

Behaviour & Anti-Bullying Policy



ASHWOOD
SPENCER ACADEMY

September 2026

Review Date: September 2027

Contents

1.	School vision statement	2
2.	Scope of this policy.....	2
3.	Roles and responsibilities	2
4.	Aims and objectives.....	3
5.	Understanding behaviour.....	3
6.	A positive, proactive approach to behaviour	3
7.	Recognition of Positive Behaviour	4
8.	Non-verbal and verbal reminders	5
9.	Regulation	6
10.	Reflective actions	6
11.	Sanctions	7
12.	Supporting pupils: School-Based Support, Positive Behaviour Plans and Risk Assessments	8
13.	Child-on-Child behaviours	9
14.	Suspension and permanent exclusions	9
15.	Use of Reasonable Force and Restrictive Interventions	10
16.	Bullying	13
17.	Searching pupils	14
18.	Behaviour outside school site and online	15
19.	References and links to research	16
20.	Appendixes	17
21.	Appendix 1.....	17
22.	Appendix 2.....	18
23.	Appendix 3.....	20
24.	Appendix 4.....	22

1. School vision statement

At Ashwood Spencer Academy pupils are supported and nurtured to ensure they reach their full potential as learners and positive contributors to society. We expect every pupil to follow our core pillars for behaviour: 'Ready, Respectful and Safe', along with our DREAM expectations to create a culture that has respect, resilience, aspiration, determination and positive relationships at its core. Our approaches are simple and clear enabling all pupils and staff to understand and remember the behavioural expectations. We consider the individual needs of the child, providing a fair and consistent approach to behaviour management. We prioritise pupil's emotional and mental resilience and we ensure that we develop it to support self-regulation and emotional well-being. Research has stated that the development of self-regulation and executive function is consistently linked with successful learning (Whitebread and Basilio, 2012). Our approach to behaviour is trauma-informed, using the principles of establishing feelings of safety in pupils and ensuring that relationships are at the heart of all interactions.

2. Scope of this policy

At Ashwood Spencer Academy we promote a culture that enables all pupils to access the possibilities of achieving their potential. In supporting this, we recognise that as a school we can be influential in supporting mental health and well-being for both our pupils and our staff through the culture, ethos and environment of our school.

Our approach to supporting pupils will be reflective of their individual needs, providing a fair and consistent approach to support them to co-regulate their emotions and support their well-being.

To ensure success for all, we also have in place a range of resources and interventions to support pupils to develop positive relationships and refocus on learning in times when they are struggling to do so. We recognise that children come to school having a broad range of life experiences which could impact their behaviour within school and their mental health.

It is important that pupils develop their ability to self-regulate and manage their emotional well-being. This policy sets out the school's approach to behaviour which continues to be highly influenced by our DREAM expectations.

Although in general this policy covers behaviour within the school building and grounds, it is important to note that legally, teachers have the power to discipline pupils misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside local shops, or in a town or village centre. In practice, the scope of this policy in relation to behaviour outside of school premises would relate to any incident where the pupil is in recognisable school uniform and is most likely to be when they are either on their way from or to home before /after the school day (see section 16: Bullying).

3. Roles and responsibilities

The local governing body and Spencer Academy Trust will be responsible for:

- Overseeing the implementation of this policy.
- Consider the learning environment when conducting visits.
- Ensure they have a clear understanding of behaviour in school by challenging key decisions and asking pertinent questions.
- Reviewing this policy with Senior Leaders on an annual basis to ensure its effectiveness.

The Principal will be responsible for:

- The overall implementation of this policy.

- Delegation of roles and responsibility's to other Leaders or staff members to implement the policy.
- Ensuring the safety and well-being of all staff members, giving them appropriate support in the instance of verbal abuse, physical abuse and/or allegations.
- Ensuring that the Equality Act 2010 is adhered to.

Staff will be responsible for:

- All adults have a responsibility for the behaviour of pupils and to adhere to the staff Code of Conduct and safeguarding practices.
- Supporting the Principal in carrying out the procedures outlined in this policy.
- Promoting inclusion, equality and diversity within school and in the wider community to promote anti-bullying.
- Undertaking any training arranged by the Principal or SLT to develop their proactive behaviour management strategies.
- Seeking support from the Vice Principals, SENCO, Mental Health Lead /DSL as appropriate.
- Supporting their colleagues and pupils to implement our policies and procedures.
- Ensure that they use the school's chosen behaviour management system as a way of recording behaviour.
- Ensure that they are familiar with other relevant policies:
 - Equalities and Inclusion Policy
 - SEND Policy
 - Teaching and Learning Policy
 - Mental Health and Wellbeing Policy
 - Safeguarding and Child Protection Policy

4. Aims and objectives

At Ashwood Spencer Academy we are committed to high standards of safety, ensuring that all pupils are kept safe and protected from harm, including self-harm, so that they can reach their full potential. We aim to support the holistic development of pupils, providing them with strategies and skills to regulate their emotions, be respectful and tolerant of others and support their own mental health and well-being. We strive to meet the needs of all pupils, aiming to be proactive rather than reactive.

5. Understanding behaviour

Behaviour is never without reason. As staff, we seek to find the underpinning reason in order to support the child further. It is recognised that as a school we can be influential in supporting mental health and well-being for both our pupils and our staff through the culture, ethos and the environment of our school. For some pupils who have certain types of Special Educational Needs and Disabilities (SEND), it is recognised that there are possible issues related to mental health. It is important that our pupils are supported by staff who have a holistic understanding of the individual child. Our approach to supporting individuals will be reflective of their individual needs; providing a fair and consistent approach to support them to self-regulate their emotions and support their well-being.

6. A positive, proactive approach to behaviour

At Ashwood, all staff have a positive and proactive approach to behaviour. This is achieved through the actions listed below:

- Staff seek to create positive relationships with all pupils by understanding the individual child.
- Working in partnership with parents and carers to support pupils.
- Working with other agencies to support pupils.
- Being a positive role model.
- Having high expectations of pupils and all stakeholders.
- Providing an engaging curriculum and pedagogical approach that are reflective to the pupil's needs.
- Enabling a predictable environment is created through the implementation of social norms. Social norms are evaluated regularly and are responsive to the school community.
- Providing resources to support pupils when deemed necessary.
- Providing a supportive and purposeful environment which promotes self-esteem and regulation of behaviours.
- Staff are supported to implement the behaviour policy.
- Non-verbal cues prior to verbal reminders for many low-level behaviours.
- Calm, nurturing whole-school environment.

It is recognised that unstructured and transitional times of day can be potentially problematic for some pupils. 'Unstructured times' (break and lunchtimes) and 'transitional times' (entry to/exit from school and movement around school, where there is no direct supervision) can be addressed by the following approaches:

- Staff anticipating problems and putting proactive strategies in place.
- Ensuring that staff are familiar with pupils who have a specific behaviour plan or risk assessment to ensure they are followed consistently.
- Staff being on time and actively involved in the supervision of pupils.
- Staff initiating and supporting with games that promote positive behaviours.
- Instances of negative behaviour being dealt with by class staff and/or SLT.

At Ashwood Spencer Academy, positive behaviour is explicitly taught through a carefully planned behaviour curriculum. Expectations linked to our DREAM values and the pillars of being Ready, Respectful and Safe are modelled, taught and revisited throughout the academic year. To support this, the first week of each half term is designated as a 'Reconnect Week', during which behaviour expectations, routines, social norms and positive relationship-building are explicitly retaught and practised. This ensures consistency across the school and provides pupils with regular opportunities to reflect upon and strengthen the behaviours that contribute to a safe, respectful and successful learning environment.

7. Recognition of Positive Behaviour

Behaviour expectations are high and made explicit through our DREAM expectations, with DREAM points used to recognise positive behaviour. The points that can be earned are:

- Determined risk taker
- Resilient learner
- Respectful learner
- Expressive communicator
- Ambitious achiever
- Magic happens when you DREAM

Our aim is to give our first attention to positive behaviours, with an emphasis on encouraging intrinsic motivation to learn and provide opportunities for meaningful conversations. We aim for our school to be an overwhelmingly positive place, where exceptional behaviour is celebrated.

We use Arbor as our tool to track all behaviours. This is a computerised system that is shared with parents and carers. Parents are able to monitor their child's behaviour through the Arbor parent app. There is a consistent approach to awarding DREAM points and managing behaviour amongst all staff.

Positive DREAM points are given for positive learning behaviours linked to our DREAM expectations. Examples of behaviour to receive a DREAM point could consist of the following:

- Persevering with a difficult task.
- Being polite and showing good manners.
- Working hard to improve a piece of work.
- Being a positive role model in following class routines.
- Showing care towards a peer in a time of need.

Parents are invited to a celebratory DREAM assembly termly where their pupil will receive a certificate, badge or medal related to a DREAM expectation they have received the most DREAM points for.

DREAM values provide a consistent framework to support good choices, with the simplified language of 'Ready, Respectful and Safe' as the pillars for behaviour in school. Authentic praise and recognition is given to children to reinforce positive behaviours and reaffirm their own self beliefs.

It is recognised that collaboration and teamwork is key when exhibiting positive behaviour. As a result, we have class celebrations termly. This provides a time for a whole class celebration, whereby children and staff can engage in an enjoyable activity together, supporting positive relationships.

8. Non-verbal and verbal reminders

Positive behaviour is recognised and praised by all staff. Recognising and reinforcing positive behaviour is a powerful strategy for improving conduct and reducing negative behaviours. When staff consistently acknowledge pupils who demonstrate the school's expectations, they create a positive climate that encourages others to make similar choices. Praise, recognition, and celebration of success help pupils understand what behaviours are valued, increase motivation, and strengthen positive habits. By focusing on and promoting positive conduct rather than giving excessive attention to inappropriate behaviour, staff can build pupils' confidence, foster a sense of belonging, and encourage self-regulation. This approach supports a calm, respectful learning environment where positive behaviour becomes the norm.

Staff are trained to actively resolve incidents of unacceptable behaviour as they arise to ensure that incidents are dealt with immediately. It is the professional duty for all staff to challenge all incidents of undesirable behaviour.

We recognise that behaviour is a form of communication. However, there are times where children exhibit behaviours that are unacceptable and require assistance from an adult to ensure that children are acting 'ready, respectful and safe'. Staff use non-verbal reminders as a first response to low-level disruption where appropriate. Non-verbal cues, such as eye contact, proximity, gestures, or a visual prompt, provide pupils with a quiet redirection and a discreet opportunity to recognise and correct their behaviour without interrupting learning. These strategies aim to minimise confrontation, maintain positive relationships, and support pupils in taking responsibility for meeting classroom expectations. It is also recognised that consistent use of non-verbal reminders helps to create a calm and purposeful learning environment while preserving pupils' dignity and promoting self-regulation.

However, behaviours may continue following a non-verbal reminder or a non-verbal reminder may not be appropriate and a more explicit intervention is required. In this instance, providing that behaviours are still low-level, staff will issue a verbal reminder – a clear, calm, and respectful statement to reinforce expectations and redirect behaviour. Verbal reminders focus on the expected behaviour and the reasons why this is required, rather than the behaviour being displayed, and provide pupils with an opportunity to make positive choices. During the verbal reminder, staff may refer to established classroom routines and school expectations, ensuring consistency across the school. Effective verbal reminders support pupils in self-

correcting their behaviour, minimise disruption to learning for all, and help maintain a positive, purposeful, and respectful learning environment.

9. Regulation

Regulation is the process by which pupils recognise, manage, and respond appropriately to their emotions, thoughts, and behaviours in different situations. Within the school context, regulation enables pupils to remain engaged in learning, maintain positive relationships, and make appropriate behavioural choices, even when experiencing challenge, frustration, or strong emotions. Staff support the development of regulation through consistent routines, clear expectations, positive relationships, and strategies that help pupils understand and manage their emotional responses. By promoting regulation, the school helps pupils develop the skills needed to behave responsibly, recover from setbacks, and participate successfully in school life.

Children engage in activities that support regulation throughout the day. This aims to develop self-regulatory strategies and ensures that children feel safe and emotionally supported. At Ashwood, we believe that regulation is key to a child learning and reflecting positively.

When a child struggles to regulate themselves, adults will support them to manage their emotions, stress responses, and behaviour through consistent, nurturing, and trauma-informed strategies.

Regulation can involve a range of approaches, including:

- Providing calm and reassuring adult support
- Using de-escalation techniques and therapeutic communication
- Offering safe spaces or sensory breaks
- Supporting children to identify and express emotions
- Using predictable routines and clear boundaries
- Encouraging breathing, grounding, or calming activities
- Co-regulation through positive relationships with trusted adults
- Sensory support
- Allowing time and space for recovery following distress or dysregulation

If behaviours have occurred when a child is not regulated, they will be approached following the child being regulated. The aim of regulation is not simply to stop behaviour, but to support children to develop emotional resilience, self-awareness, and the ability to self-regulate over time. Once regulated, children are able to access reflection, understand consequences, repair relationships, and develop more positive coping strategies. This is when reflection sessions would occur.

10. Reflective actions

There are times where children exhibit behaviours that are unacceptable and require a process of reflection. All reflections follow the process of supporting pupils to think about what happened, understand how their behaviour affected others, recognising their emotions and triggers and learning how to make better choices in future.

The way in which these are conducted depends on the behaviour that has occurred:

- 5-minute check-ins during breaktime with a class-based adult:

Where there has been a low-level classroom behaviour that has either been a continuation of behaviours following non-verbal and verbal reminders, or has shown low-level disregard for being 'Ready, Respectful and Safe'. Examples of low-level disregard behaviour to receive a 5 minute check-in could be:

- Arriving to class late after break or lunch with no reason
 - Continuing to rock on their chair following a reminder
 - Talking in the classroom when they should have been listening
 - Failure to engage with uniform support from school
- 10-minute check-ins during breaktime with a class-based adult:

Where the child has not engaged with a 5-minute check in, the expectation would be that they will then have a 10-minute check in. During this time, the behaviour that warranted the check-in and the refusal would be addressed.

If a child does not engage in their 10-minute check in, parents/carers will be informed via an email through Arbor, and SLT will review these incidents weekly. If there is a pattern of a child refusing their 10-minute check in, they will be discussed in a weekly meeting and support through our in school ASAP process may be sought. They will also be referred to a reflection session.

- Reflections:

A reflection session is a structured intervention that is completed by the child with a member of the Pastoral Support Team in school. They occur during a child's lunchtime. The intervention focuses on the behaviour that has occurred and offers education around this. There is time built in to discuss what incident has occurred and then time to objectively learn through pre-prepared resources about the risks associated with the behaviour shown. At this time, scripts to support these discussions may be used by staff. Reflections take place at a time where the child is calm, regulated and in a position to reflect, which may mean happening in days following the incident. Reflections may occur due to continued low-level disruption or the following behaviours:

- Climbing
- Directed disrespect
- Directed swearing
- Directed transphobic language
- Directed homophobic language
- Directed racist language
- High-cost equipment damage through lack of care
- Pushing another pupil
- Playfighting
- Stealing
- Intentional harm
- Purposeful and significant damage to low-cost items
- Misuse of online technology
- Mobile phone usage
- Absconding from year group area

11. Sanctions

As explained in '10. Reflective actions', there are times where children exhibit behaviours that we deem to be totally unacceptable and require a process of reflection. All reflections follow the process of supporting pupils to think about what happened, understand how their behaviour affected others, recognising their emotions and triggers and learning how to make better choices in future.

Certain behaviours require a sanction, with a period of reflection included in this time. A sanction occurs for a child when all their prior needs have been met, when there has been a serious incident, or a child has repeatedly behaved in a way that goes against our mantra of 'Ready, Respectful and Safe'. Sanctions are not intended to be punishments for their own sake but are a part of a system that helps maintain a calm, productive learning environment for all children. They also provide clear, consistent consequences aligned with boundaries for behaviour, and serve to educate all pupils about this, whether they receive the sanction or

not. This creates clarity about what behaviours are acceptable, whilst still treating pupils as equal, responsible people. We believe that this supports our children as future adults and is the early groundwork for behaviour as adults.

Behaviours that may incur a sanction include:

- Purposeful and significant damage to property or damaging high-value equipment
- Intentional harm caused to any other person
- Significant disruption to the learning of others
- Significant disrespect towards others

Sanctions are one tool amongst many: praise, routines, teaching behaviour, reflections and supportive relationships that allow for all pupils to thrive in their school environment. At Ashwood Spencer, sanctions are consequences used to help pupils learn appropriate behaviour, protect the learning of others, and create a safe and orderly school environment. Sanctions are required to be clear, consistent, predictable, and embedded within a wider culture of positive relationships and high expectations.

Why are sanctions used?

1. To reinforce expectations
2. To protect learning
3. To promote fairness
4. To teach responsibility

Sanctions that are adopted by Ashwood Spencer Academy are:

- In-school Reflection
- After-school reflection (for KS2 children, relevant to their age and need - SLT held)
- Reflection in another school environment

Children work alongside adults to complete relevant reflective work and provide support for understanding proactive strategies to manage similar situations in future.

12. Supporting pupils: School-Based Support, Positive Behaviour Plans and Risk Assessments

The school is committed to providing appropriate support to help pupils achieve and maintain positive behaviour. A range of school-based interventions may be offered, including mentoring, pastoral support, social and emotional learning programmes, nurture provision, restorative approaches, and targeted work with designated staff. Support will be tailored to the individual needs of the pupil and may be informed by observations, assessments, and discussions with parents/carers and external agencies where appropriate. The aim of all interventions is to identify and address underlying needs, develop positive relationships, build self-regulation skills, and enable pupils to access learning successfully. The impact of support strategies will be monitored regularly and adjusted as necessary to ensure they remain effective and promote the pupil's wellbeing, inclusion, and success within the school community.

Where a pupil requires additional support to meet behavioural expectations, a Positive Behaviour Plan (PBP – Appendix 1) may be implemented. SLT conduct regular monitoring of behaviour in school and will use behaviour tracking to identify children who require a PBP. PBPs will be developed collaboratively with the pupil, parents/carers and relevant staff to ensure a consistent and supportive approach across the school, identifying individual strengths, triggers, needs and agreed strategies to promote positive behaviour, engagement and emotional regulation. Clear targets, reasonable adjustments, preventative strategies and appropriate rewards will be outlined, alongside agreed responses to incidents of dysregulation. The

effectiveness of the plan will be reviewed regularly and amended as necessary to ensure that it continues to meet the pupil's needs and supports their success, wellbeing and inclusion within the school community. Where a pupil's behaviour may present a foreseeable risk to themselves or others, an individual risk assessment will be completed. The risk assessment will identify potential hazards, evaluate the level of risk, and outline proportionate control measures and strategies to reduce the likelihood of harm. It will be developed in consultation with relevant staff, parents/carers and, where appropriate, the pupil, ensuring that individual needs and circumstances are fully considered. Risk assessments will be shared with relevant members of staff, reviewed regularly, and updated following any significant incident or change in circumstances to ensure that appropriate support and safeguards remain in place while promoting the pupil's safety, wellbeing and inclusion.

13. Child-on-Child behaviours

Ashwood Spencer Academy recognises that children are vulnerable to and capable of abusing other children. This includes verbal as well as physical abuse. Our Academy adopts a zero-tolerance approach towards child-on-child abuse, and it will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole academy approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our Academy and beyond.

In cases where child-on-child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation, including family members.

Child-on-child incidents are investigated in the same manner as other behavioural incidents, and along with child protection procedures (where necessary) reflections and sanctions occur. Further information is in our Child-on-Child Abuse Policy (2026-2027).

14. Suspension and permanent exclusions

Further information on fixed term exclusions can be found on the following link:

[School suspensions and permanent exclusions - GOV.UK](#)

We will endeavour to avoid suspensions and permanent exclusions from the school wherever possible. A decision to suspend a pupil is taken only in response to very serious breaches of the school's behaviour policy, or where the behaviour of the pupil means that it is not safe for them, other pupils or staff to remain in school at that time. The Principal, or the most senior member of staff in their absence, will take the decision to suspend or permanently exclude a pupil and will determine the length of the suspension where applicable.

A decision to permanently exclude a pupil is taken extremely seriously and will only be taken as a last resort, where the facts have been established on the balance of probabilities and after consideration of all the circumstances, the evidence available, and the need to balance the interests of the pupil against those of the whole school community.

Permanent exclusion will usually be the final step in the process for dealing with disciplinary offences, following a wide range of supportive and preventative strategies which have been considered and implemented without sustained success. A pupil may, however, be permanently excluded for a serious one-off breach of the school's behaviour policy where the circumstances warrant such action.

A pupil may be suspended or permanently excluded for serious incidents including, but not limited to:

- Persistently being violent towards pupils or staff resulting in injury

- Serious breach of the school's behaviour policy
- Continuous and repeated breaches of the school's behaviour policy
- Serious damage to school property
- Circumstances where the pupil remaining in school would seriously harm the education, welfare or safety of themselves or others within the school community

Where a pupil has recurring behavioural difficulties, staff will ensure that a Positive Behaviour Plan (PBP) and, where necessary, a Risk Assessment are in place.

At Ashwood Spencer, we will explore all appropriate avenues before a decision to suspend or permanently exclude is made. This may include:

- Review of the PBP and Risk Assessment
- Staff changes
- Change of classroom
- Change of appropriate space used within the school
- Interim reduced timetable
- Pupil-specific timetable whilst in school
- Interim EHCP review involving other agencies and parents/carers
- Early Help Assessment
- Applying for E3 funding through the local authority where eligible
- Other reasonable adjustments and supportive strategies

If these strategies do not sufficiently support the pupil and serious behaviours continue, a suspension and/or permanent exclusion may be authorised by the Principal in accordance with Spencer Trust procedures and current Department for Education guidance. There may, however, be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or one-off offence.

Parents/carers will be informed without delay of any suspension or permanent exclusion and will be provided with information about their rights to make representations to the governing board. In cases of permanent exclusion, where the governing board upholds the decision, parents/carers may request an Independent Review Panel in accordance with statutory guidance.

Where a pupil's suspensions total more than 15 school days in any one term, a formal meeting of the governing board will be convened in line with statutory requirements. A pupil may not be suspended for more than 45 school days within a single academic year.

Where a pupil has been suspended, the school will set and mark appropriate work for the first five school days. From the sixth school day of any suspension lasting more than five consecutive school days, the school will arrange suitable full-time education for the pupil.

Following a suspension, the school will support the pupil's successful return through a reintegration process involving the pupil, parents/carers and relevant staff. A reintegration meeting will normally be held to review the circumstances leading to the suspension, discuss any additional support that may be required and agree strategies to promote future success. Where appropriate, Positive Behaviour Plans, Risk Assessments and other support measures will be reviewed to ensure the pupil is able to re-engage positively with school life and learning.

15. Use of Reasonable Force and Restrictive Interventions

The school is committed to creating a safe, supportive and inclusive environment in which the need for restrictive interventions is minimised through positive behaviour support, reasonable adjustments, early intervention and de-escalation strategies. Physical intervention should, wherever possible, be avoided.

Staff have the legal authority to use reasonable force and restrictive intervention where it is considered absolutely necessary to maintain safety and prevent harm, in accordance with Section 93 of the Education and

Inspections Act 2006. The school is committed to using positive behaviour support, preventative approaches and de-escalation strategies wherever possible, with physical intervention used only as a last resort.

The school adopts the principles of Positive Behaviour Support (PBS). This approach seeks to understand the purpose and function of behaviour, identify environmental and emotional factors that may contribute to distress, and teach pupils alternative strategies to communicate their needs safely and effectively. Through positive relationships, proactive planning and individualised support, the school aims to promote positive outcomes for pupils whilst reducing behaviours that may place themselves or others at risk.

Reasonable force refers to the proportionate physical intervention that staff may use. Any use of force must be lawful, necessary, reasonable and proportionate to the circumstances, taking into account the pupil's age, understanding, medical needs, and any special educational needs or disabilities (SEND). Wherever practicable, staff will seek to de-escalate situations before considering physical intervention.

A restrictive intervention is any action that restricts a pupil's freedom of movement, access to their environment, or ability to act independently in order to prevent harm to themselves or others. Restrictive interventions will only be used when other preventative and de-escalation strategies have been unsuccessful, or when their use is judged to be necessary to ensure the immediate safety of those involved. Such interventions must always be the least restrictive option available, applied for the shortest possible time, and carried out in a manner that preserves the dignity and wellbeing of the pupil.

The school will ensure that using reasonable force and restrictive interventions are undertaken as a last resort, recorded promptly, reported in accordance with school procedures, and reviewed to identify any lessons that can reduce the need for future interventions. Parents/Carers are also informed when these incidents have occurred, including the lead up to this action and the rationale for it occurring.

The school is committed to continually reducing the need for restrictive interventions through effective preventative practice, staff training, environmental adaptations and early support. Following any restrictive intervention, consideration will be given to what can be learnt from the incident and whether changes can be made to support the pupil more effectively in the future. The long-term aim is to minimise the need for restrictive practices whilst maintaining the safety and wellbeing of all members of the school community.

Circumstances where the use of reasonable force from staff, or other restrictive interventions is lawful, necessary and proportionate include:

- prevent a pupil from causing injury to themselves or others
- prevent serious damage to property
- prevent the commission of a criminal offence
- prevent serious disruption to good order and discipline within the school

The school recognises that restrictive interventions can have a significant impact on pupils and staff. Staff will therefore adopt a proactive approach to behaviour management and will always seek to use preventative and de-escalation strategies before considering restrictive interventions, unless there is an immediate risk of harm.

When determining whether the use of restrictive intervention is appropriate, staff will consider:

- whether the intervention is necessary
- whether a less restrictive response could be effective
- whether the intervention is proportionate to the risk presented
- the pupil's age, size, medical needs, SEND, communication needs and vulnerabilities
- the pupil's dignity, welfare and emotional wellbeing

The school acknowledges that some pupils with SEND may experience heightened anxiety, sensory overload, trauma responses or communication difficulties which can contribute to distressed behaviour. Staff will seek to understand the underlying causes of behaviour and ensure reasonable adjustments and appropriate support strategies are implemented wherever possible.

The use of force as a punishment is unlawful and will never be used within this school. Restrictive interventions which interfere with a pupil's breathing, airway or circulation, including pressure to the neck, chest or abdomen, are strictly prohibited.

Staff may use appropriate physical contact in line with their professional judgement in situations such as:

- guiding or escorting a pupil safely
- comforting a distressed pupil
- supporting regulation strategies
- providing first aid
- demonstrating physical activities or techniques

Pupils will only be removed from classrooms as a last resort, once other behavioural strategies have been attempted, unless there is an immediate safety risk. Removal from the classroom is considered a serious intervention and may only be used:

- to maintain the safety of pupils and staff
- to restore stability following significant disruption
- to enable education to continue in a managed environment
- to support a pupil to regulate in a safe and supervised space

Any form of seclusion, defined as preventing a pupil from leaving a space, will only be used as a protective safety measure when a pupil is experiencing extreme emotional or behavioural dysregulation and there is a risk of harm. Seclusion will never be used as a punishment. Any use of seclusion will be continuously supervised, recorded and reported to parents/carers in line with statutory guidance. It does not include a pupil voluntarily accessing a calm space, taking time out, or being withdrawn to a quieter area when they remain free to leave.

Staff likely to use restrictive interventions will receive appropriate training to support safe and lawful practice. However, the absence of training does not prevent staff from acting where necessary to prevent harm. Some staff in school have further training to support positive handling in situations it could be required.

Following any significant incident involving the use of force or restrictive intervention, a structured debrief will take place with the pupil and staff involved. The debrief provides an opportunity to reflect on the incident, identify triggers and contributing factors, review the effectiveness of preventative and de-escalation strategies, and consider whether any amendments are required to support plans or risk assessments. The purpose of the process is to promote learning, strengthen relationships and reduce the likelihood of future incidents requiring restrictive intervention.

In addition to the debrief:

- the incident will be recorded on CPOMS and appropriate documentation completed
- records will be reviewed by a member of the Senior Leadership Team
- parents/carers will be informed as soon as reasonably practicable
- the pupil's PBP and Risk Assessment will be reviewed and amended where necessary (if the child has one)
- appropriate post-incident support and debrief will be provided for pupils and staff involved
- medical attention will be sought where required

Should a member of staff sustain an injury during an incident, the matter will be reported through the school's reporting procedures, including Meditracker where appropriate.

Senior leaders will regularly review records relating to restrictive interventions to ensure that practice remains lawful, proportionate, necessary and consistent with the school's values and procedures. Information gathered from incident reports will be used to identify trends, evaluate the effectiveness of support strategies and inform staff training and school improvement priorities. Where appropriate, summary information will be shared with Governors and Trust leaders as part of their responsibility to oversee behaviour, safeguarding and pupil wellbeing.

Any complaint or allegation relating to behaviour management or restrictive intervention will be managed in accordance with the school's safeguarding and complaints procedures, and the Principal will be informed immediately. Further support measures may be implemented where necessary.

16. Bullying

At Ashwood Spencer we strive to provide a safe, friendly and caring environment for all pupils and staff. It is everyone's responsibility to ensure everyone feels safe and valued as part of the school community. Children are educated in all forms of bullying and encouraged to actively seek support from school should they ever feel unsafe and anxious. Our DREAM expectations encourage pupils to respect, understand and value individual differences and instil good behaviour choices. We aim for parents/carers to feel confident that their children are safe and cared for in school and that any incidents are dealt with promptly as they arise.

What is bullying?

There is no legal definition of bullying, however according to Department for Education (July 2017) bullying can be defined as a behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation. (Our Inclusion Policy outlines the protected characteristics that are also covered by this policy)

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

At Ashwood Spencer, we communicate what bullying is to our pupils as 'Several Times On Purpose' (STOP). Pupil friendly Anti-Bullying leaflets explaining what to do if you are worried that you or someone else is being bullied are available in school and shared with pupils.

Bullying can come in many forms;

- Emotional – excluding others, teasing, being unfriendly.
- Physical – kicking, hitting, pushing or other forms of violence.
- Racist – graffiti, gestures, racial taunts.
- Sexual – unwanted physical contact or sexual abusive comments.
- Homophobic – language or gestures linked to an individual's sexuality.
- Verbal – name calling, sarcasm, spreading rumours.
- Cyber – misuse of email or internet chat rooms, threats by mobile text messaging or call, misuse of camera or video technology, misuse of social media websites and apps.

Bullying may include the following behaviours:

- Pushing, shoving or blocking someone's path.
- Name calling about race or sex.
- Making fun of personal appearance, medical, disability, obesity, weight.

- Name calling about other things.
- Deliberate avoidance to communicate to specific person/group.
- Threatening behaviour.
- Deliberately physically hurting another person, such as hitting or kicking.
- Spreading rumours.
- Taking, hiding, damaging other people's belongings.
- Making people feel embarrassed or uncomfortable when they do something well.
- Making someone do something that they do not want to do,
- Insulting someone's family.
- Teasing repeatedly.
- Ganging up on someone.
- Inciting other people to bully.
- Writing unpleasant graffiti.
- Spitting.
- Writing unpleasant notes.
- Mimicking.
- Sending unpleasant texts, e-mails or messages on social media.
- Vandalising people's property.
- Picking on someone who has had something upsetting happen to them.

At Ashwood Spencer we follow these principles:

- Bullying is unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has a right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have the right to expect that their concerns will be listened to and taken seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- Incidents of bullying will be dealt with swiftly and proactively.
- Incidents of bullying will be recorded, and appropriate use is made of the information and where appropriate shared with relevant organisations.
- The perpetrator of the bullying will receive education and support.
- The victim of the bullying will receive support.

17. Searching pupils

School staff can search pupils with their consent for any item. This includes a pupil's outer clothing, pockets, possessions, desks or lockers. If staff suspect that a pupil has a banned item or item that may pose a risk, they may ask to search the pupil without their consent with the approval of the Principal (or most senior member of staff in their absence). Staff conducting the search must be of the same sex as the pupil being searched and there should be a witness, who, if possible is also of the same sex. However, if there is a risk of serious harm if the search is not carried out urgently or, in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex or to have a witness, the search may be completed without a witness and by someone of the opposite sex.

Banned items include:

- weapons e.g. knives
- alcohol
- illegal drugs

- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules e.g. vapes, mobile phones

Mobile phones are not permitted for use by pupils during the school day unless specific arrangements have been agreed by the school. In an extenuating circumstance where a child is permitted to have a mobile phone on school site, it must be stored securely in the school office. Any unauthorised use of a mobile phone may result in the device being confiscated and returned in line with school procedures. The misuse of mobile phones, including the taking or sharing of images, messages or content that affects the safety, wellbeing or dignity of others, will be investigated and addressed in accordance with this policy and safeguarding procedures.

Items can be confiscated if they are banned, they pose a risk to any person, or it is evidence relating to an offence. Items can also be confiscated as a sanction.

Parents should be informed about any search for a banned item and the outcome, including sanctions.

18. Behaviour outside school site and online

At Ashwood Spencer, we will respond to behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. Our approach will be to support with investigating what has happened, identify who has been affected and decide on what needs to happen next.

At Ashwood we are aware that many behaviour incidents amongst young people occur outside the school day, off the school premises and online. We advise parents to take responsibility for this behaviour and ensure that they are informed of behavioural incidents. We are aware that behavioural incidents that occur online or outside of school can affect the school culture and so we are proactive in how we reduce the impact of this. Where required, we will engage with other agencies e.g. Police and Social Care should the need require.

We may also provide a sanction to a pupil when their behaviour poses a threat or causes harm to another pupil. This will also apply if the incident has the potential to cause repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Our approach to dealing with such incidents includes:

- Speaking to the person who has disclosed the information
- Meeting with individual pupils
- Parent meetings (as required)
- Referrals to reflection time in school where supportive work is completed
- Holding restorative conversations
- Getting outside agency support, e.g. PCSOs, police, Social Care
- Advising parents to seek police advice

19. References and links to research

Department for Education, (July 2022). *Behaviour in Schools. Advice for headteachers and school staff.*

Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf Accessed: 19/07/2022

Department for Education (May 2023) *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England.* Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf Accessed: 17/8/2023

Department for Education (2022) *School discipline and exclusions.* Available from: <https://www.gov.uk/school-discipline-exclusions/searches> Accessed: 30/08/2022

Department for Education, (27/06/2019) *Reducing the Need for Restraint and Restrictive Intervention. Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings.* Available from:

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention> Accessed: 04/08/2020

Department for Education, (Nov 2018) *Mental health and behaviour in schools.* Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf Accessed: 20/05/2020

Department for Education, (2017) *Preventing and tackling bullying. Advice for headteachers, staff and governing bodies.* Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf Accessed: 04/08/2020

Department for Education (September, 2017) *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion.* Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf Accessed: 04/08/2020

Department for Education (2011) *Getting the simple things right: Charlie Taylor's behaviour checklist.* Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf Accessed: 04/08/2020

Sherrington, T & Caviglioli (2020) *Teaching-WalkThrus-Five-step-instructional-coaching.* John Catt Educational Ltd: Woodbridge. Chapter 01. Behaviour and Relationships: pp.34- 48.

Whitebread, D. & Basulio, M. (2012) The emergence and early development of self-regulation in young children. *Profesorado. Revista de curriculum y formación del profesorado.* Vol. 16 (1). pp. 15-33.

Department for Education (June 2024) *Behaviour in schools: sanctions and exclusions*

Behaviour in schools: sanctions and exclusions: Searches for banned items - GOV.UK (www.gov.uk)

Department for Education (February 2024) *Behaviour in Schools: Advice for Headteachers and School Staff.* [gov.uk], [assets.pub...ice.gov.uk]

Department for Education (July 2026) *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement.* [gov.uk], [assets.pub...ice.gov.uk]

Department for Education (February 2024) *Further Guidance and Resources for Supporting Behaviour in Schools.*

20. Appendixes

21. Appendix 1

Positive Behaviour Plan

This is built into our Arbor system, but the following information is sought.

Name:
Does the child have an Individual Support Plan? Yes No
Is the child in receipt of any supportive intervention in school? If so, what? Yes No
Is a Risk Assessment necessary? Why? Yes No
Context around why a PBP is in place
Child Voice around behaviour
likes and dislikes in supporting them
Proactive Strategies
Reactive Strategies
SMART Target in relation to an element of behaviour that is challenging
Review in 2 weeks
New target if target has been achieved/actions to work on previous target

22. Appendix 2



Risk Assessment – Behaviour (and reason)

Child’s Name:
Class:
Behaviour concern:

I have read and understood this risk assessment:

Date	Class Teacher	Behaviour Lead	Staff		Parent	

Pupil Specific

Potential risk and behaviour concern	Risk group The persons who are at risk from the significant hazards identified.	How many times a day?	Risk reduction strategies (Including proactive and active strategies)

Benefits

These benefits could include social, physical, linking to our curriculum drivers, specific to individual's targets etc.

--

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

23. Appendix 3

De-Briefing Record for Pupils following any physical or restrictive intervention

Name of child:	Date:
Staff Member 'checking-in':	Date of incident:
Individual(s) involved:	
How are you feeling?	
Do you have any injuries or marks that occurred during the incident? If yes what medical attention have you received? Consider if medical attention is required stating reason?	
Can you tell me what happened before the incident?	
Can you tell me what happened during the incident?	
Who has been affected by the incident and in what ways?	
Thinking about what happened, is there anything that you could have been done differently?	
What would help you to manage your feelings and behaviour in the future?	
What do you think you should do to make things right?	
How are you feeling after this de-brief?	

Actions	To be completed by	Date

Signed:

Date:.....

Signed:

Date:.....

24. Appendix 4

De-Briefing Record for Staff following any physical or restrictive intervention

Name:	Date:	
Staff Member 'checking-in':	Date of incident:	
Individual(s) involved:		
How are you feeling?		
Have you sought medical attention? If yes, what medical attention have you received? If no, do you need medical attention?		
Can you tell me what happened?		
Thinking about the situation now, is there anything that could be done differently?		
What additional support could we offer you?		
How are you feeling after this de-brief?		
Actions	To be completed by	Date

Signed:

Date:.....

Signed:

Date:.....