



ASHWOOD
SPENCER ACADEMY

Behaviour & Anti-Bullying Policy

September 2025

Updated 01.04.2026

Contents

- 1. School vision statement**
 - 2. Scope of this policy**
 - 3. Roles and responsibilities**
 - 4. Aims and objectives**
 - 5. Understanding behaviours**
 - 6. A positive, proactive approach to behaviour**
 - 7. Recognition, rewards and Trackit Lights**
 - 8. Consequences, sanctions and reflections**
 - 9. Suspension and permanent exclusions**
 - 10. Use of reasonable force**
 - 11. Role of SLT and Behaviour Mentors to support behaviour**
 - 12. Bullying**
 - 13. Child-on-Child Abuse**
 - 14. Searching pupils**
 - 15. Behaviours outside school site**
- References and links to research**
- Appendixes**
-

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 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 believe that it is important that pupils' emotional and mental resilience is developed 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 Basulio, 2012).

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 12 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 responsibilities 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.
- To understand and adhere to the school's approach to reducing restrictive practice and to use de-escalation and preventative strategies consistently.
- 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 behaviours

There is always a reason for behaviour and, as staff, we seek to find the underpinning reason in order to support the child. 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 Need (SEN), 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 and this is achieved through the actions listed below:

- Staff create positive relationships with all pupils by understanding the individual child.
- Working in partnership with parents 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 of 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 with structure and routines, when needed.
- Providing a supportive and purposeful environment which promotes self-esteem and regulation of behaviours.
- Staff are supported to implement the behaviour policy during their induction and through relevant CPD.
- Actively reducing the need for restraint and restrictive practice through trauma-informed, SEND-aware and relational approaches.

It is recognised that unstructured and transitional times of day can be potentially problematic for 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.

7. Recognition, rewards and Trackit Lights

Behaviour expectations are high and made explicit through our DREAM expectations, with Trackit Lights used to promote positive behaviour with green DREAM points assigned based around our DREAM expectations. Staff promote the use of establishing expectations by adopting Sherrington & Caviglioli (2020) approaches by effectively communicating and reinforcing expectations. Our aim is to give our first attention to positive behaviours with an emphasis on encouraging intrinsic motivation to learn and provide opportunities for scripted conversations.

Trackit Lights is a computerised system that is shared with parents and used as a tool for tracking behaviour across the school. Parents are able to monitor their child's behaviour through the Trackit Lights app. There is a consistent approach to awarding DREAM points and managing behaviour amongst all staff, including play workers.

Positive green DREAM points are given for positive learning behaviours linked to our DREAM expectations. Examples of behaviour to receive a green 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.
- Looking after a friend at playtime.

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, working alongside the visual of the Trackit Lights. Authentic praise and recognition is given to children to reinforce positive behaviours and reaffirm their own self beliefs.

8. Consequences, sanctions and reflections

Consequences and sanctions at Ashwood Spencer have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported. All pupils must be given 'take-up time' in between steps. Minor secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational.

If a pupil demonstrates an unacceptable behaviour that is not in line with our DREAM expectations, staff use 'Trackit Lights' to issue a sanction. Our system can be progressive should behaviour not be improved. This is outlined below:

- A reminder is given of desired DREAM expectation.
- A warning is given of desired DREAM expectation.
- Orange = 5 mins 'Time out' within the classroom.
- Yellow = 5 mins 'Time out' in a partner classroom.
- Red = 15 mins reflection in own time (play or lunch). A scripted restorative conversation is held when the pupil is regulated in regard to the incident. Phone call or direct contact at home time.

More serious incidents of behaviour can result in an instant red, where other forms of de-escalation or resolution are not suitable or have already been attempted.

- Damaging property
 - Leaving the classroom without permission
 - Threatening behaviour
 - Verbally abusive
 - Bullying behaviour
 - Continuation of low-level behaviours that escalate through to a red
 - Physical contact
-

Child-on-Child abuse may result in seclusion, following an investigation by a member of SLT.

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. Pupils are encouraged to seek help from an adult rather than retaliate.

An electronic system called Trackit Lights is used to record and track all behaviours. Suspected Child-on-Child behaviours will also be recorded on another electronic system called CPOMS. Behaviour incidents and trends are analysed via Trackit Lights to help reduce risks by identifying training needs, support effective deployment of staff and other resources.

Positive Behaviour Plan (PBP's) (See Appendix 1)

Where a pupil is displaying recurring behaviour difficulties, a PBP may be produced to analyse and record strategies using the following procedure:

1. Together, SLT and the Class Teacher/team working with the pupil would decide if a PBP is appropriate. Parent and pupil to be informed if this is the action taken.
2. Further information may be sought e.g. through liaising with parents and both internal and external professionals (Behaviour Mentors, Complex Behaviour Team, Educational Psychologist, etc...).
3. The PBP is drafted, and a date agreed to review current plan and shared with parents.
4. It will be considered on an individual basis whether a Risk Assessment (See Appendix 2) will accompany the PBP.
Where a pupil is at risk of requiring restrictive practice, the PBP will clearly outline preventative strategies, de-escalation approaches, agreed responses, and any circumstances in which restrictive practice may be used. Parents and, where appropriate, pupils will be involved in this planning.
5. The PBP and, if needed, Risk Assessment, will be shared with all staff working with the pupil to ensure that it is understood.
6. Copies of the PBP will be stored securely to ensure that all staff are aware of the plan.
7. The PBP is reviewed at the end of each half term.

9. Suspension and permanent exclusions

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

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

It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is acknowledged by the school that it has exhausted all strategies for dealing with the pupil. A pupil can be excluded for serious incidents including:

- Persistently being violent towards other pupils and staff resulting in injury
- Serious breach of the school's behaviour policy
- Continuous breach of the school's behaviour policy
- Serious damage to school property
- In circumstances whereby the pupil staying at the school would seriously harm the education or welfare of themselves and others within school.

Where a pupil has a recurring behaviour difficulty, teachers should ensure that a PBP and, if necessary, a Risk Assessment is in place. At Ashwood Spencer, we will explore all avenues before the decision of suspension/permanent exclusion is made, this may include, if appropriate:

- Review of the PBP and Risk Assessment
- Staff changes
- Moving of classroom
- A change in appropriate space used within the school
- Interim reduced timetable
- Pupil specific timetable whilst in school
- An interim EHCP review - to involve other agencies and parents/carers views
- An Early Help Assessment
- Applying for E3 funding for a pupil through the local authority, if they are eligible
- Other reasonable adjustments

If all of the above does not support the behaviour of the pupil and the behaviours continue, a suspension and/ or permanent exclusion will be decided by the Principal following Spencer Trust and DfE guidelines. There will, 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. Depending on the type of the exclusion, in most cases, parents/carers have the additional right to appeal to an independent appeal panel. In all cases, where a pupil has accrued 15 or more days of exclusion, then a formal meeting will be held with the child, parent/carers and a panel of governors.

If a pupil has been suspended for a fixed period, the school will set and mark work for the first 5 school days. From the sixth day of any fixed period exclusion of more than five consecutive school days, the school has a duty to provide suitable full-time education for the excluded pupil.

Further information on suspensions and exclusions can be found on the following link: **[Suspension and permanent exclusion guidance](#)**

10. Use of Reasonable Force and Restrictive Practice

Ashwood Spencer Academy is committed to reducing the need for restraint and restrictive practice and recognises that such interventions can be distressing and carry risk for both pupils and staff. Restrictive practices will only ever be used as a last resort, when absolutely necessary to prevent serious harm, and must always be lawful, proportionate, reasonable and necessary.

This policy aligns with the Department for Education guidance *Use of reasonable force and other restrictive interventions in schools* (February 2025).

Definition of Restrictive Practice

Restrictive practice includes any action that deliberately limits a pupil's movement, liberty, or freedom to act. This includes but is not limited to:

- Physical restraint or physical intervention
- Removal from a classroom or environment
- Seclusion or isolation
- Mechanical or environmental restriction (not used at Ashwood)

Ashwood Spencer Academy does not use restraint or restrictive interventions as a punishment, for disciplinary purposes, or to secure compliance.

Key Principles

All use of reasonable force or restrictive practice must:

- Be in the best interests of the pupil
- Use the least restrictive option for the shortest possible time
- Maintain the safety, welfare and dignity of everyone involved
- Be individualised, taking account of a pupil's age, SEND, disability, trauma history and known triggers
- Be consistent with any Positive Behaviour Plan (PBP) and Risk Assessment

When Restrictive Practice May Be Used

Restrictive practice may only be used to:

- Prevent a pupil from causing serious harm to themselves or others
- Prevent serious damage to property where there is a risk of injury
- Prevent significant disruption where there is an immediate safety risk

All other de-escalation strategies must be attempted first, unless the situation is so serious that immediate action is required.

De-escalation and Prevention

Ashwood places emphasis on preventative and proactive strategies, including:

- Strong relationships and co-regulation
- Predictable routines and environments
- Identification of triggers and early warning signs
- Individualised adjustments and sensory support
- Trauma-informed and SEND-informed approaches

Staff are trained to use calm, non-confrontational de-escalation techniques and to recognise when a pupil is becoming dysregulated.

Physical Intervention

Where physical intervention is unavoidable:

- Only approved, reasonable techniques may be used
- Pain-inducing techniques, prone restraint or any action that restricts breathing are never permitted
- Intervention must stop as soon as risk has reduced
- Staff must continually monitor the pupil's physical and emotional wellbeing

Training in positive handling and behaviour support is provided to appropriate staff. However, lack of training must not prevent staff from intervening to prevent serious harm.

Removal and Seclusion

Removal from the classroom or placement in a quiet or low-stimulus space may be used:

- To allow the pupil to regulate
- To protect the safety of others
- As a time-limited and supervised intervention

Seclusion (where a pupil is placed alone and prevented from leaving) is used exceptionally, only where it is necessary to prevent serious harm, and never as a routine strategy.

Any use of seclusion must:

- Be authorised by a member of SLT
- Be continuously monitored
- Be formally recorded and reviewed

Recording, Reporting and Review

All incidents involving restrictive practice or physical intervention must:

- Be recorded on CPOMS
- Include the rationale, duration, techniques used and outcome
- Be reviewed by the SENDCo or a member of SLT
- Prompt a review of the pupil's PBP and Risk Assessment

Parents/carers will be informed as soon as reasonably practicable following any incident involving physical intervention, removal or seclusion.

Post-Incident Support

Following any restrictive practice:

- A de-brief will be held with the pupil and staff involved
- Medical needs will be checked
- Emotional wellbeing will be supported
- Learning from the incident will inform future planning

11. Role of SLT and Behaviour Mentors to support behaviour

Staff Members will be available throughout the day to support staff and to ensure that the pupil reflects our positive learning community. The Inclusion Team and SLT will regularly monitor behaviour within the school, including incidences of bullying, reporting this to governors and taking strategic action, where necessary.

12. 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.

13. Child-on-Child Abuse

Ashwood Spencer Academy recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child-on-Child Abuse will not be tolerated or passed off as part of “banter” or “growing up”. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of Child-on-Child Abuse within our Academy and beyond. In cases where on 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.

Please refer to our Policy and Guidance for Child-on-Child Abuse, Sexual Harassment & Sexual Violence Policy which can be found on our website.

14. 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

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.

15. Behaviours outside school site

At Ashwood Spencer, we will respond to non-criminal poor 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 online behaviour incidents amongst young people occur outside the school day and off the school premises. 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 and 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 provide a sanction to a pupil when their behaviour online 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).
- Holding restorative conversations.
- Getting outside agency support, e.g. PCSOs
- Advising parents to seek police advice.

It is advised that only pupils who walk to and from school without an adult bring a phone to school. Mobile phones are not permitted to be used in school grounds and pupils are required to hand mobile phones into the school office for safe keeping before going to class and collect upon leaving class at the end of the day.

References and Links to Research

These documents collectively underpin Ashwood Spencer Academy's approach to behaviour, sanctions, inclusion and safeguarding, with a clear emphasis on prevention, de-escalation, emotional regulation and the reduction of restrictive practice in line with statutory guidance and evidence-based research.

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

Available at:

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 (August 2024). *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 at:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Accessed: 29/08/2025

Department for Education (2022). *School discipline and exclusions*.

Available at:

<https://www.gov.uk/school-discipline-exclusions/searches>

Accessed: 30/08/2022

Department for Education (June 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 at:

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

Accessed: 04/08/2020

Department for Education (February 2025). *Use of reasonable force and other restrictive interventions in schools: Guidance for schools in England*.

(Reviewed and applied April 2026)

Available at:

https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf

Accessed: 01/04/2026

Department for Education (November 2018). *Mental health and behaviour in schools*.

Available at:

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 at:

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 (2011). *Getting the simple things right: Charlie Taylor's behaviour checklist*.

Available at:

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, O. (2020). *Teaching WalkThrus: Five-step instructional coaching*.

John Catt Educational Ltd, Woodbridge.

Chapter 1: 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 Currículum y Formación del Profesorado, Vol. 16 (1), pp. 15–33.

Appendixes

Appendix 1

Positive Behaviour Plan

Name:	
D.O.B.	Date:
<u>Target Behaviour</u> (One target to focus on) •	
<u>Proactive Strategy-</u> (Including changes in the environment) •	
<u>Active Strategies</u> •	
<u>Reactive Strategies</u> • When in crisis: •	
<u>Rewards/ Motivators</u> Dojo points Reward chart Other	<u>Likes/ Dislikes</u> Likes: Dislikes:
<u>Risk Assessment</u> (Fill on separate sheet) Yes No	
<u>People to be Informed</u> Parents/Carers Class Team Behaviour Lead Signed: Class Teacher _____ Behaviour Lead _____	

Appendix 2



Risk Assessment – Behaviour

Child’s Name:

Class:

Behaviour concern:

I have read and understood this risk assessment:

Date	Class Teacher	Behaviour Lead	Staff (signature)		Parent (signature)	

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

Appendix 3

Behaviour and Serious Incidents De-Briefing Record for Pupils

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:
Signed:

Date:.....
Date:.....

Appendix 4

Behaviour and Serious Incidents De- Briefing Record: Staff

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:.....

Appendix 5

Restorative Conversation Starter Questions and Phrases

PURPOSE

The purpose of this document is to support educators as they plan non-judgmental questioning and prompting for restorative conversations.

DIRECTIONS:

Use this document to support your planning and/or execution of a restorative conversation.

Identify the questions and/or phrases that will best support your upcoming conversation.

Phase 1: Facilitate Student Reflection of the Incident

- ☐ Tell me about what happened ...
- ☐ Tell me about why you think this happened ...
- ☐ Tell me about how you were feeling before, during, and after this event ...
- ☐ What happened first, next, last?
- ☐ What role did you play?
- ☐ What makes you most upset about this?
- ☐ Has this ever happened before?
- ☐ Other:
- ☐ Other:

Phase 2: Discuss Student Need and Plan to Address Needs

- ☐ Was there something that you needed?
- ☐ What did you wish would have happened?
- ☐ At what point did you start feeling upset?
- ☐ How might you have handled this differently? What was in your control?
- ☐ How could I have helped you be more successful in this interaction?
- ☐ If something similar happened in the future, what could we do to improve our outcome?
- ☐ Other:
- ☐ Other:

Phase 3: Plan to Restore Relationships

- ☐ Who do you think has been affected by what you did?
- ☐ How do you think they've been affected?
- ☐ What impact did your actions have on the individuals in our classroom?
- ☐ What impact did your actions have on our class community?
- ☐ Do your actions accurately represent how you feel about that person or how you want to treat others?
- ☐ How can you repair your relationships?
- ☐ Beyond an apology, what steps could you take to fix the harm you caused?
- ☐ When and how do you plan to take these steps?
- ☐ Other:
- ☐ Other: