



Contents

1. Introduction and Philosophy
2. Statement of Intent and Link to Vision
3. Aims
4. Legal and Policy Framework
5. Roles and Responsibilities
 - 5.1 Trust Board
 - 5.2 Local Governing Body
 - 5.3 Trust Inclusion Team
 - 5.4 Headteacher and Senior Leaders
 - 5.5 SENDCO
 - 5.6 Pastoral Team / Behaviour Lead
 - 5.7 All Staff
 - 5.8 Pupils
 - 5.9 Parents and Carers
6. Consistency in Practice
7. Promoting Positive Behaviour in EYFS
8. Promoting Positive Behaviour Across School
9. Relationships and Behaviour at Brinsworth Manor
10. Behaviour Expectations
11. School Rules – Ready, Respectful, Safe
12. Rewards and Celebration
13. Managing and Modifying Behaviour Choices
14. Recording of Behaviour



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15. Empowering Staff
 16. Supporting Behaviour – Graduated Response
 17. Racism, Homophobia, Bullying and Serious Incidents
 18. Use of Reasonable Force
 19. Prohibited Items, Searching and Confiscation
 20. Working with Families
 21. Policy Review
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1. Introduction and Philosophy

White Woods Primary Academy Trust (WWPAT) and Brinsworth Manor Junior School are committed to creating a learning environment where every child feels safe, valued and able to achieve.

Our approach is rooted in relational practice: we build, maintain and restore relationships so that trust, respect and belonging underpin all behaviour expectations.

We use restorative approaches to help children recognise impact, repair harm and reconnect positively.

The Social Discipline Window guides our ethos: we set **high expectations** and offer **high support**, always working *with* pupils.

2. Statement of Intent and Link to Vision

Our vision is for all children to feel safe, happy and ready to learn.

Positive, respectful behaviour is taught explicitly and reinforced consistently.

Through strong relationships, routines and restorative conversations, we promote a culture of responsibility, kindness and success.



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3. Aims

We aim to:

- Create safe, inclusive environments where all children thrive.
 - Ensure expectations are clear, fair and consistent across school.
 - Support pupils to self-regulate and understand the impact of their choices.
 - Use incidents as opportunities to teach, restore and grow.
 - Provide a graduated response for pupils with additional needs.
 - Encourage empathy, self-esteem and positive relationships.
 - Build a community characterised by safety, respect and belonging.
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4. Legal and Policy Framework

This policy aligns with statutory DfE guidance and relevant legislation, including:

- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- SEND Code of Practice (2015)
- Use of Reasonable Force (2013)
- Behaviour in Schools (2024)
- Keeping Children Safe in Education (2025)
- Suspension and Exclusion Guidance (2023)



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- Searching, Screening and Confiscation (2023)

Linked policies include: Safeguarding, SEND, Exclusions, Anti-Bullying, and Positive Handling.

Our practice is influenced by the work of Paul Dix and Mark Finnis.

5. Roles and Responsibilities

5.1 Trust Board

Oversees and approves the policy, ensuring statutory compliance.

5.2 Local Governing Body

Monitors implementation and ensures alignment with Trust expectations.

5.3 Trust Inclusion Team

Provides professional guidance, training and monitoring of Trust-wide trends.

5.4 Headteacher and Senior Leaders

Lead the implementation of the policy, analyse behaviour data and authorise exclusions.

5.5 SENDCO

Coordinates support for pupils with SEND/SEMH and leads on personalised plans and referrals.

5.6 Pastoral Team / Behaviour Lead

Provide daily support, lead restorative practice and liaise closely with families.

5.7 All Staff

Model expectations, apply routines consistently, use relational language and record incidents accurately.



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5.8 Pupils

Take responsibility for their actions, engage in restorative processes and follow school values.

5.9 Parents and Carers

Support the school's expectations and work in partnership with staff.

6. Consistency in Practice

Staff maintain consistency through:

- Positive greetings
 - Shared language: "Ready, Respectful, Safe"
 - Calm, predictable routines
 - Public praise and private correction
 - Engaging learning
 - Restorative follow-up after incidents
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7. Promoting Positive Behaviour in EYFS

In EYFS, children learn routines, cooperation and conflict resolution through modelling, praise and relational interactions. Stickers, house points and restorative conversations are used to support early social-emotional development.

8. Promoting Positive Behaviour Across School

Positive behaviour is encouraged through:



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- Verbal/non-verbal recognition
 - Dojo points and house points
 - Certificates and assemblies
 - Positive messages home
 - Celebratory events such as Exhibitions of Learning
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9. Relationships and Behaviour at Brinsworth Manor

"Relationships aren't built in a day; they're built daily." – Mark Finnis

We build connections that enable pupils to feel safe, respected and ready to learn.

10. Behaviour Expectations

All learning environments should be:

- **Respectful**
- **Safe**
- **Ready to learn**

These expectations are upheld through strong relationships and high-quality teaching.

11. School Rules – Ready, Respectful, Safe

Ready – Be prepared, wear correct uniform, try your best.

Respectful – Be kind, listen well, use manners and care for people and property.

Safe – Follow routines, move sensibly and avoid harming yourself or others.



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12. Rewards and Celebration

- Dojo points
 - Celebration assemblies
 - Star of the Week
 - Attendance awards
 - Recognition linked to school values
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13. Managing and Modifying Behaviour Choices

Step 1 – Reminder

A quiet prompt, gesture or gentle reminder helps the child get back on track. We show belief, trust and high expectations, correcting behaviour calmly and privately.

Step 2 – Warning 1

A calm, private reminder of the expected behaviour.

Instructions are framed positively:

"Thank you for..." rather than *"If you don't..."*.

Step 3 – Warning 2

A brief restorative conversation after the lesson to reset and repair.

Adults use questions such as:

- *What happened?*
- *What were you thinking or feeling?*
- *Who has been affected?*
- *What needs to happen next?*



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Step 4 – Turn-Around (Triage)

A short time away from class to regulate, reflect and prepare to return.

Reflection sheets may support this process.

Re-entry is calm, warm and relationship-focused.

Step 5 – Behaviour Support (Removal)

SLT or pastoral staff provide support when further intervention is required.

Safety, regulation and connection come first.

A restorative conversation follows, alongside a fair, logical consequence that supports the child to be successful next time.

Positive Handling and CPOMS Recording

On rare occasions, staff may need to use **positive handling** to keep a child safe.

Positive handling is always a *last resort* and is only used when a pupil is at risk of harming themselves, others, or causing significant damage to property. Staff always prioritise de-escalation strategies before any physical intervention takes place.

Whenever positive handling is used:

- Parents/carers will be informed **on the same day**.
- A **Positive Handling Form** (Appendix 1) must be completed.
- The incident must be fully recorded on **CPOMS** under the correct categories.
- A restorative conversation will follow, with support from pastoral staff where appropriate.

All staff involved must contribute to the written record to ensure accuracy, clarity and safeguarding compliance.

Serious Behaviour Incidents



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In some situations, behaviour may require staff to bypass earlier stages of the system. Incidents such as physical harm, aggression, discriminatory language, bullying or behaviour that places others at risk may require teachers to move directly to **Step 4 (Turn-Around/Triage)** or **Step 5 (Behaviour Support/Removal)**, depending on their professional judgement.

This ensures safety is prioritised while still maintaining a relational, restorative approach once the situation is calm.

14. Recording of Behaviour

At **Step 4**, staff must record incidents on **Arbor**, and parents must be informed the same day (phone call or in-person conversation).

All parent communications must also be logged on **CPOMs**.

15. Empowering Staff

Where possible, the staff member who dealt with the incident will lead the follow-up. This reinforces professional confidence and strengthens relationships.

At **Step 5**, pastoral staff or SLT will support—without removing ownership from the original adult.

16. Supporting Behaviour – Graduated Response

Support is focused on safety, relationships and reducing repeated incidents.

Wave 1 – Universal Support

Consistent routines, relational practice, shared language and high-quality behaviour management.

Wave 2 – Targeted Support



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Group interventions, individual plans, emotional check-ins, staff mentoring and increased parental engagement.

Wave 3 – Specialist Support

Multi-agency involvement, personalised SEMH plans, risk assessments and bespoke provision.

17. Racism, Homophobia, Bullying and Serious Incidents

We take a zero-tolerance approach to all forms of discrimination and bullying. Incidents are addressed immediately, recorded appropriately and reported as required.

Victims are supported, and restorative processes may be used.

Suspension or exclusion is considered only when necessary and proportionate.

18. Use of Reasonable Force

Reasonable force may be used to prevent injury, harm or serious damage.

Team Teach-trained staff prioritise calm, de-escalatory approaches.

Incidents are recorded and communicated to parents.

19. Prohibited Items, Searching and Confiscation

Authorised staff may search pupils when there is reasonable suspicion of possession of prohibited items.

Reasonable force may be used if required to prevent harm.

Items such as vapes, lighters or energy drinks are confiscated and managed according to Trust guidance.



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20. Working with Families

We maintain open, respectful communication with families.

Parents are informed promptly and involved in support planning.

Where beneficial, restorative meetings may include parents and carers.

21. Policy Review

This policy will be reviewed annually by the Trust and school leadership, with contributions from staff, governors, pupils and families.

Appendix 1

Details of student or students on whom force was used by a member of staff		
Name		
Form or Year Group		
Date, time and location of incident		
Names of staff involved (directly or as witnesses)		
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.	No other children involved	
Deescalation Attempted (Please Highlight)	Humour Negotiation Distraction Patience Swap Adult Withdrawal Directed	Verbal Advice Limit Choices Diversion Calm Stance Success Reminders Consequences Reminders
Why was the measure necessary? (Please Highlight) (Ensure the correct sub categories on CPOMS are ticked)	Risk to self Risk to others Risk to safe physical environment Risk to safe psychological environment Prevention of self-harm Prevention of physical harm Prevention of criminal damage	
Write Up (What happened before? What measure was used?)		



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How long was the measure used? Effectiveness?)		
Any injury suffered by staff or students and any first aid and/or medical attention Required.		
Follow up, including post-incident support, reflection/pupil views and any consequences as a result.		
Any information shared with staff not involved and/or external agencies.		
When and how parents/carers informed. Any views they have expressed.		
Report compiled by: Name and role		Pastoral Support
Report countersigned by: Name and role		Teaching Assistant



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