



Whipman Woods Flying High Academy

Positive Behaviour Policy

2025-26

Document Owner: Mrs Nicola Green

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At Whipman Woods Flying High Academy our vision is:

To ensure that every day counts for our children

This is upheld and strengthened by our approach to behaviour with a consistent narrative of:

Be Ready to Learn, Be Kind and Be Safe

Policy Aims and Objectives

At Whipman Woods Flying High Academy, we aim for every member of our school community to feel valued, respected and safe. We are a caring, inclusive community built on mutual trust and respect, where children and adults alike can learn, grow and succeed.

We are committed to promoting the emotional and mental wellbeing of pupils, staff and parents/carers. This commitment is evident in our ethos, daily routines and curriculum, all of which support social, emotional and mental health, and create an environment where everyone can thrive.

We recognise that families bring different experiences and perspectives on behaviour. This policy provides a shared framework of clear principles and practices, rooted in our school values and the Flying High characteristics, so that together we set consistent expectations and guide children to make positive choices.

By focusing on proactive strategies, strong relationships and restorative approaches, we ensure that every child can develop the character, empathy and resilience needed to succeed both in school and beyond.

Our consistent approach is grounded in current research and built on proactive strategies, clear routines, and restorative practices, ensuring that all our children understand and meet our high expectations in their conduct.

School's Responsibilities

Whipman Woods Flying High Academy is committed to:

- Providing a safe, welcoming, and stimulating environment where every child feels valued.
- Explicitly teaching, modelling, and reinforcing positive behaviour through consistent routines and expectations.
- Using a relational and restorative approach to support pupils in learning from mistakes and repairing relationships.
- Communicating openly with parents about behaviour, celebrating successes, and working together to resolve concerns.
- Tracking behaviour carefully through our recording systems to ensure that support and recognition are consistent and fair.

School Staff Will:

- Work hard to build warm, trusting relationships with each and every child.
- Use proactive strategies to prevent behaviour issues and help children succeed.
- Respond calmly, consistently, and proportionately when behaviour does not meet expectations.
- Ensure consequences are logical, restorative, and help children reflect, learn and improve as a result.

Parental Responsibilities

We ask our parents and carers to:

- Support the school's behaviour expectations at home and reinforce the messages children receive at school.
- Encourage and model respectful, kind, and safe behaviour.
- Work in partnership with the school to address any concerns about behaviour in a constructive and collaborative way.
- Communicate openly with the school, letting us know in advance (where possible) of any circumstances that may affect their child's behaviour or wellbeing.
- Attend meetings if requested to discuss incidents and support their child in making positive choices.

Together, we can achieve the best outcomes for our children by providing them with clear, consistent guidance and helping them to develop lifelong skills for managing their behaviour and relationships.

The Importance of a Strong Home-School Partnership

Positive behaviour is most effectively supported when schools and families work as a team. When children see adults around them working together, they understand that expectations are shared, important and consistent. A strong home-school partnership:

- Reinforces shared values of respect, kindness, and responsibility.
- Provides a united front, helping children understand and feel secure in what is expected of them.
- Ensures early intervention and support if difficulties arise, reducing the likelihood of escalation.

We value our parents and carers as partners in supporting children's social, emotional, and academic development.

An Individualised Approach for Children with SEND

At Whipman Woods, we recognise that children with special educational needs or disabilities (SEND) may face additional challenges in meeting behaviour expectations. We are committed to ensuring that all children are supported fairly, compassionately, and in a way that enables them to succeed.

For pupils with SEND:

- Behaviour expectations remain high, but reasonable adjustments may be made in how support is provided.
- Staff work closely with the SENDCo, parents, and external professionals to ensure strategies are tailored to the child's individual needs.
- Where appropriate, children may have an individual behaviour plan or support plan, which outlines specific strategies, targets, and positive support.
- We focus on understanding the underlying reasons for behaviour, including communication needs, emotional regulation, or sensory sensitivities.
- Any consequences are carefully considered to ensure they are proportionate, supportive, and help the child to learn and move forward positively.

Why is this important?

Children with SEND may communicate distress, anxiety, or frustration through behaviour. An individualised, understanding approach:

- Helps reduce barriers to learning and participation.
- Supports emotional wellbeing and self-esteem.
- Encourages positive relationships between children, staff, and peers.
- Promotes inclusion and ensures that no child is unfairly disadvantaged because of their needs.

We ask parents to work in partnership with us, sharing relevant information about their child's needs and supporting agreed strategies both at school and at home.

A Proactive Approach to Behaviour Management

At Whipman Woods, we focus on teaching, modelling and reinforcing the behaviours we want to see, creating a safe, respectful and inclusive environment with clear, consistent expectations. This includes teaching routines, using visual prompts, stories, assemblies, PSHE lessons, positive recognition and strong relationships. By embedding these strategies into daily life, we help children develop self-regulation, kindness and responsibility, while reducing behaviours that disrupt learning or cause harm. All staff explicitly teach, model and reinforce the following principles that underpin our school rules:

- ***Be Ready to Learn***
- ***Be Kind***
- ***Be Safe***

Our school rules are displayed in every classroom and around school.

We know we are ready because:

We always have the things we need for our learning – including resources that will help us to succeed.
We have a tidy and well-organised workspace in lessons.
We always listen carefully and follow instructions for the first time.
We always line up smartly and sensibly when moving around school.
We always show enthusiasm and curiosity in our learning by asking and answering questions.
We always join in, work hard and try our best, even when something feels tricky to begin with.

We know we are kind because:

We always speak politely, show good manners, and use kind words.
We always look after each other and offer help if someone needs it.
We always share and take turns when we are playing and working together.
We always listen when others are talking.
We always greet our friends, staff and visitors kindly in school.
We always treat others in the way we would like to be treated ourselves.

We know we are safe because:

We always walk sensibly indoors and when requested to do so by an adult at other times.
We always keep our hands and feet to ourselves.
We always follow instructions to help keep everyone safe.
We always help to tidy up showing care for our school and for others.
We always support others to follow the rules.

Our strategies for success include:

- Consistent, explicitly taught routines across the school (lining up, greetings, transitions, corridor conduct, etc.).
- Visual prompts in classrooms and shared spaces.
- Positively framed praise linked to our rules.
- Assemblies and class teaching to reinforce key messages and reward positive behaviour.
- Dojo Points awarded for positive behaviours such as effort, kindness, and safe choices.
- Adults who always model the desired behaviour.
- Bronze, Silver and Gold awards that recognise the positive contribution that children make.

Positive Behaviour Recognition – Dojo Reward System

Examples of positive behaviours that could earn Dojo Points are:

Readiness

- ★ Showing great effort and perseverance, even when tasks are tricky.
- ★ Asking for help when stuck and trying again.
- ★ Being fully involved in lessons – asking questions and contributing ideas.
- ★ Practising skills in your own time (e.g. reading, spelling, times tables).
- ★ Organising resources to help with learning.
- ★ Tidying or organising a shared space for everyone's benefit.
- ★ Kindly reminding others what they need to succeed.

- ★ Being a positive role model.

Kindness

- ★ Comforting a friend and seeking adult help.
- ★ Offering kind words or actions to everyone – and especially those who need support.
- ★ Including others who may feel left out.
- ★ Adapting games so everyone can join in.
- ★ Greeting or caring for others with genuine warmth, value and interest.
- ★ Complimenting others without being prompted (e.g., “I like how you did that!”).
- ★ Using polite phrases independently (“Excuse me, could I help you?”).
- ★ Offering someone else the first turn or choosing to wait patiently.
- ★ Sharing resources/equipment willingly and kindly.
- ★ Demonstrating active listening (looking at the speaker, nodding, responding appropriately).
- ★ Working collaboratively and with strong focus during a group activity.
- ★ Choosing kind actions even when disappointed or frustrated.

Safety

- ★ Picking up litter or tidying without being asked.
- ★ Helping to prevent accidents (e.g. holding doors, assisting with bags)
- ★ Reminding others kindly to follow the rules (“Let’s walk, it’s safer.”)
- ★ Modelling safe movement independently in busy areas without reminders.
- ★ Using words to solve problems calmly and seeking adult help instead of reacting physically.
- ★ Praising or encouraging others for using kind hands and safe choices.
- ★ Responding immediately to safety instructions (e.g., lining up, stopping when asked).
- ★ Noticing a potential danger and alerting an adult (e.g., “There’s water on the floor.”)
- ★ Looking after shared resources and returning equipment properly and safely.
- ★ Helping a friend make a safe choice.
- ★ Leading by example — being a positive role model during transitions, play, or group activities

Our School Ethos

Everything we do starts with positive relationships – building, maintaining and repairing them when necessary. We know that children need our time – time to talk, time to explain and time to explore solutions.

At Whipman Woods, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by 3 key principles:

- 1. Unmet Needs:** Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. *the need for belonging and friendship, the need to be heard and understood, the need for structure and routine, the need for sensory comfort or regulation, the need for autonomy and choice, or the need for physical wellbeing such as food, rest, and movement.*

- 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 e.g. their family, community, school etc.
- 3. Relationships:** Within safe, consistent and trusting relationships, children can begin to feel secure enough to learn, recognise and celebrate their strengths, acknowledge and work on areas for development, and safely explore and regulate strong emotions and difficult experiences.

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

- We know that empathy is at the core of building positive relationships; the ability to share someone else's feelings or experiences by understanding what it would be like to be in that person's situation.
- 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 'reasonable parent'.
- We know that, as adults, we 'make the weather'. Every interaction between staff and children - and between staff themselves - meets the emotional climate of the school. By modelling kindness, respect and trust at all times, adults show children how positive relationships are built and why treating others as we wish to be treated is the foundation of a caring, respectful community.

Promoting Positive Behaviour

Children learn and behave best when expectations are clear and when positive behaviour is consistently encouraged and recognised. They need frequent opportunities to succeed and to see that, if they make mistakes, responses will be calm, consistent and fair. Our policy therefore prioritises proactive, positive strategies, creating an environment where desirable behaviours are explicitly taught and reinforced. We recognise, however, that some incidents of inappropriate behaviour are inevitable; no single approach works for every child all the time. For this reason, proportionate sanctions have a place within our behaviour policy, but they are most effective when applied within a culture where positive approaches are always the first and primary response.

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. Reminders are sent throughout the school year.

Developing Character and Values to Support Positive Behaviour

At Whipman Woods Flying High Academy, our school values and the Flying High Partnership's shared characteristics are central to creating a culture where children are motivated and equipped to make positive behaviour choices.

As proud members of the Flying High Partnership, we are committed to teaching, modelling and living the Trust's three shared characteristics: **Unique, Exceptional and Sustainable**. These qualities guide every member of our school community - staff and pupils alike - helping to build the character, empathy and resilience needed to thrive and to treat others with respect.

Through a carefully planned cycle of learning, our children explore and practise the values that underpin these characteristics:

- **UNIQUE** – showing **Aspiration, Kindness, and Effective Communication**
- **EXCEPTIONAL** – showing **Confidence, Pride, and Curiosity**
- **SUSTAINABLE** – showing **Responsibility, Resilience, and Problem-solving**

Children learn not only what these values mean but how to live them every day. They are revisited throughout the year in lessons, assemblies, and restorative conversations so that they become embedded in our pupils' attitudes and actions.

By explicitly teaching and celebrating these characteristics and values, we help children to:

- Develop a strong moral compass and clear understanding of right and wrong.
- Build empathy and respect, enabling them to value difference and celebrate individuality.
- Strengthen self-regulation and decision-making skills, equipping them to make safe and responsible choices.
- Stand up for themselves and others and seek help if ever they or someone else feels unsafe.

In this way, character education and values-based learning underpin our behaviour expectations. They provide the motivation and internal guidance that enable pupils to choose positive behaviours, contribute to a respectful school culture, and prevent incidents of unkindness or bullying before they arise.

Each week we focus on one specific value from our school characteristics. Staff look for children who show this value in school or at home and celebrate their efforts with praise and rewards during our weekly celebration assembly.

Positive Approaches

At Whipman Woods, we promote good behaviour first and foremost through positive strategies and consistent recognition of pupils who meet expectations. Staff use a variety of praise and rewards – adapted and refreshed regularly – to keep motivation high and ensure that positive behaviour is noticed and celebrated.

Where behaviour is safe but off-task, it may be more effective to redirect attention by praising positive behaviour nearby, encouraging others to follow the positive example. Children are likewise encouraged to notice and praise their peers, helping to create a culture where kindness and readiness are valued by everyone.

Our School Rules – **Be Ready to Learn, Be Kind, Be Safe** – are introduced at the beginning of the year and revisited daily, so expectations remain clear. To support all pupils, including those with limited language, these rules are also reinforced with Makaton signs and visual symbols, ensuring that every child can understand and engage with our shared expectations.

Recognising and Rewarding Positive Behaviour

At Whipman Woods, we firmly believe that positive behaviour should be consistently recognised and celebrated. Positive recognition reinforces the high expectations we hold for every member of our community - pupils, staff and families - and helps to create a culture where kindness, readiness and safety are the norm.

We use a wide range of rewards to acknowledge effort, achievement and positive choices, ensuring that all children are motivated and that recognition remains meaningful and fresh.

Our approaches include:

- **Everyday praise and encouragement** – such as verbal praise, smiles and framed positive feedback during learning.
- **Whole-class reward systems** – developed with pupils to celebrate collective effort and teamwork.
- **Positive Points via Class Dojo** – instantly shared with parents and linked directly to the school rules: *Be Ready to Learn, Be Kind, Be Safe*.
- **Individual rewards**, for example:
 - Stickers in class
 - Public praise in front of staff or peers
 - Dojo Points leading to Bronze, Silver, Gold and Platinum Awards as points accumulate
 - Special visits to the Headteacher, Deputy Headteacher or a member of SLT for personal recognition
- **Dojo Posts and Newsletter Announcements** – sharing positive examples of individual and class achievements
- **Celebration Assembly** – weekly recognition of *Star of the Week* and the presentation of Bronze, Silver, Gold and Platinum certificates.

Rewards are never removed once earned. Together, they create a rich culture of appreciation, where every child can see their effort and character recognised and celebrated.

Whole-Class Reward Systems

At the start of each half term, every class agrees on a one-hour reward that is meaningful and motivating for them. To earn this treat, the class must collect **ten** class points by working hard together and consistently demonstrating our school rules and values. This visual system celebrates team effort and promotes shared respect for our School Agreement and Values, while encouraging steady commitment. No more than two points will be awarded each week to maintain a focus on sustained effort over time.

Individual Rewards

Pupils are awarded individual Dojo Points for demonstrating our school rules – *Be Ready to Learn, Be Kind, and Be Safe*. Points can be given by any member of staff, both inside and outside the classroom.

Parents receive instant notifications through Class Dojo, so they can celebrate their child's positive behaviour as it happens.

As pupils collect Dojo Points, they work towards certificates and special rewards:

- **Bronze – 50 points - a bronze certificate and presentation in assembly and a special voucher for an in-school privilege**
- **Silver – 100 points – a Silver Certificate and presentation in assembly, a dip in the school 'prize box'**
- **Gold – 150 points – a Gold Certificate and presentation in assembly, a non-uniform day pass and a book of their choice from the special prize bookshelf**

Positive examples of individual and class work are also shared on Class Dojo, providing further opportunities to celebrate success and keep parents closely involved in their child's achievements.

Celebration Assembly

Our weekly Celebration Assembly brings the whole school together to recognise and celebrate positive behaviour and learning. Each class teacher nominates a 'Star of the Week' who receives a certificate presented in the assembly.

'Star of the Week' pupils are chosen in line with a weekly focus on our school values, which underpin each Flying High characteristic (Unique, Exceptional and Sustainable), and are celebrated for demonstrating and applying that value in a meaningful way.

Parents and carers are warmly invited to attend when their child receives a Star of the Week certificate, strengthening the home-school partnership that supports all our positive behaviour approaches, from Dojo point rewards to whole-class celebrations.

Supporting and Responding to Behaviour

At Whipman Woods, we believe that positive behaviour grows from strong relationships, clear expectations and consistent recognition.

Sometimes, however, children need extra support to make positive choices. The outline below explains how we work with pupils and parents when behaviour needs to be addressed.

1. First and Always – A Proactive, Restorative Approach

- All behaviour has a reason. We look for the *unmet need* (for example, a need for safety, belonging, or emotional regulation).
- If a child is in crisis, staff use de-escalation strategies and give time and space before any discussion.
- We focus on natural consequences, supported by a trusted adult, so children can put things right and learn.

Examples include:

- writing a letter of apology
- helping to repair or tidy something they have damaged
- completing missed work or reflecting on an incident during part of a playtime (if the whole playtime needs to be missed because it is unwise for the child to be around others at that time, arrangements will be made for the child to have some outdoor time separately).

If a child misses playtime repeatedly, staff review the situation and may involve the SENDCo to look for deeper causes or extra help.

2. When More Structure Is Needed – The Stepped Approach

If behaviour does not improve, or if a serious incident occurs, we use our school-wide stepped process, always linked to the school rules:

Step	What Happens	Recording and Communication
1. Gentle Reminder (Green)	Quiet verbal or non-verbal cue to help the child self-correct.	No formal record.
2. Formal Warning (Orange)	Clear explanation of what must change and why.	Noted discreetly; no points lost.
3. Time Out / Move (Red)	If behaviour continues or is serious, the pupil works or reflects elsewhere for a short time and has a restorative conversation with staff.	1 Negative point logged on Class Dojo. Incident and points logged on CPOMS. Parents informed the same day (face to face wherever possible).
4. Escalation to Senior Leadership (Purple)	For repeated incidents or a significant one-off event, a senior leader becomes involved. A restorative meeting is held and, if needed, an individual behaviour plan is agreed.	2 Negative points logged on Class Dojo. Incident and points logged on CPOMS. Parents informed the same day (face to face wherever possible - and by SLT if deemed appropriate).

All consequences are fair, proportionate and explained so children understand how to improve. Ideally, each day in school will represent a fresh start. However, there will be times when a consequence cannot be carried out the same day and so will be rolled over to the next day.

If a behaviour incident is more serious, then the initial steps of the approach will be missed out and there can be an immediate jump to later steps e.g. where immediate action is needed to keep the child, or other children safe – the support of the senior leadership may need to be engaged immediately.

3. Additional Support for Children with SEND

For pupils with special educational needs or disabilities:

- High expectations remain, but we make reasonable adjustments and work with parents and external professionals to tailor support.
- An individual behaviour or support plan may be created.
- We focus on understanding communication needs, emotional regulation and sensory sensitivities before applying consequences.

When dealing with incidents of challenging behaviour by 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.

To meet these duties, the school will, as far as reasonably possible, identify and anticipate potential triggers for the behaviour and implement appropriate support and a behaviour plan to help prevent such incidents. All preventative measures will be tailored to the individual child's circumstances and needs.

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

4. Communication with Parents and Carers

- **Instant updates:** Parents can see positive points and negative immediately on Class Dojo.
- **Direct contact:** For higher-level concerns, staff will phone or meet with parents to agree next steps.
- **Shared responsibility:** We ask parents to reinforce our school rules at home and share any information that might affect their child's behaviour.

Supporting Pupils with Additional Needs through Individual Behaviour Plans

The school recognises that some pupils may have additional needs or face particular challenges which affect their behaviour. Where appropriate, an individual behaviour plan will be developed in partnership with parents/carers, the pupil and relevant professionals. This plan will identify underlying needs and likely triggers, set clear and achievable goals, and outline proactive strategies, reasonable adjustments and positive support to help the pupil succeed. Preventative measures may include adapted teaching approaches, structured routines, visual supports, and agreed de-escalation techniques. The plan will be regularly reviewed and updated to reflect the pupil's progress and any changing circumstances, ensuring that support remains tailored, inclusive and consistent with the SEND Code of Practice, the Equality Act 2010 and statutory safeguarding guidance, including *Keeping Children Safe in Education 2025*.

The plan will be devised with consideration of:

- **Assessment of underlying needs** – including SEND, social/emotional or mental health factors, sensory sensitivities, communication needs, and any relevant medical information.
- **Known triggers and patterns** – such as changes in routine, environmental factors (e.g. noise, lighting), social situations, or academic pressures.
- **Strengths, interests and motivators** – to build on what the pupil enjoys and finds rewarding.
- **Positive strategies and reasonable adjustments** – e.g. adapted teaching approaches, visual timetables, movement breaks, quiet spaces, or alternative communication methods.
- **Support for self-regulation** – including calming techniques, social stories, and opportunities to practise problem-solving or emotional literacy.
- **Clear expectations and achievable goals** – written in positive, child-friendly language.
- **Consistency of approach** – ensuring all staff understand and apply agreed responses and de-escalation strategies.
- **Safeguarding and wellbeing considerations** – making sure any interventions, including physical interventions if ever required, meet statutory safeguarding guidance and are proportionate and recorded.

- **Collaboration with parents/carers and relevant professionals** – incorporating advice from the SENDCO, external agencies (e.g. Educational Psychologist, Speech and Language Therapist, CAMHS), and the child’s own views where appropriate.
- **Regular review and adaptation** – with agreed timescales for monitoring impact and updating strategies as the pupil’s needs or circumstances change.

Bullying and Relational Conflict

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 or 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 advice contained below is drawn from ‘DfE Use of reasonable force – Advice for Headteachers, Staff and Governing bodies’ – published July 2013).

The Law says that school staff may need to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Causing personal injury to themselves or others
- Causing damage to property belonging to them or another, including the school

- Any behaviour prejudicing the maintenance of good order and discipline in the school. (Section 93 of the Education and Inspections Act 2006)

Guidance is also available on the use of reasonable force which acknowledges the legal expectations to make reasonable adjustments for children with a disability and children with Special Educational Needs (SEND).

Reasonable Force (sometimes called positive handling) will only be used as a last resort when all other behaviour management strategies have failed or when the pupil, staff or property are at risk.

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'.

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 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 Academy 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.

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

Suspension and Permanent Exclusion

Suspensions (fixed-term) and permanent exclusions are used only in exceptional circumstances and are extremely rare. They may be considered where:

- there has been a **serious breach or persistent breaches** of the school's behaviour policy; and
- allowing the pupil to remain in school would **seriously harm the education or welfare of the pupil or others**.

The Headteacher holds the statutory authority to issue a suspension or permanent exclusion and the decision will be made, following review of all relevant evidence, in collaboration with the governing body, the Local Authority and the Flying High Partnership.

Suspension or permanent exclusion will always be a last resort, after appropriate in-school support, interventions, and sanctions have been attempted, unless the incident is so serious that an immediate exclusion is justified.

Where a pupil is suspended or permanently excluded:

- Parents and carers will be notified without delay and in writing, with clear reasons, the length of suspension or the fact of permanent exclusion, and information on their right to make representations to the governing body.
- The Local Authority will be informed without delay. Where relevant, the pupil's social worker and/or Virtual School Head (VSH) will also be notified.
- During the suspension period, the pupil must not attend the school premises, unless specific arrangements are agreed with the school.

A reintegration meeting will be arranged following any suspension to plan appropriate support and agree next steps to reduce the risk of further suspensions or permanent exclusion. Parents and carers must attend this meeting along with relevant external agencies where appropriate.

The governing body is responsible for reviewing all permanent exclusions and certain suspensions in line with statutory guidance. It will consider any parental representations and decide whether the pupil should be reinstated, ensuring all decisions are fair, proportionate, and in accordance with the Department for Education's *Suspension and Permanent Exclusion Guidance* and *Keeping Children Safe in Education 2025*.

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.

Confiscation, Screening and Searching

The safety of all pupils and staff is of the highest importance at Whipman Woods. In line with the latest Department for Education (DfE) guidance on *searching, screening and confiscation*, pupils must never bring sharp, harmful or dangerous items (such as knives, blades, tools, or any object that could be used to cause harm) onto the school site under any circumstances.

We will always approach such matters with a focus on safety, prevention, and education, but we must also act decisively to protect the school community.

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher. An authorised person may search a pupil's pockets or possessions. The authorised person will only carry out a search if they believe:

- a pupil is in possession of a prohibited item
- not doing the search would put the pupil, other pupils or staff at risk
- the search does not pose a safeguarding risk

If a pupil is suspected of carrying a sharp, harmful or dangerous item:

- The school has the legal power to search pupils without consent if there is reasonable suspicion that they are in possession of a prohibited item (including knives, weapons, or sharp objects). This search will always be conducted by two members of staff, one of whom will be the same sex as the pupil wherever possible (except where there is a risk of serious harm if the search is not conducted immediately).
- Any harmful or sharp object found will be confiscated and secured, and the school will follow the appropriate procedures, including notifying parents/carers and, where necessary, the police.
- SLT will be involved immediately, and the incident will be recorded on CPOMS.
- A serious breach of behaviour policy of this nature may result in fixed-term exclusion, managed move discussions, or permanent exclusion, depending on the circumstances and level of risk.
- A formal risk assessment will be completed before the pupil can return to the classroom to ensure appropriate safeguarding measures are in place.

The search would be explained to the pupil, and they would be requested to co-operate. For example, "I would like you to show me inside your bag and turn out your pockets". If the pupil refuses to co-operate the authorised staff member would inform the Headteacher who would determine the next steps on a case-by-case basis. The staff member who carries out the search should inform the DSL without delay of any incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, and/or if they believe the search has revealed a safeguarding risk.

Any prohibited items will be confiscated and parents/carers informed. If a pupil is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

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 'Beyond Challenging section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

Transition

At Whipman Woods Flying High Academy, we ensure any pupils joining our school receive 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 the 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 children, 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.

Conclusion

By working together as a school community - staff, parents, and pupils - we can foster an environment where every child feels safe, respected, and able to succeed. Our consistent, individualised and proportionate approach ensures that all children, including those with SEND, are given the support and understanding they need to thrive. We value your support in upholding our behaviour expectations - including the shared responsibility to ensure that no harmful or dangerous items come into school - and look forward to continuing our strong partnership with you.

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

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:

[Keeping children safe in education](#)

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

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Suspension and permanent exclusion guidance](#)

[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