

Whipman Woods Flying High Academy



Positive Behaviour Policy

2026-2027

Reviewed: September 2026

Next Review: September 2027

1. Purpose and Principles

At Whipman Woods Flying High Academy, kindness forms the foundation of everything we do. We want every child to feel understood, valued, respected and safe, and to experience school as a place where they belong and can thrive. Strong, trusting relationships between children, staff and families make this possible.

As a school, we remember that discipline means to teach, not to punish. Therefore, to provide opportunities for children to learn and experience positive behaviours, unconditional positive regard is central to our school ethos. Learning takes place as a result of explicit teaching, strong role models, clear boundaries and natural consequences. We recognise that some children will need more teaching, practice, co-regulation or adjustment than others, and we also recognise that behaviour can often communicate an unmet need. Our role is to combine warmth with clarity: adults notice what is going well, teach expectations explicitly, respond calmly when things go wrong and help children reflect, repair and try again.

This policy therefore brings together high expectations, inclusive practice, safeguarding, reasonable adjustments, proportionate consequences and restorative repair. It provides a consistent framework while allowing skilled and compassionate adults to respond to the child, the context and the level of risk.

We aim to:

- create a calm, safe and supportive environment in which all children can learn and thrive
- teach and reinforce the behaviour expected through our rules: **Be Ready to Learn, Be Kind and Be Safe**
- prevent harm, bullying, harassment, discrimination and child-on-child abuse
- respond consistently, fairly and proportionately, while considering individual need and context
- identify barriers to learning and participation early on and provide inclusive support
- work in partnership with children, parents, carers and relevant professionals
- meet our duties under safeguarding, equality, SEND, behaviour and exclusion legislation and guidance.

Children should feel supported through difficulties while learning strategies that help them make safer and more successful choices in the future. Restorative work supports accountability and repair, but it will never replace a safeguarding response, risk assessment or proportionate consequence where these are required.

Our Relational Approach

Children are more likely to succeed when they feel secure, understood and connected. Through relational approaches, adults will invest deliberately in relationships, greet children warmly, notice effort, listen with curiosity and separate the behaviour from the child. We will avoid labels and instead promote understanding of what happened, its impact and what needs to change.

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.

We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent/carer). 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.'

2. Scope

This policy applies to all children when they are:

- on the school site
- off the school site but behaving in a way that could affect another child, the orderly running or reputation of the school, or the safety of the school community.
- taking part in school-organised or school-related activities
- travelling to or from school
- wearing school uniform or otherwise identifiable as a child attending Whipman Woods Flying High Academy
- interacting online

The Headteacher will determine whether the school should respond to off-site behaviour, taking account of the circumstances, safeguarding responsibilities and the school's legal powers.

3. Roles and Responsibilities

The governing body and academy trust:

- support and challenge leaders to maintain a calm, safe and inclusive behaviour culture
- ensure this policy fulfils statutory duties and is published and reviewed
- ensure appropriate procedures exist for restrictive interventions, suspensions and permanent exclusions
- review relevant data, including patterns affecting children with SEND or protected characteristics.

The Headteacher and Senior Leaders

- implement the policy consistently and ensure staff are trained
- ensure expectations, routines, recording and communication systems are clear
- arrange early and targeted support and make reasonable adjustments
- monitor behaviour, bullying, safeguarding, restrictive intervention and exclusion data
- make suspension and permanent exclusion decisions where necessary in accordance with statutory guidance.

All Staff

- build respectful, predictable relationships and model the behaviour expected
- explicitly teach routines and use agreed language and responses
- use prevention, co-regulation and de-escalation strategies before behaviour escalates
- apply recognition and consequences calmly, consistently and proportionately
- record and report concerns, incidents and safeguarding information promptly
- seek advice when a child's needs or risks require additional support.

Children

- are expected and supported to follow the school rules and routines

- treat others with dignity and respect
- report worries, harm, bullying, harassment or unsafe behaviour – and are explicitly taught how to do this
- take part in reflection and repair when appropriate.

Parents and Carers

- support the school's expectations and reinforce respectful, safe behaviour
- share information that may affect their child's wellbeing or behaviour
- work constructively with school and attend meetings where requested
- raise concerns promptly through the appropriate school channels.

Parents and carers are valued partners. We will communicate respectfully, share successes as well as concerns, listen to family knowledge and work together on next steps and support. Where behaviour is causing concern, contact is not simply to report what has gone wrong, but to build a shared understanding and improve support.

4. Our Rules and Routines

Our three school rules form the 'Whipman Woods Way'. They are positively framed, easy for children to remember and broad enough to apply to all circumstances and locations including, classrooms, corridors, assemblies, lunchtimes, clubs, visits and online spaces.

Rule	What this looks like
Be Ready to Learn	Be prepared for learning or action; listen and follow instructions; organise resources; participate, persevere and move around school sensibly.
Be Kind	Use respectful language and excellent manners; include and help others; listen; share; respect difference and property.
Be Safe	Keep hands, feet and objects safe; follow safety instructions; use equipment appropriately; seek adult help; report hazards or concerns.

Routines are explicitly taught, modelled, practised and revisited. Visual prompts, Makaton and adapted communication are used where helpful. Adults use calm, consistent language and recognise children who meet expectations.

Teaching Behaviour

At Whipman Woods Flying High Academy, we recognise that children need to be taught how to behave successfully, just as they are taught any other aspect of the curriculum. Expectations and routines will therefore be explicitly explained, modelled, practised and revisited throughout the year.

Staff will teach and reinforce expectations at the beginning of each academic year, after school holidays, during periods of transition and whenever routines need strengthening. Children will be shown what successful behaviour looks and sounds like, given opportunities to practise and positively recognised when they meet expectations.

This includes teaching children how to:

- follow routines at the beginning and end of the school day

- move safely and calmly around school
- listen, contribute and work independently or with others
- use classrooms, shared spaces, equipment and technology responsibly
- behave appropriately during assemblies, playtimes, lunchtimes, clubs and educational visits
- move successfully between activities and different parts of the school
- seek help, report a worry or explain when they are finding something difficult
- reflect on mistakes, repair any harm caused and return positively to learning.

Expectations will be explained and adapted according to each child's age, stage of development, communication needs and any identified SEND or additional needs. Where a child has difficulty meeting an expectation, staff will consider whether it needs to be retaught, practised differently or supported through a reasonable adjustment rather than assuming that the child is choosing not to comply.

5. Recognition and Rewards

Recognising and Celebrating Positive Behaviour

At Whipman Woods Flying High Academy, we want children to develop the intrinsic motivation to make positive choices because they understand that these choices are right, respectful and contribute to a happy, safe and successful school community. Alongside this, positive recognition is an important part of our approach. Children should know that their effort, character and contribution are noticed and valued.

Adults aim to catch children displaying positive behaviour, using specific and sincere praise so that children understand exactly what they have done well. Recognition is linked to our school rules – **Be Ready, Be Kind, Be Safe** – our school values and the Flying High characteristics.

Meeting our school rules is the everyday expectation for all children and will be noticed through warm encouragement, acknowledgement and specific verbal or non-verbal praise. Positive Dojo Points are awarded when a child goes above and beyond this everyday expectation, demonstrating a particularly positive choice, significant effort, improvement, contribution or example of our rules and values.

For example, a Positive Point might recognise a child who:

- shows exceptional kindness, consideration or support for another person;
- demonstrates particularly strong effort, perseverance or resilience;
- makes a notably positive contribution to the class or wider school community;
- takes responsibility or shows initiative without being prompted;
- demonstrates significant improvement in their own behaviour, attitude or readiness to learn;
- makes an especially thoughtful, safe or responsible choice;
- demonstrates one of our school values or Flying High characteristics in a meaningful way.

This distinction ensures that points remain purposeful and meaningful. Children do not need to receive a point every time they meet an expected standard of behaviour e.g. holding a door for someone or greeting them kindly because this is an expectation; such positive behaviour is recognised routinely, while points celebrate behaviour that represents something more for that individual child.

Recognition may therefore include:

- specific verbal or non-verbal praise and framed positive feedback;
- Positive Points through Class Dojo, which are visible to parents and carers;
- stickers or other age-appropriate recognition;
- sharing achievements with another member of staff, the Headteacher, Deputy Headteacher or another senior leader;
- positive Class Dojo posts or newsletter celebrations;
- Star of the Week recognition;
- whole-class rewards for sustained collective effort; and
- Bronze, Silver, Gold and Platinum milestone awards as Positive Points accumulate.

Relationships and meaningful verbal recognition remain more important than the accumulation of points. Staff will avoid unnecessary comparison between children and will never use rewards in a way that shames or disadvantages children who find behaviour or self-regulation more difficult.

Fair and Inclusive Recognition

Fairness does not always mean that every child receives exactly the same response. Recognition should be accessible, motivating and meaningful, taking account of children's age, individual needs, communication styles and starting points.

Staff should recognise individual progress as well as absolute achievement. What represents going above and beyond may therefore look different for different children. For a child who finds a particular aspect of behaviour especially challenging, demonstrating significant progress, self-regulation or successful use of an agreed strategy may appropriately warrant a Positive Point.

This does not mean lowering expectations. Our school rules remain consistent for everyone, while the support and recognition children receive may be appropriately adapted to enable them to succeed.

Rewards and Positive Points already earned will never be removed as a consequence or sanction.

Developing Character Through Our Values

Our behaviour approach is closely connected to character education. As part of the Flying High Partnership, we explicitly teach and model the characteristics of being **Unique**, **Exceptional** and **Sustainable**, together with the values that underpin them:

UNIQUE – Aspiration, Kindness and Effective Communication

EXCEPTIONAL – Confidence, Pride and Curiosity

SUSTAINABLE – Responsibility, Resilience and Problem-solving

Children learn what these values mean and, importantly, what they look like in everyday actions. They are reinforced through lessons, assemblies, relationships, recognition and restorative conversations.

Through this approach, we aim to help children develop empathy and respect, strengthen self-regulation and decision-making, take responsibility for their actions, value difference, persevere when things are difficult and make safe and responsible choices.

Whole-Class Recognition

Whole-class rewards recognise sustained teamwork and collective responsibility rather than individual success.

At the beginning of each half term, each class agrees an appropriate one-hour class reward. The class works collectively towards this by earning 10 'Stars in a Jar' for sustained examples of working together and demonstrating our school rules and values.

No more than two class points will normally be awarded in a week so that the emphasis remains on consistent effort over time.

Class points are separate from individual Positive Points.

Individual Positive Points and Milestone Awards

Any member of staff may award a Positive Point through Class Dojo when a child demonstrates behaviour that goes above and beyond the everyday expectation. Points may be awarded in lessons, at social times and throughout the wider school day.

Class Dojo enables parents and carers to see and celebrate this positive recognition, strengthening the partnership between home and school.

As Positive Points accumulate, children achieve the following milestones:

Bronze – 50 points

Silver – 100 points

Gold – 150 points

Platinum – 200 points

Milestone awards recognise the accumulation of positive choices over time. Once a child has earned points, a certificate or reward, these will never be taken away as a consequence for subsequent behaviour.

Celebration Assembly

Our weekly Celebration Assembly brings the school community together to recognise positive behaviour, character, effort and achievement.

Each class teacher selects a **Star of the Week**, linked to the school's current weekly value. The award recognises a child who has demonstrated or applied that value in a particularly meaningful way.

Bronze, Silver, Gold and Platinum milestone certificates are also presented and celebrated as children reach them.

Parents and carers are invited to attend when their child receives Star of the Week recognition, helping us to celebrate children's successes together and reinforce the strong partnership between home and school.

Through everyday praise, meaningful Positive Points, class recognition, milestone awards and Celebration Assembly, we aim to create a culture in which positive behaviour is noticed, character is

developed and children increasingly choose to do the right thing because they understand why it matters.

6. Responding to Behaviour

When behaviour falls below expectations, the first response is calm, private and restorative wherever possible. Adults seek to preserve dignity, reduce escalation and keep the child connected to learning. They use the least intrusive response likely to be effective and allow take-up time.

Responses are intended to stop harm or disruption, help child understand the impact of their choices and teach more successful behaviour. Staff will consider the seriousness and frequency of the behaviour; the child's age, development and understanding; any SEND or additional needs, communication or medical need; safeguarding information; the impact on others; the child's views; and support already tried.

First and always: Proactive and Restorative Practice

- connect before correcting: approach calmly, use the child's name and keep language brief
- remind or reteach the relevant rule and describe the behaviour needed
- offer limited choices, appropriate time and space, or support to regulate
- notice any positive change and help the child deescalate successfully
- hold reflective or restorative discussion when the child and others are calm and it is safe
- record and seek help when behaviour is repeated, significant or may indicate a safeguarding or unmet need.

Useful adult language includes: *'I can see you are finding this difficult'*; *'The rule is Be Safe'*; *'You can stay here, in this safe and observed space, or work with me'*; *'I will give you a moment and come back'*; and *'How can we put this right?'* Staff avoid lengthy debates, arguments or demanding an apology while a child is dysregulated.

Whipman Woods' Stepped Response – 4 Steps

The steps below provide a shared structure, not an inflexible model. A serious incident may move directly to Red or Purple, while reasonable adjustments may change how a step is delivered. Adults should not repeatedly progress a dysregulated child through warnings when regulation, safeguarding or senior support is required.

Stage	Response	Recording and communication
1. Gentle reminder (Green)	Discreet verbal or non-verbal cue; restate or reteach the rule; praise nearby success; allow take-up time and return positively to learning. Make it clear that this is a friendly reminder to support the child and keep them on track.	No formal record at this stage
2. Formal warning (Orange)	Private, clear explanation of what must change, why it matters and what the next step will be. Offer a realistic choice and support to succeed.	The warning may be noted discreetly (post-it note on desk)

Stage	Response	Recording and communication
3. Time out or move (Red)	Supervised regulation or reflection in an agreed place. This may include a short, proportionate period of break or lunchtime, for example five or ten minutes, but children will retain sufficient time to eat, drink, use the toilet and spend some time outdoors (if they are regulated enough to be safe).	One negative Dojo point. Record on CPOMS. Parents informed the same day, face to face where possible or by phone if not.
4. Senior leadership involvement (Purple)	For a repeated pattern or significant incident, SLT supports safety, investigation and regulation. A proportionate consequence, restorative follow-up and review of adjustments or support are agreed.	Two negative Dojo points. Record on CPOMS. Parents informed the same day, normally by or with SLT (agreed prior between SLT and class teacher) and face to face where possible.

Each day should normally provide a fresh start, although an agreed consequence may be completed the next day where necessary. Staff will not use degrading, humiliating, discriminatory or blanket punishments.

Significant Incidents and Behaviour Beyond the Usual Steps

A significant incident is behaviour that causes or presents a serious risk of harm; involves violence, discriminatory or sexualised behaviour, serious bullying, a weapon or prohibited item, significant damage, absconding or persistent high-level disruption; or otherwise requires immediate senior or safeguarding action. The list is not exhaustive and professional judgement is required.

Safety comes first. Staff will request support, separate children where necessary, provide first aid or medical attention, collect evidence, listen to accounts separately and involve the DSL without delay where there may be a safeguarding concern. Consequences may be considered alongside safeguarding action, but staff will not conduct an investigation in a way that could prejudice police or social-care enquiries.

Consequences and Restorative Action

Consequences will be reasonable, proportionate and related to the behaviour. They may include completing missed learning, repairing or replacing damage, a supported apology or restorative conversation, loss of a specific privilege, a short period of missed break or lunch time, removal from a lesson, additional supervision, or a behaviour support plan. Children will retain appropriate time to eat, drink, use the toilet and move outdoors.

Restorative discussion will take place only when those involved are ready and it is safe. A victim will never be required to meet, forgive or reconcile with a child who has harmed them if they do not wish to.

Reflection, Repair and Reintegration

Reflection is not a forced confession. In restorative work, when the child is calm, an adult helps the child understand what happened, who was affected, what need or trigger may have been present, and what could help next time. Repair may include a sincere verbal or written apology, repairing damage (where possible), completing missed learning, an agreed act of kindness or a supported restorative

conversation. It will be made clear to children that the best evidence of an apology is changed behaviour.

After time away from a lesson, the child should be welcomed back without shame. The reintegration conversation restates belonging and expectations, identifies support and ensures the child knows how to seek help.

Removal From a Classroom

Removal is a serious response and is distinct from a brief, planned movement to support regulation. It may be used to ensure the learning of others is not unreasonably disrupted, maintain safety, enable a dysregulated child to continue education in a supervised setting, or allow focused support. The child will be supervised, given meaningful education as soon as practicable, and reintegrated promptly. Repeated removal will trigger review with parents and consideration of additional or specialist support.

7. Inclusion, SEND and Reasonable Adjustments

High expectations apply to all children, but equality does not mean identical treatment. The school will anticipate and remove predictable barriers to learning and participation through a strong universal offer, adaptive teaching, accessible routines, sensory and communication support, and calm spaces. Support will not depend solely on a diagnosis.

When behaviour may be linked to SEND or additional need, trauma, mental health, communication, medical need or another vulnerability, staff will:

- seek to understand triggers, function and context rather than making assumptions
- consider whether the child understood the rule and was able to act differently at the time
- consider whether reasonable adjustments were in place and whether further adjustments are required
- use the graduated response: assess, plan, do and review
- involve the child, parents, SENDCo and relevant professionals
- ensure provision in an EHC plan is implemented

A consequence is not automatically unlawful because a child has SEND. The school will decide whether a consequence is fair and lawful in the individual circumstances and will adjust it where necessary. The school will use its best endeavours to secure appropriate SEND provision and will not discriminate through policy or practice.

Individual Behaviour Support and Risk Planning

Where universal and targeted support are not enough, a co-produced plan will place the child's strengths, voice and successful strategies at its centre. It will record strengths and motivators; communication needs; triggers and early signs; reasonable adjustments; preventative and de-escalation strategies; agreed adult responses; regulation and recovery arrangements; any known risk and control measures; parent and professional contributions; and arrangements for review.

Plans will be written in accessible, positive language, shared with relevant staff and reviewed at least termly, after any significant incident and when circumstances change. A plan does not lower our ambition for the child or remove accountability; it makes the route to success clearer and safer.

Use of Alternative Provision

Alternative provision may be considered only where it is suitable, necessary and in the child's best interests, for example, to provide specialist support, re-engagement or a carefully planned intervention that cannot reasonably be delivered on site. It will not be used informally to remove a child from school, avoid making reasonable adjustments or bypass suspension and permanent-exclusion procedures.

Before placement, the school will complete appropriate safeguarding, quality, curriculum, accessibility, health and safety and suitability checks; agree clear objectives and review dates; consult the child and parents; and ensure statutory duties for SEND and children with a social worker or who are looked after are met.

Attendance, welfare, behaviour, learning and progress will be monitored, with regular communication and a planned route to reintegration or next steps.

8. Bullying, Discrimination and Child-on-Child Abuse

Bullying and Relational Conflict

Bullying is the repetitive, intentional hurting of one person or group by another where there is an imbalance of power. It may be physical, verbal, psychological or online. Relational conflict is usually occasional, involves broadly similar power, and may be accidental; however, it will still be addressed and monitored because unresolved conflict can develop into bullying.

Children are taught the school's definition of bullying: Several Times On Purpose (STOP)

Bullying may be prejudice-based or discriminatory, including behaviour related to race, religion or belief, gender, sexual orientation, gender reassignment, disability, SEND or perceived difference. It may also be indirect, such as deliberate exclusion, spreading rumours or using online groups to humiliate or isolate someone.

The school will take reports seriously, listen to children separately, protect and support those affected, establish what happened, address the behaviour of the child responsible, communicate with parents where appropriate, and monitor relationships and recurrence. A single serious incident may still require safeguarding or disciplinary action even where it does not meet the definition of bullying. See the Anti-Bullying Policy for the full prevention, reporting and response procedure.

Child-on-Child abuse, Harassment and Violence

All staff must maintain an attitude that **'it could happen here'**. Child-on-child abuse can occur inside or outside school and online. It includes physical and sexual violence, sexual harassment, harmful sexual behaviour, bullying, abuse within intimate relationships, coercive or controlling behaviour, prejudice-based or discriminatory abuse, initiation or hazing, upskirting, and the consensual or non-consensual making or sharing of nude or semi-nude images.

The school has zero tolerance of sexual harassment and sexual violence: it is never acceptable and will not be dismissed as banter, part of growing up or 'boys being boys'. Staff will challenge misogynistic, misandrist, sexist, homophobic, biphobic, transphobic, racist, ableist and other discriminatory language or conduct. Particular attention will be paid to repeated or escalating misogyny and harmful sexual behaviour.

Any report or concern will be passed to the DSL without delay and handled under the Child Protection and Child-on-Child Abuse policies. The school will:

- take the child seriously, reassure them and avoid promising confidentiality
- make an immediate safeguarding and risk assessment, including online and off-site risk
- record concerns, decisions and rationale clearly
- consider the wishes of the child who may have been harmed, while prioritising safety
- support all children involved, recognising that a child who has caused harm may also have unmet safeguarding needs
- consider separation, supervision, timetable, transport and proximity arrangements without implying guilt
- refer to children's social care or police where thresholds are met
- review patterns, locations, peer groups and curriculum or cultural issues and act to prevent recurrence.

Behaviour consequences may run alongside safeguarding action, but the school will avoid prejudicing a police or social-care investigation. Restorative work will not be used where unsafe, unwanted or inappropriate.

Online behaviour is addressed through the same safeguarding and behaviour principles. The school may respond where online conduct affects another child, creates a safeguarding risk, disrupts school life or damages the safe and orderly running of the school. Staff will preserve evidence, avoid forwarding harmful material unnecessarily and follow the Online Safety, Child-on-Child Abuse and Harmful Digital Material procedures.

9. Searching, Screening and Confiscation of Prohibited Items

Searching, screening and confiscation will follow current guidance (DfE's Searching, Screening and Confiscation guidance).

A member of staff may search a child or their possessions for an item where the child agrees. Only the Headteacher or a member of staff authorised by the Headteacher may conduct a search without the child's agreement. Such a search may take place where the authorised member of staff has reasonable grounds to suspect that the child possesses a prohibited item or an item identified as one that may be searched for. Searches will be necessary, proportionate and conducted in accordance with current statutory guidance. Same-sex considerations will be applied where possible in accordance with the guidance, subject to the urgent-risk exception.

The search will be explained to the child, and they will be requested to cooperate. For example: *"I would like you to show me inside your bag and turn out your pockets."* If the child refuses to cooperate, the authorised staff member will inform the Headteacher, who will determine next steps on a case-by-case basis. The staff member who carries out the search will inform the DSL without delay where there were reasonable grounds to suspect a child had a prohibited item and/or where the search reveals a safeguarding concern.

School staff will never conduct a strip search. If there are reasonable grounds to consider that a strip search may be necessary, the school will follow the statutory guidance relating to police involvement, parental notification, the presence of an appropriate adult and safeguarding support before and after any search.

Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article made or adapted for use in committing an offence or causing injury. Force may be used only where lawful and reasonable to search for a legally prohibited item, not merely an item banned by school rules.

Items found will be dealt with lawfully. The DSL will be informed without delay where a search reveals or may reveal a safeguarding risk. Parents and police will be informed where required or appropriate. The search, outcome, decisions and any safeguarding action will be recorded.

10. Restrictive Interventions, Including Reasonable Force

Restrictive intervention is an overarching term for physical or non-physical action that prevents, restricts or subdues a child's movement. It includes reasonable force, restraint and seclusion. The school seeks to minimise its use through inclusive environments, early support, positive relationships, communication, co-regulation, de-escalation and individual planning.

Lawful Use

All school staff have the legal power to use reasonable force in limited circumstances to prevent or stop a child from causing injury, committing a criminal offence, damaging property, or causing disorder among children. Any intervention must be necessary, proportionate, the least restrictive effective option and used for the shortest time. Force must never be used as punishment.

Staff will consider the likely risks of acting and not acting; less restrictive options; whether intervention may escalate the situation; the child's age, size, SEND or additional needs, communication, medical needs, trauma and vulnerabilities; equality implications; dignity; and the impact on the child's welfare. Where possible, staff will explain calmly what is happening and why.

Unacceptable Practice and Safety

Staff must not use any method that restricts airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen. Ground restraint presents particular risk and must be avoided; if a child is unintentionally held on the ground, staff must release or reposition them safely as quickly as possible. Medical attention will be sought where appropriate.

Seclusion

Seclusion means confining a child away from others and preventing them from leaving through physical obstruction, blocking or the belief that punishment will follow if they leave. It is not a disciplinary consequence. It may be used only as a safety measure to protect others from harm during severe dysregulation, with continuous supervision, in a safe non-threatening place, and must end as soon as the immediate risk reduces. Every use of seclusion must be recorded and reported.

Planning and Training

Staff likely to use restrictive interventions will receive suitable training in prevention, de-escalation and safe, lawful practice. Identified risks will be assessed. Individual plans may describe circumstances in which increased physical contact could be appropriate, but prior agreement never removes the need for a fresh, situation-specific judgement or the duty to record and report.

Recording, Reporting and Review

Every significant incident involving force must be recorded in writing as soon as practicable, with staff endeavouring to complete the form (see *Appendix 1: Restrictive Intervention Recording Form*) and record details on CPOMS the same day. A significant incident is any use of force beyond appropriate everyday physical contact. Every incident of seclusion must also be recorded.

The record will include, as a minimum, those involved; relevant child needs and SEN status; date, time, location and approximate duration; context and known triggers; prevention and de-escalation attempted; the type and degree of intervention; why it was necessary; injuries or adverse effects; medical attention and post-incident support.

Parents must be informed of each significant use of force, and of seclusion, as soon as practicable, with the school endeavouring to do so the same day, unless a lawful exception applies. The DSL will consider whether notification could create a safeguarding risk and act in accordance with the statutory framework.

Following an incident, the school will check for injury, support the child, staff and affected witnesses, and hold separate reflective accounts followed by an impartial debrief where appropriate. The aim is to understand what happened, repair relationships where safe, amend support or risk plans, and reduce recurrence. Leaders and governors will analyse data for patterns, disproportionality and improvement action.

11. Suspension, Permanent Exclusion and Pupil Movement

Only the Headteacher (or formally appointed acting Headteacher) may suspend a child (formerly referred to as a fixed-period exclusion) or permanently exclude a child on disciplinary grounds. Decisions are made independently by the Headteacher and in line with current statutory guidance and the principles of administrative law. Decisions must be lawful, reasonable, fair, proportionate, and based on the balance of probabilities.

Suspensions and permanent exclusions are used only where necessary and as part of a wider behaviour management framework. They are generally a last resort, following the use of appropriate support, interventions, and consequences, except in cases of serious incidents.

The Headteacher will also, where appropriate, take account of:

- the child's views, considering their age and understanding
- any contributing factors, including safeguarding, SEND, or external influences
- the school's duties under the Equality Act 2010 and SEND legislation

Use of Suspension

A suspension may be used where it is necessary to provide a clear signal that behaviour is unacceptable. A child may be suspended for one or more fixed periods, up to 45 school days in an academic year. Permanent exclusion is a last resort and may be used only for a serious breach or persistent breaches of the behaviour policy where allowing the child to remain would seriously harm the education or welfare of the child or others.

During a suspension

- The child must not attend school during the suspension unless the school has specifically arranged their attendance, for example for a meeting or alternative provision.
- For the first five school days, where alternative provision is not already in place, the school will take reasonable steps to set and mark suitable, accessible work.
- Where a suspension lasts for more than five consecutive school days, the governing board will arrange suitable full-time education beginning no later than the sixth school day.

Whipman Woods may also use internal suspension or alternative in-school provision as a behaviour strategy where appropriate. This is not a formal suspension and must not be used as a substitute for statutory exclusion procedures.

Reintegration Following Suspension

Whipman Woods Flying High Academy will support children to reintegrate successfully following a suspension. A reintegration meeting will be arranged, involving parents/carers and wherever possible relevant agencies, to review support, expectations and strategies to reduce the risk of further suspensions or permanent exclusion.

Parents/carers will be invited to attend; however, a child's return to school will not be delayed if parents/carers are unable or unwilling to attend. Provision for the child will be developed and reviewed as part of the structured reintegration plan.

Permanent Exclusion

A permanent exclusion is a decision that a child will no longer be allowed to attend the school unless the exclusion is cancelled by the Headteacher or the child is subsequently reinstated following consideration or reconsideration by the governing board.

A permanent exclusion will only be used:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the child to remain in school would seriously harm the education or welfare of the child or others

It is a measure of last resort, taking account of all relevant circumstances, including the school's duties under equality and SEND legislation and its safeguarding responsibilities.

For the first five school days following a permanent exclusion, where alternative provision is not already in place, the school will take reasonable steps to set and mark suitable, accessible work. The local authority is responsible for arranging suitable full-time education beginning no later than the sixth school day following the permanent exclusion.

Notification and Recording

Whenever a child is suspended or permanently excluded, the Headteacher will, without delay:

- notify and seek appropriate procedural advice from the Flying High Partnership, while ensuring that the decision remains the independent decision of the Headteacher
- notify parents/carers (and the child where appropriate)
- notify the governing board and the local authority

- notify the child's social worker and/or Virtual School Head where applicable

All exclusions will be confirmed in writing, including:

- the reason(s) for the exclusion
- the length of a suspension or confirmation of permanent exclusion
- the rights of parents/carers to make representations to the governing board
- details of the review process, including access to independent advice

Whipman Woods Flying High Academy will not use informal or unofficial exclusions. Any removal from school for disciplinary reasons will be recorded and processed in line with statutory requirements.

Governing Board Responsibilities

The governing board will consider the Headteacher's decision in accordance with statutory thresholds and timescales. Where required, it will:

- consider representations from parents/carers and other relevant parties
- decide whether the child should be reinstated
- ensure decisions are lawful, reasonable, and procedurally fair

Following a permanent exclusion, the governing board must meet to consider reinstatement within 15 school days of receiving notice of the exclusion.

Independent Review Panel (IRP)

If the governing board upholds a permanent exclusion, parents/carers have the right to request an Independent Review Panel within 15 school days of receiving the decision.

Removal from the School Register

The governing board will only remove a permanently excluded child's name from the school admission register:

- after 15 school days have passed without an IRP application; or
- earlier if parents/carers confirm they will not seek a review; or
- after the conclusion of the IRP process where applicable

Commitment to Fair Practice

All decisions regarding suspension and permanent exclusion will:

- be made in line with statutory guidance
- take full account of the school's legal duties under the Equality Act 2010 and SEND legislation
- consider safeguarding responsibilities and the best interests of the child and wider school community

The school will work proactively to reduce the need for exclusion through strong relationships, early intervention, inclusive practice, and appropriate support.

Off-Site Direction and Managed Moves

An off-site direction is a temporary placement at another school or alternative provision, used as part of a planned strategy to improve a child's future behaviour. It must not be used as a punishment for past behaviour or as an informal exclusion. Any placement will follow current statutory guidance and will have clear objectives, timescales, educational and safeguarding arrangements, regular reviews and a planned route for reintegration or next steps. Parents and the child will be involved in the process, and the school will fulfil any additional duties relating to children with SEND, an EHC plan, a social worker or looked-after status.

A managed move is a permanent transfer to another mainstream school. It is voluntary and may proceed only when the parents, the current school and the receiving school agree that it is in the child's best interests. A managed move will form part of a planned intervention and will be supported by appropriate information-sharing and transition arrangements. It will never be used to avoid the formal suspension or permanent-exclusion process, remove a child informally from the school roll or place pressure on a family to leave.

12. Recording, Monitoring and Staff Development

Behaviour records must be factual, proportionate and distinguish behaviour, safeguarding and pastoral information. Staff will use Class Dojo to report agreed positive and negative behaviour points to parents. CPOMS will be used for formal recording in accordance with the stepped approach and school recording procedures.

Safeguarding concerns must always be reported separately to the DSL, even when behaviour support is already in place.

Senior leaders will review information at least termly, including:

- frequency, type, location and time of incidents
- bullying, harassment, discriminatory behaviour and child-on-child abuse
- removal, restrictive intervention, suspension and permanent exclusion
- repeat incidents, child voice and effectiveness of support
- patterns by SEND, disadvantage, sex, race and other protected characteristics
- attendance, wellbeing and educational impact.

Findings will inform staff training, environmental or curriculum changes, individual support, safeguarding action and governor assurance. Staff will receive induction and regular professional development in routines, de-escalation, safeguarding, SEND, equality, restrictive interventions and statutory procedures relevant to their role.

Supporting Staff

Consistent, compassionate practice depends on staff feeling supported. No staff member should feel they must manage serious or complex behaviour alone.

Staff can seek support from the Behaviour Lead and DSL, Mrs Nicola Green; the SENDCo and SEND/Inclusion Lead, Mrs Jennifer Gibb; or another member of SLT, including Miss Bethany Cairns, Deputy Headteacher. Leaders will provide timely advice, modelling, coaching and access to trust or external-agency support where needed.

Following a difficult incident, leaders will check on staff wellbeing, arrange cover or a brief recovery period where practicable, ensure factual recording and offer an impartial debrief. Debrief is for learning and support, not blame. Themes will inform training, environmental changes and individual plans.

13. Transition, Complaints and Policy Links

New children receive an age-appropriate induction to the Whipman Woods Way. Relevant strengths, relationships, adjustments, risks and successful strategies are transferred securely between classes and settings, with child and parent involvement where appropriate. Additional visits, visual information, key-adult contact or phased transition may be arranged for children who need it.

Concerns or complaints should be raised under the school's Complaints Policy. Children and parents have the right to raise concerns about the use of force or other restrictive intervention. Any allegation that a member of staff may have harmed a child or behaved in a way that indicates a safeguarding concern will be managed under the Child Protection Policy and relevant allegations procedures.

If a behaviour incident may also be a safeguarding concern, the Child Protection and Safeguarding Policy takes precedence and the DSL must be informed without delay.

This policy is the central framework for promoting positive behaviour; detailed procedures remain in the linked policies below:

- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy
- Restrictive Intervention and Reasonable Force Policy
- SEND Policy and SEN Information Report
- Online Safety Policy
- Attendance and Children Missing Education policies
- Equality Policy – protected characteristics, discrimination and equality duties
- Health and Safety, Educational Visits, Complaints and Staff Code of Conduct policies.
- Alternative Provision Policy
- Harmful Digital Material Procedure

14. Legal and Guidance Framework

This policy has regard to current legislation and guidance, including:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (Department for Education, February 2024)
- *Keeping Children Safe in Education 2026: Statutory Guidance for Schools and Colleges* (Department for Education, September 2026)
- *Restrictive Interventions, Including the Use of Reasonable Force, in Schools: Guidance for Schools in England* (Department for Education, April 2026; effective from 1 April 2026)
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement* (Department for Education, July 2026; effective from 26 July 2026)
- *Searching, Screening and Confiscation: Advice for Schools* (Department for Education, July 2022; updated July 2023)
- *Equality Act 2010*

- *The Equality Act 2010 and Schools: Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities* (Department for Education, May 2014)
- *Children and Families Act 2014*
- *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (Department for Education and Department of Health, January 2015; updated September 2024)
- *Education and Inspections Act 2006*, particularly sections 89, 90, 91, 93 and 93A
- *Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025*
- *Working Together to Improve School Attendance* (Department for Education, July 2026)
- *Arranging Alternative Provision: A Guide for Local Authorities and Schools* (Department for Education, February 2025)
- *Understanding Behaviour in Schools Toolkit: A Relationship-Based Approach to Inclusion* (Nottinghamshire County Council)



Appendix 1: Restrictive Intervention Recording Form



Restrictive Intervention or use of Reasonable Force Recording Form

This form complies with the Schools 'Recording and Reporting of Seclusion and Restraint' (England) Regulations 2025 and the DfE Statutory Guidance 'Restrictive Interventions, including the use of Reasonable Force, in Schools' (April 2026).

1. Incident and Child Details

Name of child	
Year group and class	
Date, time and location of incident	
Name(s) of staff involved and role(s)	
Witness or directly involved?	
Details of other children involved	

2. Type of Restrictive Intervention (tick all that apply)

Seclusion	☐
Physical restraint	☐
Non-force restraint (blocking, directing movement, preventing exit)	☐
Removal of mobility aids	☐
Guided physical intervention	☐
Significant use of force	☐

3. Incident Details

Incident description (factual, objective)	
De-escalation strategies attempted	
Rationale for restrictive intervention	

Nature and duration of intervention	
Impact on child (distress, emotional/physical response)	
Any injury to staff or children and first aid provided	

4. Child Voice

Record how the child felt, their views on what happened, and any follow up discussion.

5. Post-Incident Support and Review

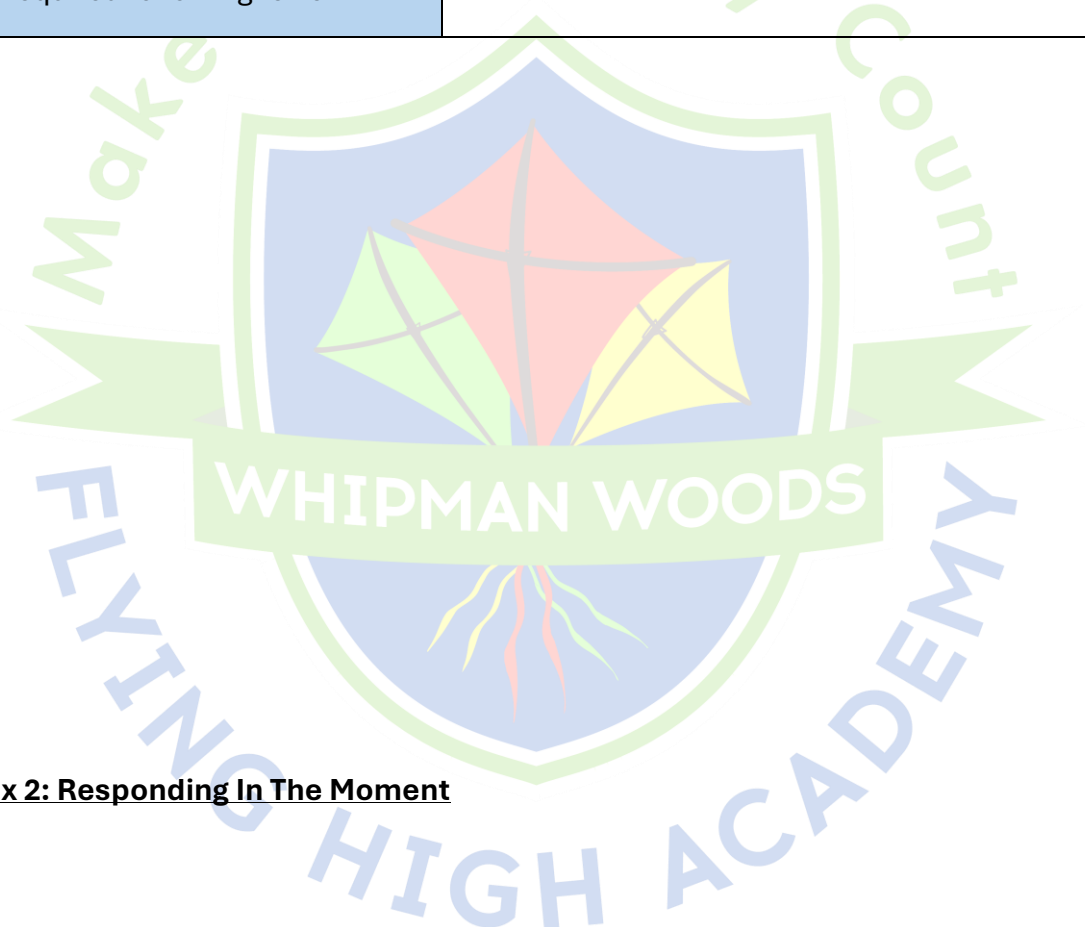
Support provided to child	
Support provided to staff	
Adjustments required to the child's behaviour plan or risk assessment	
Was another adult present? (Yes/No and details)	
Information shared with other staff/agencies	

6. Parent/Carer Notification

How and when were those with parental responsibility informed?	
Outcome of discussion with parents/carers	
Any complaint logged as a result of this incident	

7. Completion and Review Sign-Off

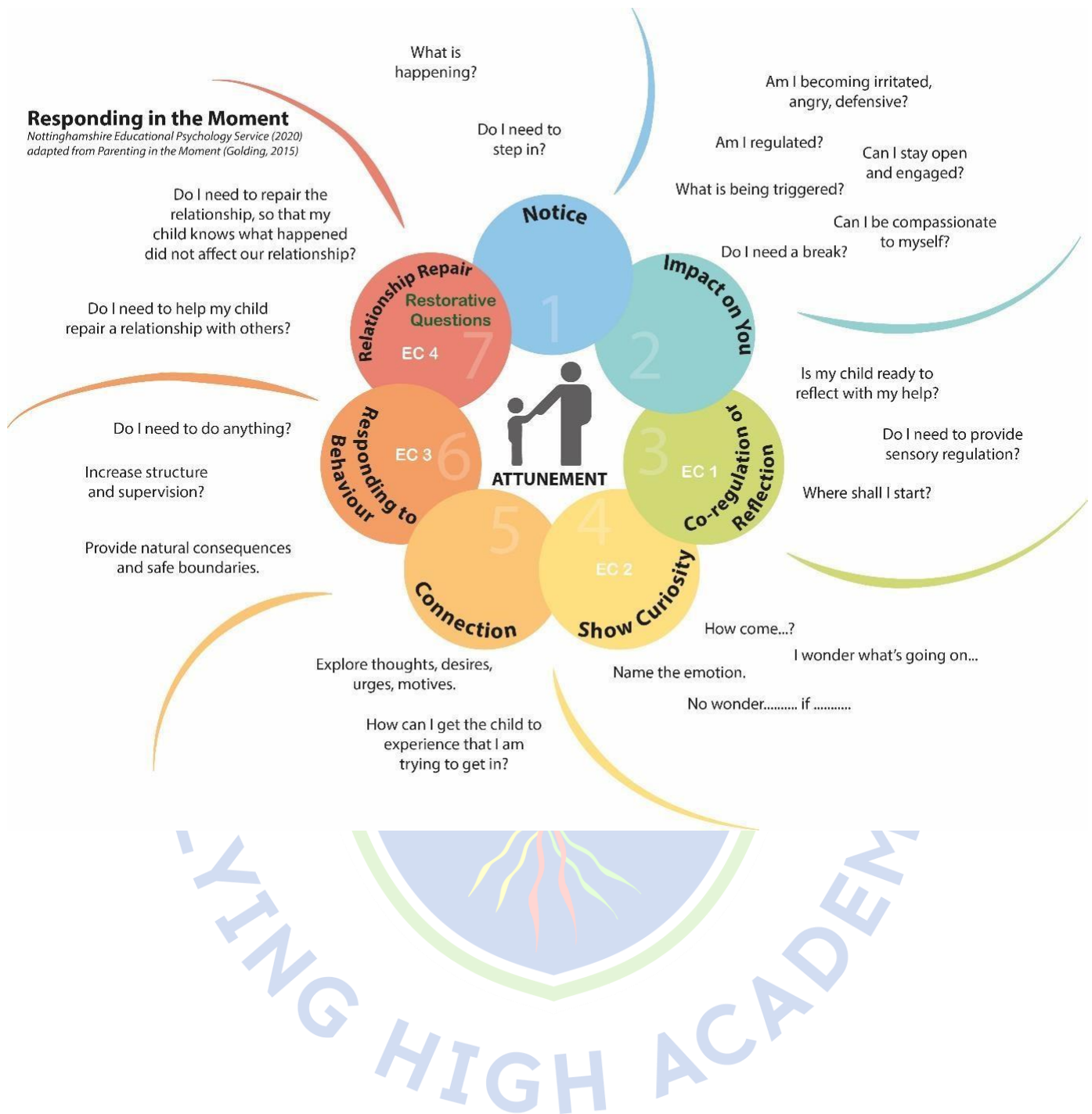
Staff member completing form – Name & Signature	
Date of completion	
Senior Leader Reviewer – Name & Signature	
Review Date	
Actions required following review	



Appendix 2: Responding In The Moment

Responding in the Moment

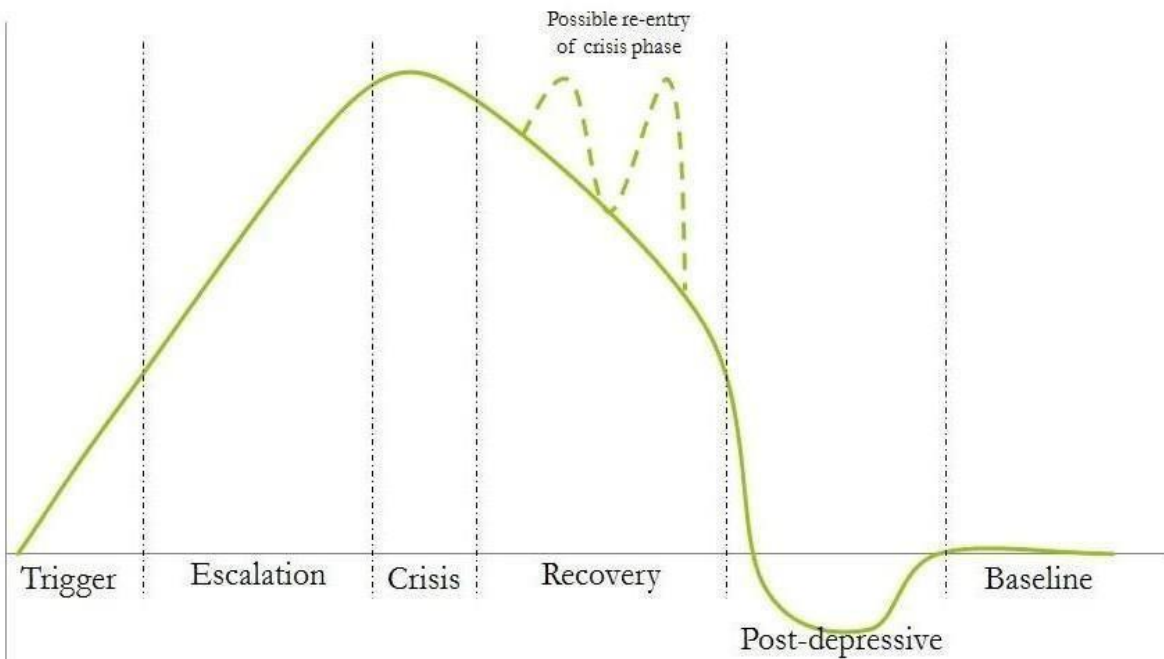
Nottinghamshire Educational Psychology Service (2020)
adapted from *Parenting in the Moment* (Golding, 2015)



Appendix 3: The Assault Cycle

The assault cycle

the **root**
of it
changing lives, accessing education



from Breakwell 1997



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 4: Fifteen Ways 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!

