



Relational Behaviour Policy

September 2025

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Spencer Academy for this Policy.

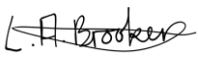
It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.

Date of issue: 1st September 2025

Review date: 1st September 2026

Created by: Lauren Brooker

Signature: 

Chair of Governor: Jemma Greaves

Signature: _____

--Please note that this policy is to be read in conjunction with our Equalities and
Accessibility Policy--

Contents		Page
1.	Introduction – Our Relational Approach	4
2.	The EMR ³ Method	5
3.	Wyndham's WONDERful Rules	6
4.	Wyndham's GREAT Expectations	6
5.	Implementation – Rewards & Consequences	7
6.	Persistent Behaviour – Behaviour Contracts, Suspensions & Exclusions	12
7.	Bullying & Child on Child Abuse	15
8.	Positive Handling	18
9.	Searching Children & Confiscating Items	20
10.	Roles of Stakeholders – Principal, SLT, School Staff & Parents/Carers	20
	Appendix 1 – Wyndham Behaviour Mountain	23
	Appendix 2 – Better Ways Box	24
	Appendix 3 – Phased Support	25
	Appendix 4 – GREAT Behaviour Contract	26

1. Our Relational Approach

At Wyndham Spencer Academy, we aim to provide a positive, happy and nurturing environment where pupils consistently demonstrate respect for themselves, others and the wider community. Our goal is to ensure every child can make the most of their education and achieve their personal GREATness.

We recognise that children learn best when they feel connected to the people around them. For this reason, we adopt a relational approach, rooted in attachment-aware practice, to create a positive climate for behaviour. Through consistent strategies, we teach children how to build respectful relationships, display positive behaviour and reflect on choices that do not meet our expectations.

Central to our approach is the development of strong, positive interactions (as outlined in the EMR³ method in the Education Endowment Foundation's *Improving Behaviour in Schools Guidance Report*). This helps children develop emotional regulation, self-control, and resilience, equipping them with the skills and attitudes they need to thrive both in school and in society.

We hold high expectations for behaviour from both pupils and staff and are committed to fairness in applying this policy. By doing so, we nurture respect, responsibility and citizenship in our children. Our policy is applied flexibly to meet the diverse needs of all pupils, including those who are disadvantaged or have special educational needs. As a team, we understand that every child may require different support at different times, and we adapt our approach to meet individual needs effectively.

All staff are relational leaders and demonstrate the following qualities to ensure a consistent and fair approach to developing a positive behaviour climate:

- **Relationships** – building strong, positive connections
- **Autonomy** – showing trust in pupils and staff
- **Recognition** – celebrating effort and achievement
- **Openness** – encouraging honesty and sharing
- **Clarity** – providing clear guidance and expectations
- **Transparency** – explaining decisions with honesty and reasoning
- **Fairness** – acting consistently and predictably
- **Opportunity for growth** – ensuring everyone feels valued and supported

2. The EMR³ Method

The **EMR³ method** focuses on *Establishing, Maintaining and Restoring* relationships, ensuring that children feel valued and are supported to reflect on and improve their behaviour choices.

While EMR³ is particularly valuable for pupils who may be harder to connect with and who benefit most from consistent, positive relationships, it is applied to all learners at Wyndham. It underpins the strategies we use to promote exceptional behaviour and attitudes across the school.

The approach is efficient: it is recommended that EMR³ should take no more than 30 minutes per week and can be embedded within time staff already spend with pupils.

- **Establish** – intentional practices to build a positive relationship with each pupil (e.g., developing trust, connection, and shared understanding)
- **Maintain** – proactive actions to sustain the quality of relationships over time (e.g., regular positive interactions)
- **Restore (R³)** – repairing relationships after negative interactions (e.g., reconnecting and re-establishing trust)

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Improving Behaviour in School: Guidance Report. Education Endowment Foundation

3. Wyndham's WONDERful Rules

At Wyndham Spencer Academy, our behaviour standards are built around Paul Dix's three simple rules:

- **Ready** – Children are prepared to learn, equipped with the right mindset and willing to engage positively in all aspects of school life
- **Safe** – Children act in ways that keep themselves and others safe, both physically and emotionally, creating a secure environment for learning.
- **Respectful** – Children show respect for themselves, others and the school environment through their words, actions and attitudes

These rules are deliberately simple, consistent and easy to understand. They apply to all children, in all situations and support the development of a calm, positive and purposeful climate for learning. By embedding them in daily practice, we promote fairness, clarity and high expectations that enable every child to thrive in our school community.

4. Wyndham's GREAT Expectations

In addition to our three core behaviour rules - *Ready, Safe, Respectful* (Paul Dix) - we have our GREAT Expectations, which help to shape a positive culture where pupils develop excellent behaviour and attitudes. Together, these rules and learning behaviours prepare pupils to become well-rounded citizens ready for the next stage of their education.

Our GREAT Expectations are embedded throughout school life, ensuring pupils understand and demonstrate our Wyndham values in every aspect of their day:

- **Good to talk, even better to listen**
- **Respect myself, others and the community**
- **Enjoy and achieve safely**
- **Able to make mistakes and learn from them**
- **Together we aim high**

A range of systems and rewards are in place to promote and celebrate pupils who demonstrate our GREAT Expectations, fostering a climate of respect and positive behaviour in which children, staff and parents/carers feel valued. Staff are expected to actively recognise and reward positive behaviours and to address any behaviours that fall short promptly and consistently, in line with this policy.

5. Implementation – Rewards & Consequences

Rewards

Staff reward positive interactions, learning behaviours, effort and achievements linked to our GREAT Expectations throughout each day. We use ClassDojo, a monster-themed digital platform (<https://www.classdojo.com>), to record positive behaviours, tracking children's points over time. Teachers also use ClassDojo to encourage pupils and engage parents/carers. Both parents/carers and children can monitor behaviour at home via tablets or phones using a unique code provided by school staff.

Children earn green Dojo points linked to our GREAT Expectations. Staff provide specific praise to reinforce these expectations, ensuring consistent recognition of desired behaviours. This promotes a culture of exceptional behaviour and establishes clear, consistent rewards. Examples of specific praise for each GREAT Expectation include:

Good to talk, even better to listen

- “You are really listening and responding to what your partner is saying.”
- “Great, confident explanation of how you solved that problem.”
- “You used the correct vocabulary to describe the changes you observed.”
- “Thank you for listening and reflecting; I could tell you were focused and quiet.”

Respect myself, others, and the community

- “You listened to your friend's opinion and waited for your turn to talk.”
- “Holding the door open for your teacher is very respectful.”
- “Thank you for walking quietly down the corridor on the left-hand side.”
- “Well done for saying please and thank you when collecting your dinner.”

Enjoy and achieve safely

- “You waited patiently for your turn on the equipment.”
- “Well done for including everyone in your game outside; it made them happy to join in.”
- “Great job waiting for a safe space to cross the road and checking both ways.”

Able to make mistakes and learn from them

- “Yesterday, you didn't show the correct behaviour when someone was unhappy, but today you made a great choice and stayed calm when talking to them.”
- “Great, confident reading. I liked that you corrected something that didn't make sense on your own.”
- “Well done for checking your work and correcting your answer—it shows great problem-solving.”

Together we aim high

- “You challenged yourself today; I’m proud you explained how you solved this Maths problem.”
- “Well done for supporting your partner to help them succeed.”
- “You worked well as a group, taking different roles to find the right answer together.”
- “I can see that you evaluated your design carefully with your partner, listening and identifying what to change next time.”

Behaviour is everyone’s responsibility at school and aligns with our Trauma-Informed, Attachment-Aware Approach, which emphasises relationships as key to supporting children in demonstrating exceptional behaviour and attitudes.

Celebrating GREAT Behaviour

- Weekly GREAT Champions are chosen who consistently show the desired GREAT expectation for that week. Children receive a G, R, E, A or T certificate depending on which expectation we are celebrating. These are recognised in our weekly GREAT assembly with their parents/carers invited in to celebrate with them and share their success.
- Children are encouraged to share their learning with other members of staff, including Vice Principals and the Principal.
- Positive messages are sent home to share GREAT learning.
- Attendance rewards are given to on a half-termly basis.
- Positive phone calls home are made by members of staff.

Consequences

Any behaviour that goes against our GREAT Expectations or WONDERful Rules - ready, respectful and safe - is considered unacceptable. We use the system outlined in our Wyndham Behaviour Mountain (Appendix 1) to address such issues. It is the professional responsibility of all staff to consistently challenge any instance of unacceptable behaviour. We adopt a deliberately and relentlessly bothered approach: when a challenge results in improved behaviour, this positive change is acknowledged by the adult.

Unacceptable behaviours include, but are not limited to:

- Showing a lack of respect for others, staff or school property

- Disrupting lessons or the learning environment
- Physical aggression or threatening behaviour, including bullying
- Deliberately damaging school property or resources
- Discrimination, harassment or offensive language
- Refusing to cooperate or displaying defiance
- Leaving the classroom or school grounds without permission
- Misusing technology or personal devices against school rules

1,2,3 Magic

1,2,3 Magic is a practical behaviour management strategy that we use to help children understand and manage their behaviour in a calm and consistent way. It provides clear steps for addressing unwanted behaviour while also encouraging positive choices. The process works as follows:

1. **Verbal reminder:** The child is given a first warning (e.g. “James, that’s a 1”).
2. **Second verbal reminder:** If the behaviour continues, a second warning is given (e.g. “James, that’s now your 2”).
3. **Reflection:** If the behaviour persists, the child moves to the **Reflection Zone** to regulate and reflect. If a child refuses to go, this reflection takes place during playtime or lunchtime.

This approach helps children develop self-discipline, take responsibility for their actions and understand the consequences of their behaviour, while maintaining a positive learning environment.

The Regulation Zone is a safe, comfortable area in classrooms or around the school, equipped with calming tools to help children manage and regulate their emotions. Children may choose to use the Reflection Zone, or be directed to it, when their behaviour escalates, allowing them time to calm down and return to learning with a positive mindset. While reflecting, children consider two simple but important questions:

1. Why am I here?
2. What do I need to do differently?

Tariff of Consequences

At Wyndham Spencer Academy, we use a consistent system of sanctions, referred to as the Tariff of Consequences to address unacceptable behaviour that cannot be effectively managed using our 1,2,3 Magic approach. This tariff allows us to maintain a safe and positive learning environment.

Children who do not follow our WONDERful Rules will receive a Reflection Dojo and staff will record the details of the incident on Arbor.

Reflection Dojos and incidents are monitored as part of Senior Leadership Team (SLT) meetings. If a child is receiving regular Reflection Dojos, a member of SLT will speak with the class teacher to see if any support is required. There may be a phone call home by a member of SLT if it is deemed necessary to explore this behaviour with parents.

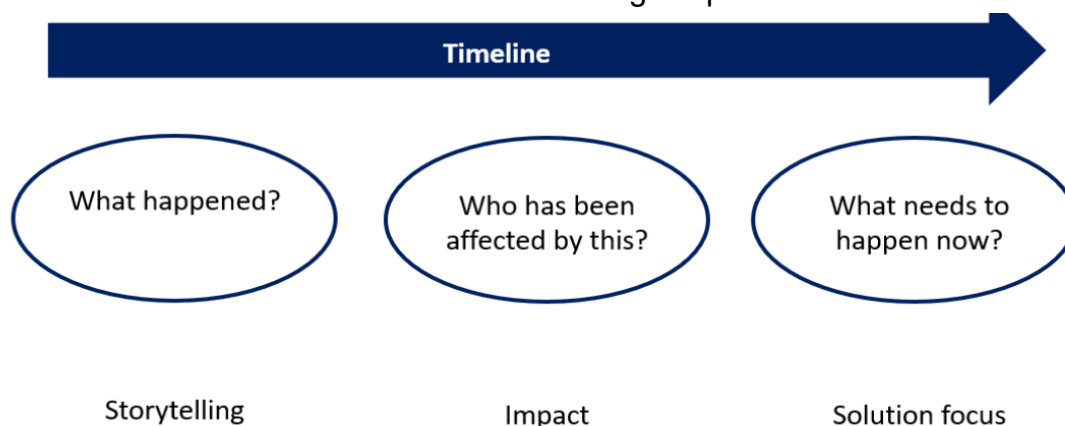
Consequences are applied based on the child's age and severity of the incident to ensure they are progressive and sequential. An essential element of each consequence is giving children the opportunity to reflect on their choices using our Better Ways Box (Appendix 2). This process helps them examine what led to the incident, who was impacted and how they could act differently to avoid repeating the behaviour. By clearly defining unacceptable behaviours and applying consistent consequences, we ensure all children understand the expectations and are supported to make positive choices.

Restorative Conversations

Restorative conversations are used to address incidents of poor behaviour by resolving conflict and repairing harm. This approach brings together those who have been affected by an incident and those responsible in a structured discussion, allowing all parties to acknowledge the impact of their actions and agree on steps to make amends.

Staff facilitate these conversations to help children repair relationships and collaboratively determine next steps. This process empowers pupils to understand right from wrong, develop empathy and take responsibility for their actions.

A restorative conversation follows the following simple format:



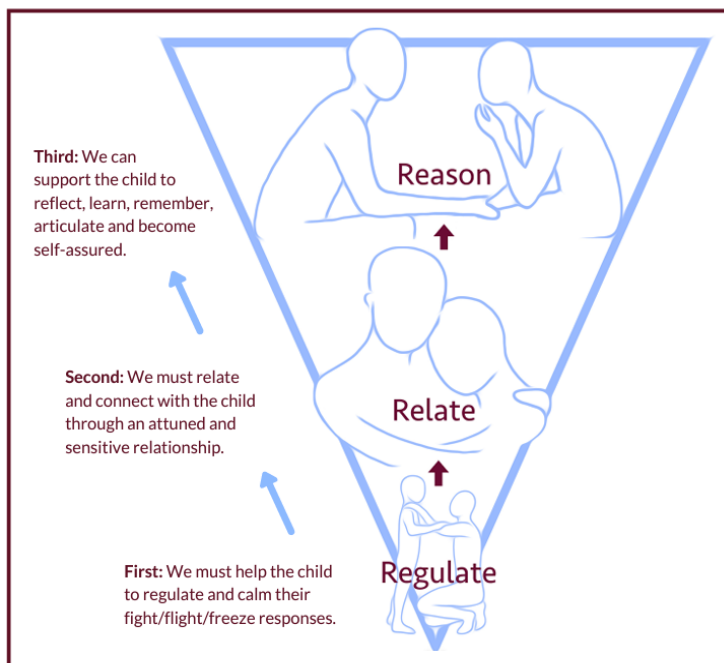
- **Story telling** - Everyone has the opportunity to share their version of events while the other children involved listen.
- **Impact** - Everyone explains how the incident has made them feel, developing a shared empathy of behaviour choices and the impact they have.
- **Solution focus** - Everyone agrees on collective next steps so individuals can correct their behaviour and take responsibility for their actions.

Supporting & De-escalating Challenging Behaviour

Staff are trained to actively challenge and resolve incidents of undesirable behaviour as they arise. Staff have sky-high expectations around creating beautiful behaviours and attitudes and ensure incidents are dealt with immediately. It is the professional duty for all staff to challenge all incidents of negative behaviour to create a culture where behaviour is everyone's responsibility, linking closely to the teacher standards.

Regulate, relate, reason

Staff recognise the need for regulating a child before exploring the cause of challenging behaviour. Following the regulate, relate, reason theory, staff use individualised strategies (also known as PACE) to regulate children before consolidating relationships and exploring next steps around actions and consequences. Regulating activities can, and will, look different for individual children and can range from extra time to process to playing a game with a child. Once a child is well regulated, they are more able to relate to others and then unpick incidents with an adult.



During incidents of challenging behaviour, staff need to remain well regulated themselves. It is okay to not be the right person at a specific time to support in de-escalating a child. This may be because behaviours were directed at an adult or the child is not happy with a specific person or that an individual has tried everything to support the child. In these incidents, staff using the following techniques to support in de-escalating without giving up on a child that is potentially in crisis.

- **Communicate**

'I am not the right person to support this child at the moment, can you help me please?

- **Calm**

Take a few minutes to regulate your own emotions.

- **Reconnect**

Come back to the situation to check in with the adults and child. Show them you are not giving up.

Classroom teaching staff are responsible for supporting the children's behaviour within their class as they know their children the best. Incidents of negative behaviour in classrooms are infrequent but when incidents do arise, there is a clear flow chart for staff to follow (Appendix 3).

Reasonable Adjustments

As an inclusive school, we recognise that some children with special educational needs or disabilities may require adjustments to this policy to reflect their understanding of consequences. Reasonable adjustments will be made to the reward and support system to ensure it is fully inclusive and meets the needs of all pupils. This may include a personalised reward, support and consequence framework (a tailored Tariff of Consequences). For certain children, individual plans may be implemented to ensure consistent responses from staff and trained responders. Any additional plans will be approved by the Principal in consultation with the SENDCo and Behaviour Lead.

6. Persistent Behaviour – Beautiful Behaviour Contracts, Suspensions & Exclusions

Beautiful Behaviour Contracts

If a child continues to display behaviour that does not meet our expectations, a meeting will be arranged to initiate a 'Beautiful Behaviour Contract' (Appendix 4).

During the meeting, staff, parents/carers and the child discuss the reasons for the behaviour contract and identify the specific behaviours that need to improve. Support and provision are agreed upon to ensure everyone understands the expectations. Together, the group sets two positively phrased, achievable targets for the child, along with clear rewards and consequences for both school and home. A success criteria is also established so the child knows exactly what is required to earn their reward. For example, a target might be: "To be in my line space quietly at the end of playtime and lunchtime on 18 out of 25 occasions."

Beautiful Behaviour Contracts are reviewed regularly at a mutually convenient time for parents/carers, the teacher, and, if needed, a member of SLT. Reviews evaluate progress toward targets, celebrate successes and identify areas for further development. Copies of all contracts and meetings are kept by the class teacher, shared with parents/carers and submitted to the Vice Principal for Inclusion for monitoring.

If the child successfully meets their targets over a half term, the behaviour contract is concluded and the impact is shared with the SLT. If there is no improvement following implementation, the Principal or another member of SLT may join subsequent meetings to discuss the child's behaviour and determine the next steps.

Persistent Behaviour Consequences

If required, additional consequences may be applied for children exhibiting extreme behaviours. These are only considered after consultation with all relevant staff involved in managing and de-escalating the behaviour and such decisions are made carefully and thoughtfully by school leaders. These may include:

- Parents/carers being asked to support their child in school
- In-school exclusion with SLT or in a different classroom
- In-school exclusion within one of our partner Trust Schools
- Suspension for a fixed period of time
- Permanent Exclusion from school

Wyndham Spencer Academy is a fully inclusive school committed to helping all children achieve their personal GREATness, encompassing both academic potential and social and behavioural development. To support this vision, all stakeholders - pupils, parents/carers, staff and governors - must understand that acts of violence, discrimination, bullying and serious disruption to learning will not be tolerated. The school reserves the right to suspend or exclude any pupil responsible for such behaviours if it is deemed necessary. Such decisions are never taken lightly and will always follow Trust, Local Authority and Department for Education regulations.

Suspensions

If it is deemed necessary for a child to receive a suspension, it is essential to plan what will be different for the child upon their return to support a successful reintegration into class and school. For children serving in-school exclusions, this planning will take place within the class and phase teams. For children returning from a suspension, reintegration is discussed during a meeting on their first day back. School work will be provided for any pupil that is given a suspension outside of school, with the expectation that this is completed and returned to the class teacher on re-admittance.

A written record of all suspensions and reintegration meetings will be recorded on Arbor. A risk assessment may need to be carried out for a pupil returning to school and this will be discussed as part of an Inclusion Pathway meeting.

Suspensions are always reported by the Principal to the Chair of Governors.

Exclusions

The Principal may issue a permanent exclusion but cannot change the length of a suspension or convert it into a permanent exclusion. In exceptional cases - usually where new evidence emerges - a suspension may effectively be extended by issuing a further suspension immediately after the first period ends or a permanent exclusion may be issued to take effect after the fixed-term suspension.

In the event of any permanent exclusion, parents/carers will be informed and provided with a full explanation of the reasons. They will also be advised of their right to appeal the exclusion to the governing body and the school will explain the appeals process.

Permanent exclusions are always reported to the Trust, the Local Authority and the governing body.

Appealing

The governing body cannot exclude a pupil or change the period of a suspension. They are responsible for overseeing the appeals process should this matter arise. A disciplinary committee, made up of three members, considers an appeal on behalf of the governors, taking into account the circumstances surrounding the exclusion and any representation from parents/carers, the Trust and the Local Authority if it is a permanent exclusion. The governing body's disciplinary committee will decide whether the pupil should be reinstated. If it is decided that a pupil should be reinstated, the Principal must adhere to this ruling.

7. Bullying & Child on Child Abuse

Bullying

At Wyndham Spencer Academy, we believe that every child and adult has the right to feel safe and valued and it is everyone's responsibility to uphold this. As part of our ongoing commitment to the safety and welfare of our pupils, we have developed strategies to promote positive behaviour and prevent bullying.

These strategies include:

- Implementing the PSHE curriculum across the school
- Delivering a carefully sequenced RSHE (Relationships, Sex and Health Education) curriculum, including lessons on sexual abuse, cyberbullying, healthy relationships, and consent
- Teaching our GREAT expectations, which promote mutual understanding, respect, and valuing differences, closely linked to British Values
- Providing pastoral support, including Nurture groups
- Offering counselling support
- Participating in national events such as Anti-Bullying Week
- Promoting pupil voice
- Running assemblies and workshops led by pupils, community police officers, and others
- Maintaining a whole-school rewards and consequences system

Children are encouraged to seek support from staff if they ever feel unsafe or anxious. We aim for parents to feel confident that their children are safe, cared for and that any incidents are dealt with promptly and thoroughly.

Bullying is anti-social behaviour that affects everyone. It is unacceptable and will not be tolerated. Bullying is a subjective experience and can take many forms. At Wyndham Spencer Academy, we follow Department for Education (DfE) guidance, which defines bullying as:

“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.” (DfE 2007)

To help our children understand this, we explain it as **S.T.O.P. – Several Times On Purpose.**

Bullying can take the following forms:

- **Emotional:** being unfriendly, excluding, teasing
- **Physical:** pushing, kicking, hitting or other acts of violence
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** language or gestures related to sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Cyber:** misuse of email, chat rooms, social media, camera/video technology or mobile messaging

At Wyndham Spencer Academy, we follow these principles:

- Bullying is unacceptable and everyone has a responsibility to prevent it
- Bullying is a problem that can be solved
- All members of the school community will be listened to and taken seriously
- Seeking help and openness are signs of strength
- Young people should be involved in decisions that affect them
- We have a duty to work together to protect vulnerable individuals
- Incidents of bullying will be dealt with swiftly and proactively
- Incidents of bullying will be recorded, with information shared appropriately with relevant organisations

Child on Child Abuse

Child on Child Abuse occurs when a young person is exploited, bullied or harmed by their peers of the same or similar age; everyone involved is under 18. This abuse can take many forms - not only sexual abuse or exploitation - and is harmful to both the victim and the child perpetrator.

Examples include: bullying, physical abuse, sexual violence and harassment, sexting and so-called initiation ceremonies.

At Wyndham Spencer Academy, we actively work to raise awareness of and prevent all forms of Child on Child Abuse by:

- Educating Governors, the Senior Leadership Team, staff, volunteers, pupils and parents about the nature, prevalence and impact of Child on Child Abuse, as well as how to prevent, identify and respond to it. Training covers contextual safeguarding, identifying and classifying behaviours and taking all forms of abuse seriously - never dismissing them as “horseplay” or “teasing.”
- Teaching pupils about Child on Child Abuse through PSHE, RSHE and the wider curriculum, including the effects on victims, possible reasons for the behaviour and the vulnerability of those who perpetrate it.
- Making pupils aware of how to respond if they witness or experience abuse and reinforcing the Wyndham’s zero-tolerance approach.
- Engaging parents through information sharing, discussions, feedback opportunities and involving them in policy and curriculum reviews, while encouraging accountability.
- Ensuring all cases are reported to the Safeguarding Team to identify trends and provide additional support where needed.
- Challenging the attitudes and behaviours that underlie abuse, both in and out of the classroom.
- Promoting equality, positive values and a culture of tolerance and respect throughout the school community.
- Creating an environment in which pupils can develop safe, healthy relationships.
- Encouraging pupils to share concerns openly in a non-judgmental environment where they are listened to and supported.
- Responding to incidents promptly and appropriately.

Child on Child Abuse is taken extremely seriously. Any incidents will be addressed in line with the school’s Child on Child Abuse Policy and treated with the same seriousness as bullying.

Responding to Bullying

The following steps will be taken when dealing with incidents of bullying:

- Investigate the incident with all parties, recording all of the facts
- When a decision has been reached, inform the children as well as their parents, following the steps on our behaviour mountain.
- Complete restorative work and support where required with all parties: target, instigator, bystanders (e.g. Nurture provision, Pastoral support, use of PSHE resources)
- Details of all incidents are recorded on Arbor and CPOMS

Equal Opportunities

Everyone in the school community has the right to be protected from bullying, regardless of their protected characteristics (as defined by the Equality Act 2010). All pupils, staff and visitors are entitled to support from school policies and procedures that ensure a safe and inclusive environment for learning and teaching. When recording incidents of bullying, the school will note the type of bullying, as well as the gender and ethnicity of both the victim and the perpetrator.

8. Positive Handling

A small number of staff have been trained in the use of positive handling. These include Lauren Brooker, Rebecca Harries, Jamie Armstrong, Maddy Higgins and Chloe Dean. Recommended forms of positive handling will be used in exceptional cases when the safety of pupils or staff is put at risk. Staff trained in positive handling have annual refresher training to ensure their practise is up to date.

When dealing with increasingly challenging behaviour, other children should be removed from the room or space if it helps to create a safer environment and reduce the need for physical restraint. It is usually safer to move other children rather than the child who is upset, as this can help de-escalate the situation more quickly. Entrances and exits should remain unblocked unless there is a significant risk that the child may cause further harm by leaving the area, as blocking exits could increase the risk of injury or stress for both staff and the child involved.

Before the use of force is considered, four questions should be asked;

- Is the child/young person at risk of or causing significant harm to themselves?
- Is the child/young person at risk of or causing significant harm to someone else?
- Is the child/young person at risk of or causing significant damage to property?
- Is the child seriously disrupting the learning of others?

Any incident of positive handling will be communicated with the parents/carers of the child and recorded on CPOMS on the day of the incident. Within 24 hours of a positive handling incident, post positive handling check ins will be made by a member of SLT with the child/children and staff members involved to check for the requirement of subsequent support.

Guidance

Anyone can perform a physical restraint but the force must be proportionate and reasonable. If a physical restraint is required, staff will radio for support immediately and someone who is trained in physical restraint will support. A child may require moving to a different space to de-escalate a situation. If so, a trained person will use a recognised restraint and report it accordingly. Children will never be carried other than to remove them from a room if they are causing significant damage or are a threat to themselves or others. If a child drops to the floor when being escorted, staff will let them and ask themselves the four key questions again before continuing with the restraint/escort.

Restraints and escorts should be released at the earliest possible moment when the child is in an open space where they cannot cause damage or cause harm to themselves or others.

Reporting

All positive handles and escorts are logged on CPOMS. This ensures incidents are reviewed to reflect on what led to incidents and what the outcome was. Changes to provision and staff are actioned to try to prevent further incidents where positive handling is required.

The following information is reported after a physical restraint or escort:

- Name of child
- Date and time of incident
- Events leading up to restraint
- Strategies used to try to de-escalate situation
- Name of person carrying out the restraint
- Time of restraint starting and ending
- Names of adult witnesses to assault
- Any physical marks to children or adults involved
- Post-restraint events
- Post-restraint check on child and staff

The Positive Handling Team meet on a half-termly basis to practise recommended positive handle holds and to review any incidents where positive handling has been deemed necessary. Any incidents of positive handling are reflected upon, focusing on the lead up to an incident, what was tried prior to a positive handle being deemed necessary and what happened after the incident. These are quality assured by Laurie Baczynski (Principal) and Lauren Brooker (Vice Principal).

Further information can be found on the following link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

9. Searching Pupils & Confiscating Items

School staff can search pupils or their possessions, without their consent, for any item which is prohibited from being brought onto the school premises.

These items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco related products, including e-cigarettes
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, injure a person or damage property

Any search must be undertaken by a DSL. Staff conducting a search must be the same gender as the pupil being searched (where possible) and there must be a witness.

10. Roles of Stakeholders – Principal, SLT, School Staff & Parents/Carers

Principal

Under the School Standards and Framework Act 1998, the Principal is responsible for consistently implementing the school behaviour policy and, when requested, reporting to governors on its effectiveness. The Principal is also accountable for the health, safety and welfare of all pupils.

The Principal supports staff by setting clear behaviour expectations and assisting them in applying the policy effectively. Together with the Behaviour Lead, the Principal maintains records of all serious incidents of misbehaviour. This work is supported by other members of the Senior Leadership Team.

Senior Leadership Team

Children with ongoing concerns will be discussed in our Inclusion Pathway meetings. These meetings include the Principal, Vice Principals and the Designated Safeguarding Lead. During Inclusion Pathway meetings, individual children will be discussed and actions created to support them in improving their choices around behaviours displayed. The school's safeguarding policies and procedures are also reviewed to ensure the practice of all staff is exceptional and safeguarding is the priority. These are then reviewed at the next meeting to ensure improvements are swift and issues are resolved at the earliest possible opportunity.

School Staff

All school staff are responsible for promoting and following Wyndham's WONDERful Rules and GREAT Expectations.

Teaching and Learning Teams work with external agencies, when needed, to support and guide each child's progress. For example, they may consult with an Educational Psychologist, a Social Worker, Behaviour Support Worker, Counsellor or any other relevant professionals to address a child's individual needs. Teams will also report any relevant information or worries to parents/carers.

Staff receive regular training to support them in implementing a consistent approach to supporting beautiful behaviour. As part of the induction process, all staff spend time with a senior leader to talk through all elements of the behaviour policy and discuss its implementation. Thursday morning briefings are dedicated to interrupting the forgetting around behaviour strategies and systems, with content reflecting the current needs within school. This is led by the Vice Principal for Inclusion.

Parents/Carers

It is vital to the success of supporting children's behaviour that parents/carers are involved at all times to both support with expectations, challenge undesirable behaviour and ensure consistency between home and school. Parental and child voice is crucial to ensure success. Creating a team to support the child often helps to ensure improvements are seen swiftly. On occasions where a child exhibits repeated inappropriate behaviour, parents are asked to co-operate in promoting strategies for improvement (e.g. coming

into school to support their child, home/school reward charts, home/school logs, regular meetings with class teachers and behaviour contracts).

All incidents of poor behaviour are shared with parents/carers either in person at the end of the day or via Class Dojo.

Appendix 1 – Wyndham Behaviour Mountain

Wyndham Behaviour Mountain



GREAT
Behaviours

MAGIC 1, 2, 3 - Verbal warning system. Children receive a Reflection Dojo for behaviours that don't meet our expectations.

GREAT Behaviour Contracts - These are reviewed weekly with the class teacher and a member of SLT.

In-School Exclusions - This will take place for a fixed term at Wyndham or another school within the Trust, agreed by the principal, depending on the severity of the incident.

Fixed-Term Exclusion (Suspensions) - This will take place for a fixed term, agreed by the Principal, depending on the severity of the incident.

Permanent Exclusions - Most severe consequence for an incident as per the behaviour policy.

Appendix 2 – Better Ways Box

Better Ways Box

1. What happened?

2. How did I feel at the time?



3. Who has been affected by my behaviour?

4. How did it affect them?

5. How could I make things better?

6. Which rule do I need to focus on?

7. My consequence was:

- ☐ 15 minute reflection
- ☐ 30 minute reflection
- ☐ In-school exclusion
- ☐ Suspension

Signed (child): _____

Signed (adult): _____

Appendix 3 – Phased Support



Appendix 4 – Behaviour Contract

Reasons for behaviour contract:

-
-
-
-

What does GREAT behaviour look like?

-
-
-
-
-

What are my consequences for not being GREAT?

- Reflection Dojo points
- Reflecting with my teacher and completing a 'Better Way' box
- Parent/carer to support in school
- In-school exclusion
- Suspension

Supportive Strategies

What are we doing differently to help you show your GREAT behaviour?

-
-
-
-

Who are my key adults that help me be GREAT?

-
-
-
-

My Targets

Target 1

Target 2

My rewards for being GREAT:

At home:

-
-

At school:

-
-

My consequences for not being GREAT:

- Reflection Dojo points
- Reflecting with my teacher and completing a 'Better Way' box
- Parent/carer to support in school
- In school exclusion
- Suspension