of their Behaviour Plan.
Class teacher to work with SENDCo/HT and Family to create/ review Behaviour Plan SENDCo and HT to monitor progress in relation to the Behaviour Plan

STEP 7 - Behaviour continues to escalate after above actions or pupil does not manage to regulate their behaviour (Record on Arbor as a Negative 2)

Behaviour incidents continue to escalate and pupil is struggling to manage significant periods of time in the classroom with regulated behaviour.
Consideration of period of internal supervision away from class with short periods of time in class, which can be increased over time. SENDCo observations and relevant assessments. Review of SEN and Review of Behaviour Plan/ Other required plans, in partnership with parents.

STEP 8 - Relevant external agency support (may not be recorded on Arbor)

Despite Behaviour Plan and other in-school SEN support progress is not being made or is limited. Consideration of other agency support and some aspects of an alternative programme, in partnership with parents.

STEP 9 - Suspension (fixed term then permanent exclusion) Severe incident or continuation of significant disruption (Record on Arbor as negative 3 and on CPOMS)

The decision for a fixed term exclusion will be made when the pupil is displaying significant concerning behaviour or disruption and where the behaviour cannot be managed within school, through internal supervision or alternative programme. It will be made to give planning time, including involvement of other agencies and parents, and FHP.
A permanent exclusion would only be considered as a last result.

Things to remember in relation to the stepped approach

- Start each day as a new day
- If sanctions cannot be carried out that day due to duties etc, then they will be rolled over to the following day.
- Incidents which are considered of a safeguarding concern should also be recorded on CPOMS, as well as Arbor.
- If a behaviour incident is classes as more serious then some steps may be missed out and in such cases the 'Beyond Challenging' procedures below should be followed.

Beyond Challenging

It is recognised that at times a pupil's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g, verbal/physical abuse, racism, bullying. In this case, the teacher or Teaching Assistant will request the support of the Headteacher or other Senior Leader straight away.

The Headteacher or other Senior Leader will decide what action is needed depending on the circumstances.

Wherever possible, the action should be restorative in nature.

Answering back	Straight to Step 3	Record on Arbor (unless specific targeted language)
Refusal to conform/ deviance	Straight to Step 4	Record on Arbor
Repeated answering back/ deviance	Straight to Step 4 and 5	Record on Arbor (unless specific targeted language)
Inappropriate language (eg swearing)	Straight to Step 4	Record on Arbor (unless specific targeted language)
Inappropriate physical conduct	Straight to Step 6	Record on Arbor AND CPOMS

Responding to misbehaviour from pupils with SEND

At Whipman Woods we recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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



- If a child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child 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 is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

At Whipman Woods, the school's special educational needs co-ordinator (SENDCO) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Behaviour Plan will be put in place in partnership with parents and carers. These plans will be reviewed termly.

Children with an Education, Health, and Care (EHC) plan

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

Bullying and 'relational conflict'

Whipman Woods and Nottinghamshire Local Authority use the definition of bullying provided by the [Anti-Bullying Alliance](#):

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”

At Whipman Woods Flying High Academy we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the

category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At Whipman Woods we monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

Minimising the Need to Use Reasonable Force

The use of 'reasonable force' in schools and colleges – KCSIE 2024.

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties 45 under the Equality Act 2010 (see paragraphs 84-91), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.



- *Departmental advice for schools is available at Use of Reasonable Force in Schools*
- *HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful.*

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the head teacher is empowered to authorise those members of staff who are enabled to use reasonable force. Here at Whipman Woods, the Head Teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of children in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific children who can present risks to themselves and others. This may include information about SEND, personal circumstance and temporary upset.

Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training regarding Physical Intervention

Staff at Whipman Woods, who have been identified as needing training in this area, will access Physical intervention and Controlling Risky Behaviours (CRB) training through the Physical Intervention Nottinghamshire County Council Coordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident on a Physical Incident Log. This will be recorded as a Negative Level 3 on Arbor and uploaded onto CPOMS.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account: an incident where unreasonable use of force is used on a pupil would always be a significant incident;

- any incident where substantial force has been used (e.g. physically pushing a child out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not overreacting) would be significant.



In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them. At Whipman Woods, where a pupil has a pattern of repeated behaviour, they will have a Behaviour Plan which has been agreed with parents.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Whipman Woods Flying High fully recognises the contribution it can make to protect children and support children in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance.

For further details please refer to the Whipman Woods Child Protection policy.

Post-incident support

Following the use of physical intervention staff and children will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety, and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the Local Authority, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

For more information refer to the Physical Intervention Policy

Behaviour Plan

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SALT.
- Planning provision
- Ensuring Concerning Behaviours Pathway is included as part of the process



- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

Suspension and permanent exclusion

Fixed term suspensions and permanent exclusions are extremely rare and are only issued in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school support, sanctions, and interventions.

At Whipman Woods, the decision to suspend or exclude will be made by the headteacher in collaboration with the governing body, the Local Authority, and the Flying High Partnership. The decision to issue a fixed term suspension or a permanent exclusion will only be as a last resort. If a child receives a fixed term suspension, the school will inform parents and carers in writing, including details of the reintegration meeting. During the period of the fixed term suspension, the child will not be allowed on school premises. Parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and reduce the risk of further suspensions or a permanent exclusion.

Transition

At Whipman Woods, we ensure any pupils joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

Monitoring and evaluating behaviour

At Whipman Woods, the Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers via observations and feedback from the school community throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support

At Whipman Woods we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

Who is the policy for?

This policy is for all pupils, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate



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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

Complaints and allegations

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to our Complaints Policy.

We will also make clear to pupils that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

Policy links

This policy links to the following policies in school:

- Relationships, Sex and Health Education
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding
- Physical Intervention
- On-line safety (including Social Media)
- Child on Child Abuse
- Teaching and Learning
- SEND
- Staff Handbook

Policy written by: Pat Dubas

Date written: May 2024

Approved by: FHP

Review date: September 2024

This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion"



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 2022](#)

› [The Equality Act 2010](#)

› [Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

› [Supporting pupils with medical conditions at school](#)

› [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

› 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

Appendix 1

2a Vickery Way, Chilwell, Nottingham, NG9 6RY

 0115 989 1985

 info@flyinghightrust.co.uk 

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RULES

Be Ready



Be Kind




Be Safe



The Whipman Woods' way



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Behaviour During Assemblies

Entering the Hall

- Class line up silently in the classroom
- Class line is organised by teacher to consider group and class dynamics where necessary
- Class walks down corridors silently. Teacher and support staff lead and ensures that the line can be always observed (continuously looking back)
- Class sits down silently and joins in with singing immediately
- Staff sit facing the class sideways on (not facing the front of the hall)

Class to be praised at each of the stages above so that they know what they are doing well.

During Assembly

- Encourage all children to sing. During singing, staff to model singing and signing as appropriate
- Throughout the assembly, teacher to continuously check for appropriate behaviour:
 - Legs crossed
 - Hands on knees or arms folded
 - No talking
 - Respect for the speaker at all times
 - Joining in, hands-up, when requested.

Class to be praised at each of the stages above so that they know what they are doing well. Individual Arbor points and class points are issued as appropriate.

If behaviour needs addressing, staff to correct it silently if possible through gestures (including Makaton signs relating to the relevant School Rule). Positive behaviour to be praised silently through gestures. .

Leaving the Hall

- As entering the hall
- Children are silent until they are back in the classroom



Behaviour during P.E/Class Activities in the Hall

Entering the Hall

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall e.g. "Once in the hall, find a space, sit silently facing the front."
- Follow procedures for assembly

Class to be praised at each of the stages above so that they know what they are doing well.

During the Lesson

- Noise can compromise safety, particularly in a physical activity; explain this to the class.

General

- At the start of the year, teachers will practise these procedures until they are embedded.
- F2 – 2 members of staff per class to stay in the hall during assembly (1 either side of the hall) until it is agreed that they can be unsupervised – usually after the first half-term.
- To gain silence during assembly, a raised hand should result in correct sitting and silence (to be used by all staff).
- Encourage loud, clear voices from the children when they are contributing.
- At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. However, as the class learn the expectations, a gentle reminder will be all that is needed as praising all those who are doing what is expected.



Lunchtime Behaviour Procedures

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is different.

Challenging behaviour

1. **Quiet word**
2. Two minutes **time-out** (stand with the midday/TA/ Teacher). Child returns to play.
3. If child continues to be challenging, **Duty staff can call** for SLT on duty.

They will speak to the child about their behaviour:

- (a) the reason for the behaviour
- (b) the impact of the behaviour on others
- (c) how can the child move forward when they return to the classroom? (repair)

And remain in the area for up to 5 minutes to ensure that the child is settled.

4. If the behaviour **continues to be challenging**, midday/ TA/ Teacher calls for SLT on duty, as above, the pupil will be brought inside/out of the hall and remain under the supervision of the SLT on duty for the remainder of lunchtime.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the midday/ TA/ Teacher will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Hall duty

- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The 4 steps for challenging behaviour and beyond challenging, identified above, apply in the hall just as they do outside.

Lunchtime rewards

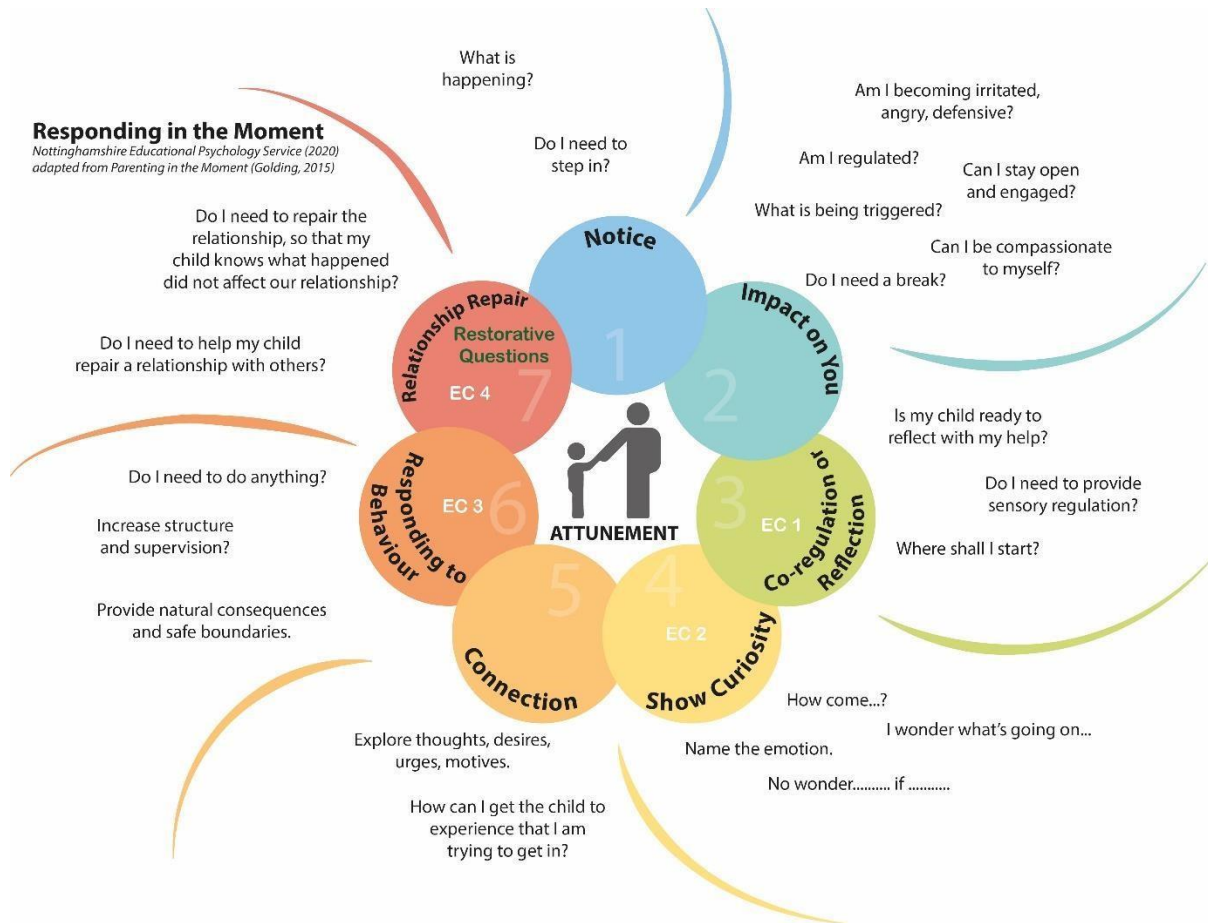
Midday supervisors should award positive Arbor points (normally Positive 1) linked to the School Rules, for positive behaviour, eg Be Kind – pupil A has helped another pupil at lunchtime in collecting their food; Be Safe – pupil X moved away when asked to do so, because another pupil was not listening to instructions.

The teacher should be made aware of any Arbor rewards given when the class is handed over. The teacher, class and midday should celebrate the rewards by giving the child a round of applause. Each Positive Arbor point = 1 point. Only in exceptional circumstances, will a pupil be awarded a Positive 2 or 3 Arbor point. All Positive Arbor points are automatically communicated with parents.

Each midday/ TA/ Teacher will start each lunchtime with Arbor slips. While on duty, each Midday, TA, or Teacher should aim to give out at least 1 Arbor point per class each day (taking account of the size of the class).



APPENDIX 2: Responding in the Moment



APPENDIX 3: 15 Things to Build Relationships Tips for Staff

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

Keeping the policy alive

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

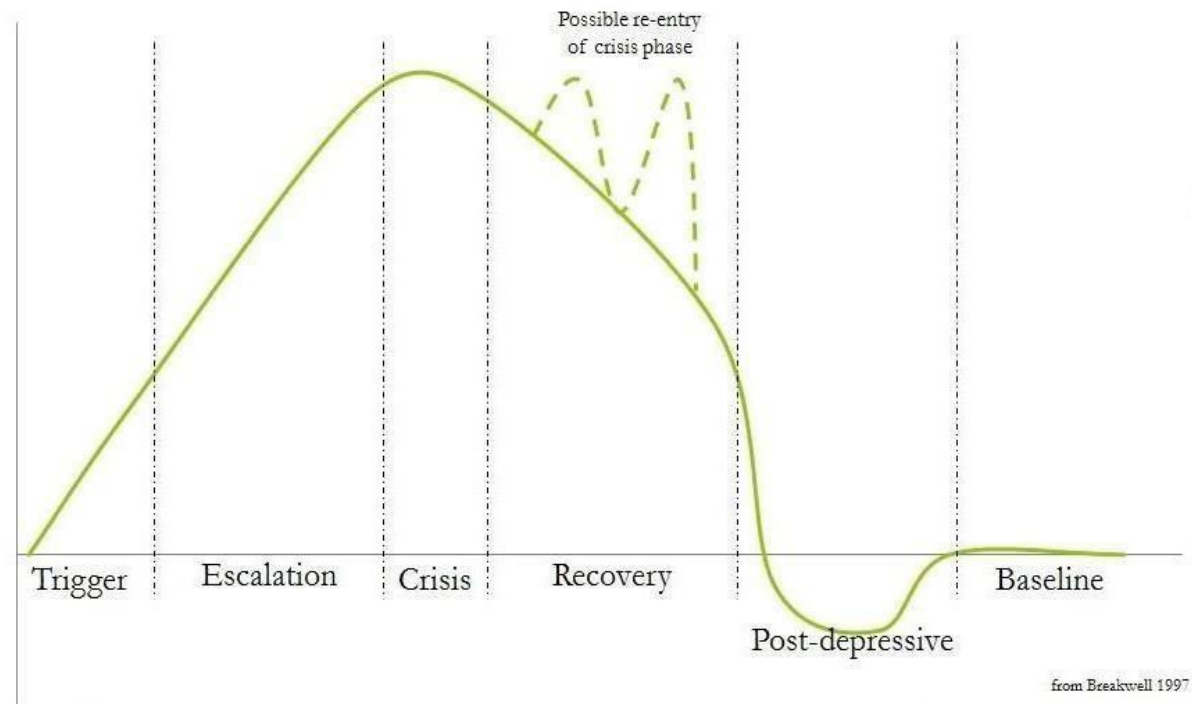
Strategies to keep the policy alive:

- The key point above, and other key information, will be displayed on the staff notice board
- Each 1/2 term there will be a staff meeting section in which the Behaviour Lead will :
 - Review key aspects of the Behaviour Policy
 - Present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy, and for staff pupil situations which have occurred
 - Provide an opportunity for staff to share decision making regarding Level 1, 2 and 3 Negative and Positive Arbor points, to support consistency



APPENDIX 4: The Assault Cycle

The assault cycle



2a Vickery Way, Chilwell, Nottingham, NG9 6RY

0115 989 1985

info@flyinghightrust.co.uk

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APPENDIX 4:: The Assault Cycle

The Assault Cycle



1. The Triggering Events - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
- Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

2. Escalation Phase - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

3. Crisis Point - Aggressor explodes into violent acts against the threat.

4. Recovery Phase - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. Post-Crisis Phase - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

APPENDIX 5: Restorative Questions


Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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 info@flyinghightrust.co.uk 

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APPENDIX 6: Physical Intervention Record

Whipman Woods Physical Intervention Record	
Name of Pupil	
Class Group	
Date	
Time	
Location of where the Physical Intervention took place	
Name(s) of staff involved, including role in the physical intervention	
Details of any other pupils involved	
Antecedent Information – what was the trigger?	
Description of the Incident, including any de-escalation strategies	

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Reason for decision to physically intervene and description of physical intervention used	
Any injury to pupil – if YES, state where and offer medical support/ identify medical support provided (state if pupil refuses medical support)	
Follow-up, including post incident support/ disciplinary action	
Information shared with staff (or where appropriate other agencies)	
Parents informed – time and information provided	
Signature: _____ Role: _____ Date: _____	
Any Complaint logged as result of this incident/ physical intervention including Names/ Dates/ Who received the complaint (Name and Signature)	





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