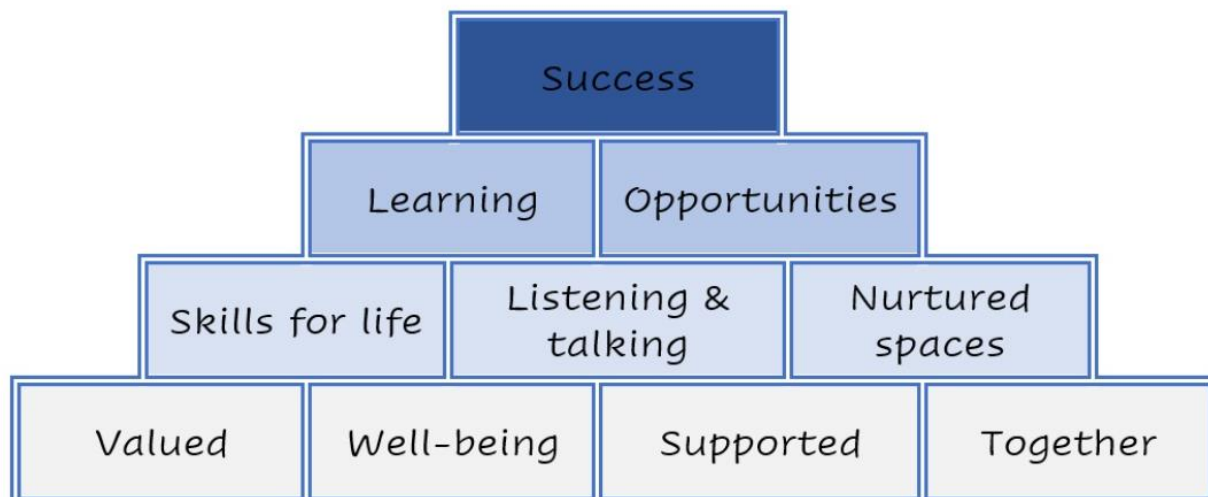


Behaviour and Relationship Policy

This policy was written by the Senior Leadership Team, and shared with the Local Governing Body. The policy will be reviewed annually to ensure that it is up to date and reflects the practises in school.

Reviewed: 3rd October 2023

THE WOODFIELD WAY



At Woodfield, we believe that children's fundamental needs need to be met in order for children to thrive and achieve success. The Woodfield Way has been created as a representation of the areas that we see as integral parts of a child's development and to support them to be the very best that they can be. Underpinning the Woodfield Way is a set of commitments (appendix 1) linked to their areas to explain how we will work with the children and families to ensure success for all. These have also been developed into a Home/School agreement. (appendix 2)

OVERVIEW

Woodfield Primary and Nursery School seeks to ensure that all pupils receive an education which maximises opportunities for each child to realise their full potential. The school take a relationship-based approach and strive to provide a welcoming, caring environment, whereby each member of the school community feels valued and secure. At Woodfield, the school's vision and 'We will' statements (Appendix 1) clearly identify the importance of pupil well-being in order to be in the best environment and mindset to engage in learning.

All school staff will work with pupils and their families to ensure that there is clear understanding that behaviour has an impact on optimal learning for all. They are aware that they must be responsible for their actions and the impact they might have on those around them.

To ensure that all children can learn and be successful at Woodfield, we have three school rules that are followed by everyone at school. These are **Safe, Engaged, Respectful**. We truly believe that if these are demonstrated consistently by all, that Woodfield will be positive, enjoyable place to learn.

At Woodfield, we also have 12 elements that we value; Courage, Respect, Responsibility, Peace, Aspiration, Compassion, Cooperation, Determination, Self-awareness, Honesty, Self-confidence and Independence. We expect all staff, pupils, parents and governors to act in accordance with these values.

We believe that behaviour in the school is everyone's responsibility. All staff will act with visible consistencies and visible kindness to help support and nurture all pupils to create a successful learning climate in all areas of the school.

We understand that anxiety, age and stage of development, difficulty regulating emotions and other factors can impact on children's behaviour. Therefore, we use the Emotional Logic approach (See PSHE Policy) to support the teaching of emotional awareness and strategies to emotionally regulate. An ABCD (Aware, Breathe, Choose, Do) approach is taken so that pupils have a framework to use and understand. The Emotional Logic approach is also used to support staff and pupils to reflect, through restorative conversations, around the three school rules. See appendix 3 for the Emotional Logic support sheet.

RELATIONSHIP BASED APPROACH

At Woodfield, we seek to know and understand our pupils the best we can. We value the importance of understanding the needs and interests of all of our pupils. Staff aim to greet all pupils as they enter school to ensure that they feel welcome and that they are ready to access learning. The school's 'soft start' enables school staff to make time for parents and pupils as they enter the class and can elicit any worries that they may have before they start their school day.

We value the environment as much as the people in it. We have adopted our environment to follow the Communication Friendly Spaces approach to help pupils to feel calm and with limited visual distractions.

OBJECTIVES

- To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors
- To ensure a culture of recognising behaviour as a form of communication
- To follow a research-led (see reference) approach which informs practice and CPD to support consistency of adult response
- To provide consistent opportunities for 'Restorative Talk' for individual pupils about behaviour around the three school rules
- To work with families to ensure an open dialogue and provide guidance for supporting behaviour both at home and in school

ONE-PAGE BEHAVIOUR GUIDE

To support the implementation of the Behaviour Policy the school has a one-page behaviour guide, known as 'The Song Sheet' to be displayed around the school as a consistent reminder of behaviour. (See appendix 4)

The plan is divided into sections to support everyone at Woodfield to work together to achieve a successful learning environment to ensure that all pupils achieve to their full potential.

This also serves as a quick reference for visitors, such as supply staff, to ensure that consistency is maintained.

In summary these sections are,

- Three School Rules
- School Values
- Positive Noticing
- Visible Consistencies
- Helpful Phrases
- Restorative Talk

GUIDELINES FOR IMPLEMENTATION

- Establish and maintain high expectations of behaviour for learning
- School Rules are visible and shared regularly as they are integral to every-day school life
- Relate behaviours directly to the 3 school's rules and school values
- Make One Page Behaviour Guide accessible for staff and visitors

Each classroom will:

- Display the 3 School Rules
- Display the Emotional Logic approach as a visual prompt and space for regulation
- Have an accessible copy of the 'The Song Sheet'
- Have their own system, child developmentally appropriate, for positive noticing
- Have an up-to date values display with information about the value of the month.
- Have a sensory support box with a variety of item to support children's regulation

As a school we will:

- Act as positive role models for behaviour for learning following the school core values
- Ensure that all new members of staff have the behaviour policy share with them during the induction
- Highlight good behaviour in: Assemblies / Newsletters / Dojo messages
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through: PSHE lessons, Assemblies, circle times and Oracy and Values
- Ensure staff are available to talk to pupils
- Offer 1-1 support and/or inclusion plans for those children who regularly asked to 'step out' and who are deemed to be putting their learning seriously 'at risk'
- Involve parents from the earliest stage of concern and keep them informed
- Seek to understand personal behaviour and emotional issues when supporting pupils and communicating with parents
- Consider referrals and involvement of other external agencies for strategy advice and support
- Restorative conversations will take place to support children to understand where their behaviour was not in line with the three school rules and the impact this may have had on that pupil and others around them. Natural consequences that have occurred as a result of a behaviour are jointly identified, rather than punitive sanctions being used. The conversation will aim to support pupils to reflect and plan how to respond differently next time.

POSITIVE NOTICING

Each class will have their own reward systems that the staff will use for positive noticing. In addition, whole school approaches to positive noticing that are in addition to the class level systems.

Other praise and recognition might take the form of: Verbal Praise; Stickers; Dojo points; Dojo message home; Sending examples of good work home; face to face and telephone contact with families to share pride children.

In addition, a weekly celebration assembly is used to recognise a range of achievements and to celebrate a values champion for each class on a weekly basis.

SPECIAL EDUCATIONAL NEEDS

As a fully inclusive school, we understand that some children need extra support. In some circumstances, a child may have a separate system for rewards and consequences, which will follow the whole school policy but adapted for their specific needs. These will be recorded in their individual Inclusion Plan (appendix 5) and

agreed by the SENCo, parents/carers, adults working with the child and the child themselves.

These pupils might also have daily 'check in' charts that clearly outline times of the day for them to reflect on their day with key, trusted adults. This aims to offer guidance in a supportive manner to ensure that expectations remain high.

SAFETY INTERVENTION APPROACH

Where pupil's behaviour may pose a risk to themselves or others, staff assess the risk and Safety Intervention trained staff may be called on to support. Safety Intervention de-escalation techniques will be used to support and calm the pupil. If a pupil is presenting in a way that may cause physical harm trained staff may use staff physical handling techniques to minimise any risk to the pupil or others. See Physical Intervention policy (LAT).

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in immediate referral to the Headteacher who will assess the level of severity of the situation and the sanction required, which could include working alone (internal seclusion) or suspensions. In the most extreme cases it may result in permanent exclusion, this measure is not taken lightly and a range of interventions, meeting support from wider agencies will have been considered before this course of action.

PROHIBITED ITEMS

In the unlikely event of children being suspected of having prohibited items in their possession and in line with DfE Guidelines if staff believe children may have prohibited items in their possession the Headteacher or other designated members of staff (usually Senior Leaders) may search a pupil and/or their belongings. For list of prohibited items and guidelines for searching see appendix 7.

LOGGING

Incidents where pupils struggle to follow the school rules will be logged as an individual incident or on an ABC chart (appendix 6) to help staff to reflect on incidents, notice patterns and plan for support. These incidents are monitored by SLT and the Pastoral Team.

MONITORING

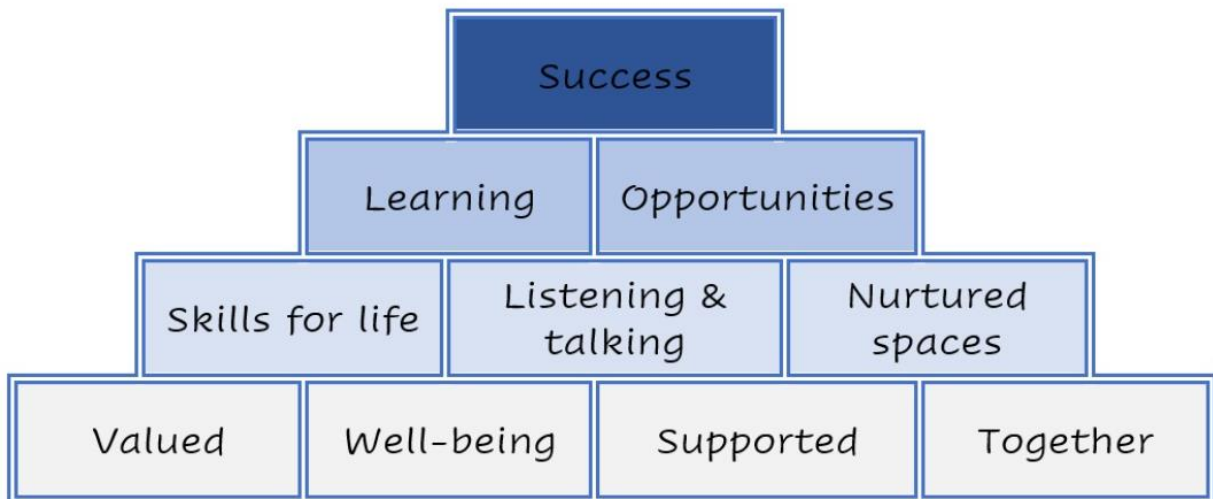
The policy will be regularly reviewed and evaluated by the school SLT. Staff are responsible for following the one-page behaviour plan and the recording of incidents.

Appendix 1

The Woodfield Way

We believe it is our responsibility that children's essential needs are met and nurtured to ensure that they are ready to aim high and achieve.

"Learning today for success tomorrow"



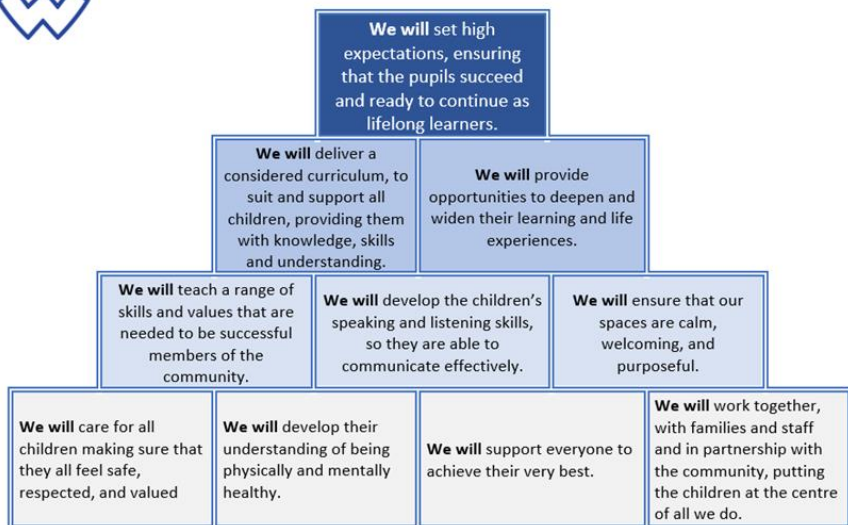
To achieve our vision and to ensure that all children are successful:

- **We will** set high expectations, ensuring that pupils succeed and ready to continue as lifelong learners.
- **We will** deliver a considered curriculum, to suit and support all children, providing them with knowledge, skills and understanding.
- **We will** provide opportunities to deepen and widen their learning and life experiences.
- **We will** teach a range of skills and values that are needed to be successful members of the community.
- **We will** develop the children's speaking and listening skills, so they are able to communicate effectively.
- **We will** ensure that our spaces are calm, welcoming and purposeful.
- **We will** care for all children making sure that all they are safe, respected and valued.
- **We will** develop their understanding of being physically and mentally healthy.
- **We will** support everyone to achieve their very best.
- **We will** work together with families and staff and in partnership with the community, putting the children at the centre of all we do.

Home School Agreement



The school's role to play in the Woodfield way ...

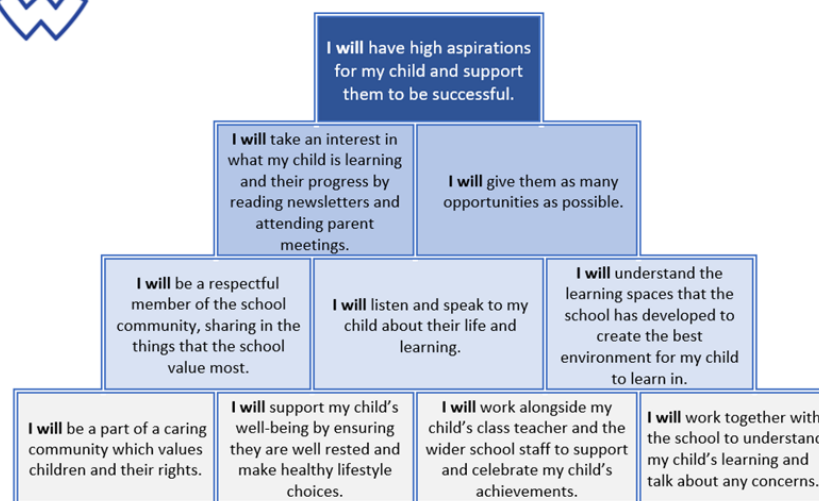


Signed on behalf of the school: *Tessa Saunders*

Date: **September 2023**



The parent's role to play in the Woodfield Way ...



Signed by parent/carer.....

Date.....



The children's role to play in the Woodfield way ...

Safe



Engaged



Respectful



- I will** follow the 3 school rules
- I will** work hard to be successful
- I will** demonstrate the school's values
- I will** be on time and ready to learn
- I will** allow others to support and help me by listening and talking

Signed by



Emotional Logic Support Sheet

Emotional Logic

Everyone has emotions and we all need to learn how to understand them and manage them so that they don't impact on ourselves or others in a negative way.

Aware How does your body feel?

Choose A safe place to help you feel calm

Breathe Taking deep breathes to calm your body

Do Time for action, make a plan to solve the loss

The incident or problem...

Aware

What emotions are you feeling? How is your body feeling?

1	2	3	4	5
I am not that bothered	This sometimes bothers me	This is making me feel wobbly	I am finding this difficult	This might make me lose control

Breathe

Help to control your breathing to help you to feel calmer

Bunny breathing
Five finger breathing
Square breathing

Choose

Choose a safe place

Somewhere you go to; think tank, library, book corner
Something to do; drawing, playdoh, poppet
Someone to help; trusted adult

Do

Think about what you can do

What is the loss and what can you do to get it back
Make a plan and follow it

One Page Behaviour Guide



At Woodfield we are all Emotionally Available Adults

Think

When supporting pupils staff consider:

5 Scales of pupil Wellbeing

ACEs - what experiences might the pupil have had?

Say

Useful phrases agreed by all:

I Wonder..., I Imagine..., I Notice..., I care. (Empathy) WINE

What happened to you?

Positive phrasing (Good walking)

Do

Staff approach, mindfully considering their impact.

- Body language
- Personal space
- Touch
- Tone, rate and volume of speech

Restorative Practice


Natural consequences are discussed as part of a restorative approach. Conversations focus on emotional responses, the impact of their actions and planning for prevention.




We take a research led positive behavioural approach with consideration to the child's emotional well being. This is free from writing names of boards, shouting, give punitive sanctions.



Inclusion Plan

 **Woodfield**
PRIMARY & NURSERY SCHOOL

All about me

	My name is : My birthday : My class :
Things I Like: • • •	
Things I am good at: • • •	
Some things I don't like: • • •	
Things I would like help with: • • •	

How to support me in me in school

5	I am not being safe and need help:
4	I do not feel safe I need support:
3	I feel dysregulated:
2	Something is bothering me I don't like it
1	I am calm and am ready to learn:

School powers to search and screen pupils

This page provides information on the powers of schools to screen and search pupils for prohibited items with and without their consent and the power to seize and confiscate items from pupils.

The Department for Education has published revised advice for schools on '[searching, screening and confiscation](#)' which came into force on the **1st September 2022**.

The new advice brings in an increased focus on safeguarding and communication with parents/carers as well as guidance on strip searches, after care and the role of an appropriate adult

What is a “prohibited item”?

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned and able to be searched for.

Schools should clearly state in their behaviour policy which items are prohibited. The head teacher must publicise this policy in writing to staff, pupils and parents annually. Maintained schools must do so in accordance with [section 89 Education and Inspections Act 2006](#). Academy schools must do so in accordance with the [School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#).

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services.

Schools can force pupils to be screened by a walk through or hand-held metal detector whether or not they suspect the pupil of having a weapon and without that pupil's consent. Any member of staff can screen pupils. This type of screening without physical contact differs from the power to search pupils, as explained below.

If a pupil refuses to be screened, the school may refuse to allow the pupil on to the premises. This will be treated as an unauthorised absence and not an exclusion. For more information on unauthorised absences see our page on [School attendance and absence](#).

The role of the headteacher, the designated safeguarding lead and authorised members of staff

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before a search

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

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited item, but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a search

Where

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

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

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

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Strip searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

The process the police must follow during a strip search

Except in cases of urgency where there is risk of serious harm to the pupil or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of which must be the appropriate adult. If the pupil's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the pupil being searched. An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.

Except in urgent cases as above, a search of a pupil may take place without an appropriate adult only if the pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search and the appropriate adult agrees. A record should be made of the pupil's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

Strip searching can be highly distressing for the pupil involved, as well as for staff and other pupils affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-care following a strip search

Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff, such as the designated safeguarding lead.

After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead.

If a pupil is found to be in possession of a prohibited item, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Informing parents

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

When can a school confiscate items?

[Section 91 Education and Inspections Act 2006](#) gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers. The law protects members of staff from liability for any loss of or damage to any confiscated item, provided that they have acted lawfully.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Prohibited or illegal items

- Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so.
- Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
- Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.
- Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable.
- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

Electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

If the the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the below:

- In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.
- In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Appendix 8

Research and training that has informed this policy:

- Emotional Logic
- TISUK (Assistant Head Teacher completed 10 day diploma, Head Teacher attended 2 day Senior Leader Mental Health Awareness Training)
- *When the Adults Change Everything Changes*, Paul Dix
- *After the Adults Change Achievable Behaviour Nirvana*, Paul Dix
- *A School Built on Love*, Chris Dyson
- Crisis Prevention Institute, Safety Intervention