Winston Way Academy
The best in everyone™
Part of United Learning

United Learning Behaviour Policy
Winston Way Academy

Be Ready, Be Respectful, Be Safe

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Policy Implementation

Guiding Principles

At Winston Way Academy, we are committed to creating a **safe, respectful, and inclusive environment** where every member of the school community feels **secure, connected, and valued**. We recognise that children learn and behave best when they feel emotionally and physically safe. As such, behaviour is understood as a form of communication and is responded to with empathy, clarity, and consistency.

Harassment and bullying—whether in person, online, or outside of school—will not be tolerated under any circumstances. All incidents are addressed promptly through **restorative and supportive approaches**, with safeguarding as a priority.

We uphold the principles of **equality, diversity, and inclusion** and take our responsibilities under the **Equality Act 2010** seriously. This includes making **reasonable adjustments** to support pupils with disabilities, SEMH needs, or additional vulnerabilities, and ensuring that all individuals are treated fairly, respectfully, and with dignity.

Aims of the Behaviour Policy

Through this policy, our school community aims to:

- Establish a **consistent, calm, and emotionally attuned approach** to behaviour management and adult language across all settings.
- Ensure that **clear and predictable boundaries** are understood and upheld, while recognising individual developmental and emotional needs.
- Empower all adults to take ownership of behaviour, using **connection, curiosity, and constructive follow-up**.
- Promote **restorative practices** that support reflection, accountability, and the repair of relationships.
- Build pupils' **self-esteem and sense of belonging** through recognition of effort, progress, resilience, and positive choices.
- Develop pupils' **emotional literacy**, helping them recognise, name, and manage their feelings safely.
- Encourage respect for personal and shared property, fostering responsibility and care.
- Support the development of **responsible citizenship and self-regulation**, enabling pupils to make positive choices independently.
- Create a **calm, purposeful, and inclusive learning environment** where every pupil can thrive, feel valued, and succeed.

Whole-School Approach to Behaviour Education

Positive behaviour is embedded through both the taught curriculum and wider school experiences, including lunchtimes and extended provision such as Breakfast and After School Clubs. This is explicitly taught through **Thrive lessons**, which are carefully planned and delivered in alignment with **PSHE themes** to ensure consistency and progression. Thrive lessons focus on developing emotional regulation, self-awareness, empathy, problem-solving and positive relationships, providing children with the skills needed to manage their behaviour and respond to challenges appropriately.

PSHE incorporates elements of a Whole-School Approach to Behaviour Education by reinforcing shared values, expectations and language around respect, kindness, responsibility and emotional wellbeing. Learning is supported through discussions, role-play, reflection and real-life scenarios, helping pupils understand how their choices impact themselves and others. These messages are consistently modelled and reinforced by all staff across the school day, including during transitions, playtimes and enrichment activities, ensuring that positive behaviour is not only taught but actively lived and experienced throughout the school community.

Our Thrive-informed approach includes:

- Teaching **essential social skills** such as sharing, turn-taking, active listening, and respectful communication.
- Developing **peaceful conflict-resolution strategies** that promote empathy, understanding, and repair.
- Supporting cooperative and collaborative learning through positive peer interactions.
- Reinforcing agreed behaviour boundaries consistently, ensuring pupils feel **safe through predictability**.
- Supporting emotional development through the **Thrive & ELSA programmes**, enabling pupils to understand and regulate their emotions.
- Expanding pupils' **emotional vocabulary**, encouraging verbal expression rather than behavioural escalation.
- Promoting equal opportunities and positive attitudes towards difference, diversity, and inclusion.
- Fostering a culture of **peer support and connection**, where pupils feel encouraged to help and uplift one another.
- Maintaining a learning environment that is **calm, regulated, and conducive to focus and success**.
- Helping pupils understand the impact of their actions on themselves and others, supporting **accountability and growth**.

Working Together

We believe that pupil behaviour reflects the school's culture, relationships, and sense of belonging. Our aim is for every pupil to act responsibly because they feel **safe, understood, and valued**, not simply to avoid consequences.

This is achieved through:

- A **positive and proactive** behaviour culture.
- A clear **behaviour curriculum** rooted in emotional development and shared values.
- Strong **home-school partnerships** that promote consistency and trust.
- Collaborative relationships between school, pupils, and families to ensure shared responsibility and support.

Rewards & Recognition

At Winston Way Academy, recognising and celebrating positive behaviour is central to supporting pupils' **emotional development, self-esteem and wellbeing**. In line with the **Thrive Approach**, our rewards and recognition systems are grounded in **attuned relationships, relational safety and understanding children's developmental needs**. They are inclusive, consistent and carefully designed to support pupils in developing **intrinsic motivation**, enabling them to make positive behavioural choices because they feel safe, valued and emotionally secure—not simply to gain an external reward.

We celebrate not only academic achievement, but also **kindness, effort, resilience, emotional regulation and personal progress**, recognising that behaviour is communication and reflects children's underlying needs. Through positive noticing, meaningful praise and reflective conversations, staff help pupils build awareness of their emotions, develop self-regulation and understand the impact of their actions on themselves and others. This strengths-based approach supports pupils to internalise positive behaviours, develop self-worth and form healthy, respectful relationships—ensuring every child feels seen, understood and supported to thrive.

Inclusive Recognition

We ensure that rewards are fair, accessible and inclusive for all pupils. We recognise that some traditional reward systems may disadvantage pupils with SEND, SEMH needs, or medical conditions. As a result, our approaches are flexible and adapted to promote **equity rather than compliance**, ensuring all pupils can experience success in ways that are meaningful to them.

Reasonable adjustments are considered and applied to ensure that recognition systems reflect individual needs, developmental stages and circumstances. Where behaviour is linked to a pupil's additional needs, **positive discipline, personalised recognition and supportive interventions** are used to promote emotional development, confidence and long-term success, rather than relying on comparison or uniform expectations.

Whole-School Celebrations

Positive behaviour is celebrated through:

- Sincere verbal praise and public recognition

- Class Dojo and House Points are used to recognise and reward pupils for demonstrating the school's values and British Values, reinforcing positive behaviour, respectful relationships and a sense of belonging within the school community.
- *Hot Chocolate with the Principal*
- Weekly *Winston Stars* enrichment opportunities
- *Star of the Week* in each class
- Termly Celebration Assemblies with parents

Descriptive Praise

Staff use descriptive praise to clearly name the behaviour and its impact, supporting children to understand **why their choices matter**.

Examples include:

"Amira, you kept going even when your work felt tricky. That shows great perseverance."
"Leo, you noticed the coats on the floor and picked them up. That helps keep everyone safe."

We celebrate **personal bests and continuous improvement**, recognising progress at every stage.

Key Stage Rewards & Principal's Award

- **EYFS, KS1 and KS2 use Class Dojo Points** linked to **the school's values** and agreed **structures and routines**, supporting consistency in expectations and reinforcing positive behaviour across all phases.
- Each term, the **Principal's Award** recognises pupils who consistently model the academy's values and Thrive-aligned behaviours.

Informal Recognition & Parent Engagement

Celebration extends beyond the classroom through:

- Informal conversations at drop-off and pick-up
- Parent consultation meetings
- Review meetings with leaders

This strengthens the **home-school partnership** and reinforces shared support for each child's emotional and behavioural development.

Behaviour Expectations

Our three core rules—**Be Ready, Be Respectful, Be Safe**—are explicitly taught, modelled, and reinforced across all areas of school life. These expectations are grounded in Thrive principles and are designed to support pupils' emotional development, self-regulation, and positive relationships.

The rules are explored and revisited regularly through assemblies, lessons, daily routines, and restorative conversations.

Be Ready

I am supported to feel calm, regulated, and prepared to learn. I am in the right place, with the equipment I need, ready to listen, engage, and try my best.

Be Respectful

I recognise my own feelings and the feelings of others. I speak politely to adults and peers, repair relationships when things go wrong, and care for shared and personal property.

Be Safe

I make choices that keep myself and others physically and emotionally safe. I follow instructions, manage strong feelings in appropriate ways, and ask for help when I need support.

These expectations apply at all times: during the school day, transitions, lunchtimes, assemblies, educational visits, when travelling to and from school, and in any online or electronic communication related to Winston Way Academy or United Learning.

Examples of Praised Behaviour

We actively recognise and celebrate behaviours that reflect emotional growth, positive relationships, and self-regulation, including:

- Showing kindness, empathy, and consideration for others
- Demonstrating resilience, perseverance, and effort in learning
- Taking responsibility for actions and making repairs when needed
- Working collaboratively and showing leadership within a group
- Respecting boundaries, routines, and shared spaces

Teaching Positive Behaviour

Behaviour is explicitly taught using a structured, Thrive-informed approach:

1. IDENTIFY – Naming the expected behaviour

Clear, calm, predictable

“At Winston Way Academy, we show our values by listening when someone else is speaking.”

“The expected behaviour right now is walking calmly and keeping hands to ourselves.”

“This is a learning time, so we use quiet voices and focus our attention.”

2. TEACH – Modelling and emotional coaching

Curious, supportive, non-judgemental

“I’m going to model what respectful listening looks like.”

“I can see this feels tricky. Let’s think together about what helps us stay calm.”

“When I feel frustrated, I pause, take a breath, and ask for help. Let’s practise that.”

3. PRACTISE – Rehearsing the behaviour

Active, encouraging, safe

“Let’s try that again together.”

“Show me what lining up safely looks like.”

“Let’s practise asking for help using a calm voice.”

4. NOTICE & PRAISE – Descriptive, specific praise

Public, strengths-based, Thrive-aligned

“I noticed you regulated yourself by taking a breath before responding—that shows great self-control.”

“Thank you for showing kindness by checking if your friend was okay.”

“You followed our routine straight away—that helped everyone feel safe.”

5. CORRECT – Calm, private, non-personal

Behaviour-focused, emotion-aware

“Something’s not quite right here.”

“That behaviour isn’t helping you or others right now.”

“I can see something has gone wrong. Let’s pause.”

6. REPAIR – Restorative and reflective

Private, solution-focused

“What was happening for you just then?”

“What could we do differently next time?”

“How can we make this right?”

“I know you can do better—let’s try again.”

7. CREATE CONDITIONS FOR SUCCESS – Preventative language

Predictable, regulating, relational

“First we tidy up, then we line up.”

“You can choose to sit here or here to help you focus.”

“I’ll stay close to help you succeed.”

Staff use shared scripts and professional language to maintain clarity and avoid personalising behaviour. Praise is public and specific; correction and repair are carried out calmly and privately.

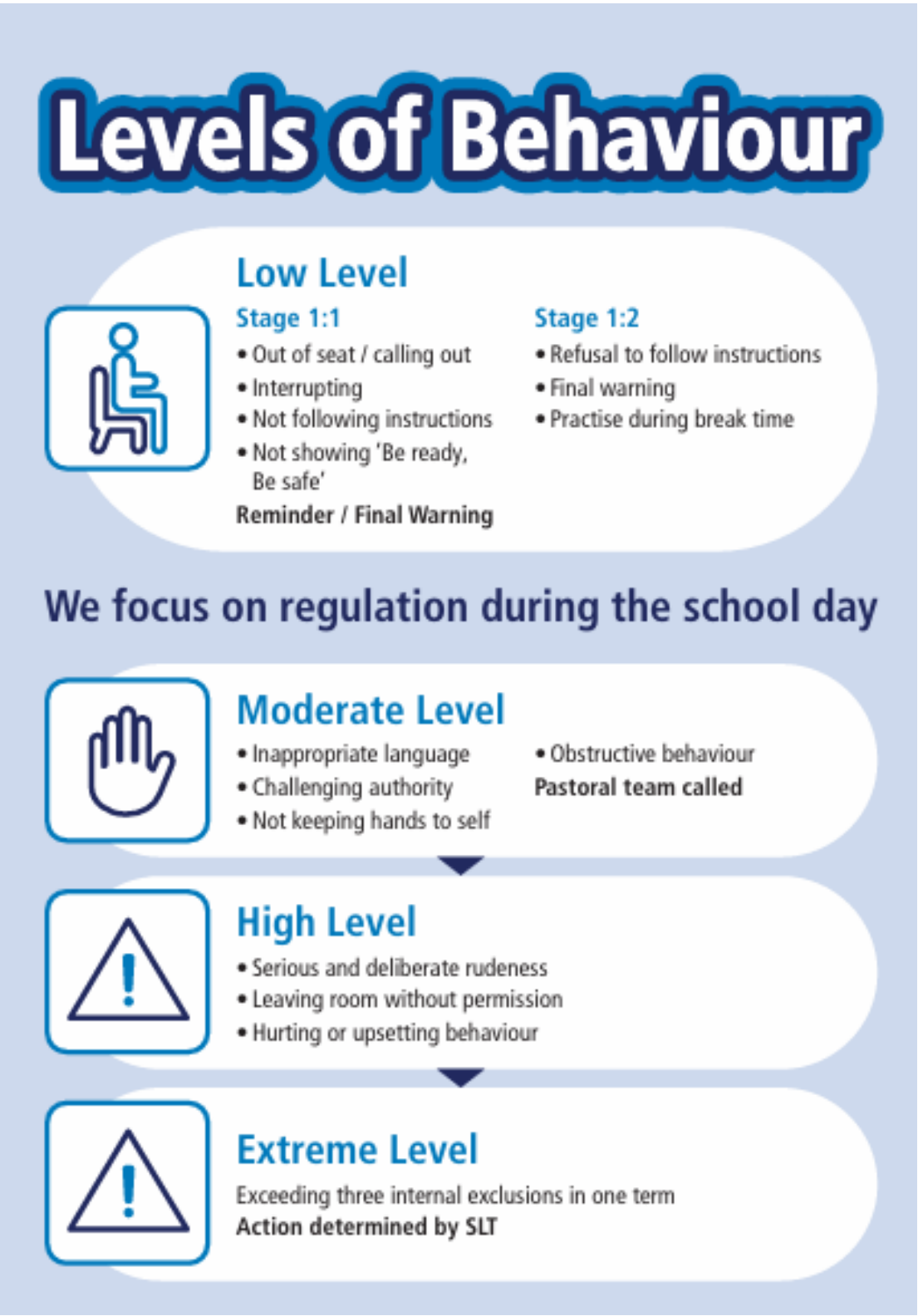
Adult Consistencies

All adults maintain visible and predictable behaviours to support children’s sense of safety and belonging:

- Greet pupils warmly at the door and throughout the school day
- Remain calm, emotionally regulated, and fair in all interactions
- Focus on recognising positive conduct before addressing difficulties
- Model respectful communication, emotional regulation, and problem-solving at all times

Through these consistencies, adults help pupils feel secure, understood, and supported to make positive behavioural choices.

Behaviour Pathway



Behaviour Pathway and Support

Our behaviour pathway is **adapted to meet the needs of all pupils**, including those with **SEND and SEMH**. We recognise that behaviour may reflect unmet emotional, sensory, or developmental needs, and responses are therefore **graduated, supportive, and needs-led**, rather than punitive.

All staff are expected to use their **professional judgement**, taking into account the child's age, stage of development, emotional state, and previous support strategies.

Escalation and Senior Support

Where an adult feels that a behaviour incident requires additional support, or where a **Follow-Up / Reparative Conversation** would benefit from senior involvement, the following **graduated escalation steps** will be followed:

- The pupil is supported to speak with a member of the **Senior Leadership Team**, **Vice-Principle** or **Principle** (usually in that order)
- Parents/carers are contacted to share concerns and support next steps
- Parents/carers may be invited into school to participate in planning and repair meeting
- **Internal Exclusion** (structured, supportive and reflective)
- **Short Fixed-Term Exclusion** (1–2 days), where behaviour presents a sustained risk to safety or learning
- **Longer Fixed-Term Exclusion** (3–5 days), where previous interventions have not been successful
- **Permanent Exclusion**, used only as a last resort and in line with statutory guidance

At all stages, decisions are informed by:

- The child's emotional and developmental needs
- The impact on the safety and wellbeing of others
- The effectiveness of previous support and interventions

Pupil Support Systems

We recognise that persistent or escalated behaviour may arise from **unmet needs, emotional dysregulation, trauma, or developmental challenges**. Pupils requiring additional support may receive:

- **Bespoke positive behaviour and regulation plans**, informed by Thrive assessments
- **Targeted pastoral interventions or mentoring**, with a trusted adult
- Access to **Pastoral Support, ELSA and Thrive interventions**
- Regulation support through tools such as the **Zones of Regulation**
- **Multi-agency assessment and support**, including Educational Psychology, CAMHS, SALT, and Early Help
- Regular review of progress, strategies and outcomes to ensure support remains effective

Induction and Transitions

All new pupils are fully supported during induction and key transition points. This includes:

- Explicit teaching of behaviour expectations and routines
- Relationship-building with key adults
- Emotional and sensory support as needed

This ensures pupils feel **safe, welcomed, and supported** from entry through to exit.

Relentless Routines (Safety Through Consistency)

Clear, predictable routines provide pupils with **emotional safety and structure**. All pupils and adults consistently follow agreed routines, including:

- **Awesome Appearance** – taking pride in uniform and presentation
- **Five S's** – Silent and still, Shirts tucked in, Straight and single file, Hands by side, Sensible walking
- **STAR** – Sitting up straight, Tracking the speaker, Arms folded, Respecting the speaker
- **Track the Speaker** – stopping, turning and listening attentively when addressed
- **Awesome Attention**- 3-2-1 eyes on me

These routines reduce anxiety, support regulation, and contribute to a **calm, purposeful learning environment**.

The Hub (Targeted Emotional and Behavioural Support)

Some pupils display behaviours that are influenced by **early life experiences, trauma, or family circumstances**. We understand that for these pupils, behaviour is a way of **communicating emotion and need**.

For pupils accessing **The Hub**:

- Skilled and consistent adults prioritise **relationship-building and emotional safety**
- Behaviour is responded to with compassion, structure and clear boundaries
- Pupils may have **Individual Behaviour or Emotional Learning Plans**, outlining personalised strategies, expectations and support

The Hub provides a safe space for pupils to **regulate, reflect, and rebuild readiness for learning**, supporting successful reintegration into class at WWA.

Graduated Approach

<table>
<tr><th>Stages</th><th></th><th>Response</th></tr>
<tr><td colspan="3">Purpose:
Following an incident, restorative follow-up conversations are essential to repair relationships, support emotional development, and help the child learn how to respond differently in the future. This approach aligns with Thrive principles by focusing on reflection, regulation, and reconnection rather than punishment.

Staff should use restorative questions to guide the discussion, ensuring language and expectations are developmentally appropriate.

Restorative Questions

The questions below should be used flexibly.
The number of questions used must depend on the age and developmental stage of the child.
Questions shown in bold should always be prioritised with younger children (EYFS/KS1).

1. What happened?
(Use neutral, non-judgemental language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make other people feel?
5. Who has been affected?
(Use age-appropriate language, e.g. “hurt” or “upset” for younger children.)
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Key Principles

• The focus is on understanding, empathy, and repair, rather than blame.
• Conversations should take place once the child is calm and regulated.
• Adults should model curiosity, calmness, and emotional literacy.
• Outcomes may include apologies, restoration tasks, or agreed strategies for future situations.

It is not the severity of the sanction that creates change, but the certainty that this restorative follow-up will take place.</td></tr>
<tr><td>Low Level-Disruption

Stage 1:1
Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</td><td>Reminder</td><td>Low-level behaviour is managed by the class teacher using a low-key, calm and relational response. The purpose of this stage is to support pupils to self-regulate, refocus and make a positive choice, without escalation.</td></tr>
</table>

Not following instructions Not showing 'Be ready, Be respectful, Be safe' **Stage 1:2** Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children **Classroom & Playground** Not following instructions Not showing 'Be ready, Be respectful, Be safe' Low-level disruption	**Final Warning** **Practise during break time** **(Class Teacher)**	**Example Reminder** *"I notice that you're running.* *You are breaking our school rule of being safe.* *Please walk.* *Thank you."* **Thrive Rationale** This stage reflects Thrive principles by: • Prioritising **regulation over reaction** • Maintaining **connection before consequence** • Supporting **autonomy and self-control** • Avoiding public calling-out or shame • Creating a calm and predictable response that supports emotional safety Where low-level behaviour continues following an initial reminder, the **class teacher remains responsible** for managing the behaviour using a calm, predictable and relational response. The aim of this stage is to **support self-regulation, reinforce boundaries, and promote reflection**, without escalation. **Example Final Warning** *"I have noticed you are not ready to do your work.* *You are breaking our school rule of being ready.* *You have now chosen to catch up with your work at playtime.* *Do you remember that yesterday you started your work straight away and completed it?* *That is what I need to see today.* *Thank you."* **Thrive Rationale** This stage aligns with Thrive principles by: • Maintaining **connection before consequence** • Supporting **regulation before escalation** • Reinforcing **predictable boundaries** to increase emotional safety • Promoting **self-reflection and responsibility**, not compliance through fear • Ensuring the **class teacher remains the regulating adult**

Moderate-Level **Stage 2:1** **Classroom & Playground** Inappropriate language Challenging authority Not keeping hands and feet to themselves Treating classroom without respect Obstructive behaviour in refusing to participate/ refusing to work **Stage 2:2** **Moderate level** **Classroom & Playground** Behaviour continues	**Class teacher to log incident on CPOMS** **Call Pastoral Team** **Pastoral team to access the situation** **Warning given otherwise escalated to 2:2** **Actions recorded by Pastoral Team** **Pastoral Team called** **Class teacher to log incident on CPOMs** **Child bought to pastoral hub**	**Mid-level disruption** refers to behaviour that is **persistent, escalating, or beginning to impact learning** despite earlier support. At this stage, adults respond using **calm, consistent and relational strategies** to support the child to **regain regulation, reflect and make more positive choices**. *(Persistent or Escalating Behaviour – Thrive: Rational Stage)* **Immediate Response** When mid-level disruption occurs, the adult who witnesses the behaviour will: • State the noticed behaviour using **non-judgemental language** • Name the impact and link to **school expectations** • Direct the child to an **appropriate, safe space** in the classroom • Provide **time-limited support** with a clear follow-up **Scripted Thrive-Consistent Language** *"I have noticed you chose to use rude words. This is breaking our school rule of being respectful.* *You have now chosen to move to the safe space. I will come and speak to you in two minutes. Thank you for listening."* **Removal from Class (Where Required)** If the behaviour continues or escalates: • The child may be **removed from class by the pastoral team to the Pastoral Hub**. • An **1hr exclusion** may be implemented where appropriate, this to take place in the pastoral hub • All responses remain **proportionate, restorative and needs-led**. **Communication and Recording** • The incident is **recorded on CPOMS by class teacher**. • The *Sense–Feel–Think–Stop–Choose* reflection to be completed with **Pastoral Team.** • **Restorative justice conversation** and *Sense–Feel–Think–Stop–Choose* reflection uploaded on CPOMs by **Pastoral Team**.

	Pastoral team to add actions to CPOMs	• **Pastoral Team** to share where *Sense–Feel–Think–Stop–Choose* reflection to be **shared with the collecting adult** at the end of the day. • All parent communication is **logged on CPOMS by Pastoral Team.** • **Failure to improve may result in escalation to Stage 3**. **Thrive – Rational Stage Focus** The child is **given an opportunity to pause, reflect and make better choices**. This approach supports the **Thrive Rational Stage** by helping the child to: • Re-engage their **thinking brain** once emotions have settled • Understand the **impact of their behaviour** • Take **responsibility for choices** within clear, consistent boundaries • Learn and practise **self-regulation and problem-solving skills** Adults remain calm and attuned, reinforcing that **behaviour can change**, while the **relationship remains secure**.
High Level Stage 3.1 **Classroom & Playground** Serious and deliberate Rudeness to adults Leaving room without permission Continues refusal to complete set tasks after having Stage 3 & 4 consequence Upsetting and name calling to other pupils Highly disruptive behaviour Throwing objects across the room Persistent offensive/ abusive language	**Class teacher to log incident on CPOMs** **Internal exclusion authorised by Pastoral Support Lead** **Internal exclusion to take place with Pastoral Team** **Pastoral Team to update CPOMs with actions taken and meeting hold with parents.**	Adults use **calm, neutral and consistent language** to support the child to pause, reflect and make safer choices. **Scripted Thrive-Consistent Language Example** *"I have noticed you have chosen to continue using rude words. I will now contact Mrs Kairo, and you will need to complete your learning in the Pastoral Hub. I will come and speak to you at the end of the day. Thank you."* ## Serious Behaviour *(Poses a Risk to Safety or Wellbeing)* **Response Includes** • Internal exclusion to be **authorised by Pastoral Support Lead.** • **Internal exclusion to happen with pastoral team** in allocated room (Thrive room/Pastoral hub) at an appropriate time**.** • Meeting with **parent to be set up on the day of internal exclusion.** • **Pastoral Lead and a Phase leads/SLT to be present at meeting.** ## Internal Exclusion *(Supportive, Reflective and Restorative)*

Throwing objects to hurt Break/destroying class equipment Damaging property Racist/Religious/ homophobic incident Violence (i.e. physical contact made with the intention to harm) Defiance / rudeness towards any adult Persistent taunting, teasing and bullying behaviour Stealing Spitting **Stage 3:2** Behaviour continues	**Pastoral Team to log incident on CPOMs**	Internal exclusion is a **structured Thrive-informed response** focused on **regulation, reflection and repair**, not punishment. **During Internal Exclusion:** • Internal exclusion half a day • Class learning is completed • *Sense–Feel–Think–Stop–Choose* reflection • Apology letter if appropriate • A **restorative conversation** takes place • **Parents are informed called for meeting** given a home reflection sheet to be completed with children at home and returned to **Pastoral Support Lead.** **Behaviour escalation identified → Decision made by Pastoral Support Lead → 1-day internal exclusion implemented** 1. Behaviour escalates 2. Case reviewed by Pastoral Support Lead 3. 1-day internal exclusion authorised and issued **Escalated to Stage 4** Full-day internal exclusions issued exceed 3 within a term. **Thrive Rationale (Rational Stage):** This language: • Removes emotion and judgement • Supports the child to **re-engage their thinking brain** • Maintains **clear boundaries** while preserving the relationship • Ensures the child understands **what will happen next** **Adults must not describe or discuss the child's behaviour with other adults in front of the child.**

Extreme Level Behaviour
 	
Classroom & Playground
 	
Stage 4
 	
Three internal exclusions exceeded in a term
	Pastoral Support Lead to log on CPOMs with actions	**Behaviour escalates to Stage 4 when a child exceeds three full-day internal exclusions within one academic term.**
		
		This threshold indicates a **persistent unmet need** and requires a **graduated response** that prioritises **regulation, repair, and long-term support**, in line with Thrive principles.
		
		## Initial Action
		
		• **Pastoral Support Lead** & **Safeguarding Officer/Family Liaison Officer** to discuss the escalation with **SLT**.
		• Decision made regarding **appropriate consequence and support**, considering the child's **developmental needs and emotional regulation.**
		
		## Possible Consequences (Graduated Response)
		
		The consequence will be determined by **SLT** in consultation with the Pastoral Support Lead and will depend on:
		
		• Severity of the incident
		• Impact on staff and children
		• Frequency and pattern of behaviour
		• Age, SEND, and emotional needs of the child
		
		### Range of Consequences
		
		• Longer fixed-term internal exclusion (2–4.5 days)
		• Suspension
		• Permanent exclusion (as a last resort)
		
		## For Regular or Persistent Occurrences
		
		A **multi-disciplinary approach** must be initiated:
		
		• Discussion with **Principal / Vice Principal/ SENCo / Safeguarding officer Pastoral Team /, as appropriate**
		• **Parents informed SLT** depending on severity
		• **Meeting with parents** to explore:
		  ○ Underlying needs
		  ○ Alternative strategies
		  ○ Adjustments such as parental support in school, reduced timetable, or tailored provision

		• Referral to **external agencies** where appropriate.
Lunchtimes	**Middays to record on CPOMs** **Pastoral Team to follow up with actions**	You need to: Stage 1. Reminder/Warning Stage 2. Follow member of staff around for 5/10 minutes. Record on CPOMs Stage 3. Pastoral Team to be informed and to follow up the case and update CPOMs. Midday to put the name of pastoral team member who was informed. Stage 4. Pastoral Support Lead to be informed and authorise consequence.

Bullying

Our Commitment

At **Winston Way Academy**, we are committed to fostering a **safe, respectful, inclusive, and emotionally healthy** environment for all pupils and staff.

In line with **Thrive principles**, we recognise that behaviour is a form of communication and that bullying behaviours may indicate **unmet emotional or developmental needs**.

Bullying in any form is a serious breach of our behaviour expectations and will not be tolerated. However, our response is **both protective and educative**, ensuring the safety of those harmed while supporting behaviour change through understanding, repair, and appropriate consequences.

Definition of Bullying

Bullying is a form of anti-social behaviour that causes **physical and/or emotional harm**.

It is defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally."
(DfE – Preventing and Tackling Bullying, July 2017)

Bullying is often linked to an **imbalance of power** and may be motivated by **actual or perceived differences**. It can occur face-to-face or online and may be carried out by pupils or adults.

From a Thrive perspective, repeated bullying behaviour may reflect **difficulties with empathy, emotional regulation, or social development**, which require targeted support alongside clear boundaries.

Forms of Bullying

Bullying may take many forms, including but not limited to:

Physical

Punching, kicking, hitting, spitting, or any form of physical aggression.

Verbal

Name-calling, discriminatory or degrading language, taunting, mocking, offensive comments, graffiti, gossiping, exclusion, or spreading harmful rumours.

Social Exclusion

Deliberately excluding someone from activities or encouraging others to do so.

Damage or Theft

Intentionally damaging property or stealing belongings, often involving intimidation or threats.

Cyberbullying

Online abuse via text messages, messaging apps, gaming platforms, websites, or social media. This includes offensive messages, degrading images or videos, impersonation, or anonymous harassment.

Prejudice-Based Bullying

Bullying linked to race, religion, gender, sexual orientation, disability, special educational needs, or family circumstances.

Bullying may also present as **peer-on-peer abuse, sexual harassment, or emotional abuse**, all of which can have **long-lasting impacts on a child's emotional wellbeing and development**.

Responding to Bullying

When bullying is suspected or reported, the academy will respond **promptly, consistently, and relationally**, balancing accountability with support:

- Immediate, proportionate action by the staff member who witnesses or receives the report.
- **Priority given to the safety, wellbeing, and voice of the pupil who has been harmed**, supporting them to feel heard and protected.
- Investigation led by the **Principal, DSL, or a member of the Senior Leadership Team/Pastoral Team**.
- **DSL involvement** in all cases with safeguarding concerns.
- Clear communication with **relevant staff and parents/carers**.
- Implementation of **consequences alongside support strategies**, in line with the Behaviour Policy.
- **Repair and restore conversations**, where appropriate, to rebuild relationships and understanding.
- Referral to **external agencies** (e.g. Early Help, Children's Social Care, Police) where required.
- Investigation of off-site or out-of-hours incidents, including cyberbullying, with proportionate in-school action.
- Accurate recording of incidents, actions, and outcomes on **CPOMs**.

Cyberbullying (Supportive and Protective Response)

In cases of cyberbullying, the academy will:

- Act swiftly to reduce harm and distress.
- Support the victim to regain a sense of safety and control.
- Work with the pupil displaying bullying behaviour to understand impact and prevent recurrence.
- Encourage evidence collection (e.g. screenshots).
- Attempt to identify the perpetrator.
- Collaborate with online service providers to remove harmful content.
- Apply sanctions alongside **educational and pastoral support**.

- Inform the police where a criminal offence may have occurred.
- Educate pupils and staff on online safety, including:
    - Not responding or retaliating
    - Blocking/reporting users
    - Reviewing privacy and security settings

Supporting Pupils (A Relational Approach)

Pupils Who Have Been Bullied

Support may include:

- Reassurance and ongoing emotional support
- Opportunities to talk with a **trusted adult or safeguarding lead**
- Support to rebuild confidence, resilience, and self-esteem
- Access to counselling, pastoral care, Thrive-based interventions, or referrals (e.g. CAMHS)
- Close partnership with parents/carers and external agencies where needed

Pupils Who Have Displayed Bullying Behaviour

In line with Thrive principles, these pupils are supported to develop **empathy, regulation, and alternative behaviours**, alongside clear boundaries.

Intervention may include:

- Calm, restorative conversations to understand the behaviour and its impact
- Explicit teaching and modelling of appropriate social and emotional skills
- Parental involvement to support consistency and change
- Removal of harmful online content and reporting to service providers
- Sanctions applied in line with the Behaviour Policy
- Referral to additional support services (e.g. Early Help, Behaviour Support, CAMHS, Police where appropriate)

Preventing Bullying (Whole-School Thrive Culture)

The academy community works together to prevent bullying by:

- Creating emotionally safe environments where pupils feel valued and listened to
- Promoting respect, kindness, inclusion, and belonging
- Recognising that bullying can affect **anyone**
- Celebrating diversity in all its forms
- Challenging discriminatory language and behaviour consistently
- Encouraging responsible and safe use of technology
- Working with external agencies to address prejudice-based bullying

- Celebrating positive behaviour and achievements
- Encouraging pupil voice through:
    - School Council
    - Pupil conferencing
    - RSE curriculum
    - Morning meetings
    - Clear, predictable behaviour expectations

Contextual Safeguarding (Thrive-Aligned Approach)

Our Approach

At **Winston Way Academy**, we recognise that children's behaviour does not occur in isolation. In line with **Thrive principles**, we understand behaviour as a form of communication shaped by a child's **emotional development, relationships, life experiences, and wider context**.

Our approach to contextual safeguarding ensures that staff consider not only *what* has happened, but *why* it may have happened, with a strong focus on **protecting wellbeing, promoting regulation, and meeting unmet needs**.

Understanding Behaviour in Context

Staff are expected to reflect carefully on both the **behaviour and the circumstances surrounding it**. This includes considering whether a child's actions may be communicating:

- Distress or anxiety
- Difficulties with emotional regulation
- Feelings of unsafety or rejection
- Influence or pressure from peers
- Challenges within the home or community
- Exposure to harm inside or outside of school

From a Thrive perspective, behaviour may indicate a child is **operating below their developmental age emotionally**, requiring support, structure, and nurturing relationships rather than repetition of sanctions alone.

Safeguarding Responsibilities

Where a pupil's behaviour raises concerns about their **welfare or safety**, staff must always prioritise safeguarding.

Staff must consider whether behaviour could be a response to:

- Abuse or neglect
- Peer-on-peer harm
- Exploitation (including criminal or sexual exploitation)
- Exposure to unsafe environments or relationships

In such cases, staff must:

- Follow the procedures in the **Child Protection and Safeguarding Policy**
- **Report concerns immediately** to the **Designated Safeguarding Lead (DSL)** or Deputy DSL
- Record concerns clearly and promptly on **CPOMs**

Staff must **never delay reporting** where there is reasonable suspicion that a child may be suffering, or is at risk of suffering, significant harm—regardless of whether concerns arise **in school, online, or within the wider community**.

Behaviour and Unmet Needs

Disruptive or challenging behaviour may also reflect **unmet educational, emotional, or developmental needs**.

In accordance with Thrive, the SEND Code of Practice, and the academy's inclusive ethos, staff will:

- Consider whether behaviour may be linked to:
  - Undiagnosed or emerging SEND
  - Speech, language, and communication needs
  - Trauma, loss, or attachment difficulties
  - Mental health or emotional wellbeing needs
- Work collaboratively with the **SENCo, Pastoral Team, Thrive practitioners, and ELSA**
- Use the **Graduated Approach** to:
  - Identify needs
  - Plan support
  - Deliver targeted interventions
  - Review progress and impact
- Engage sensitively with **parents/carers** to ensure consistency, trust, and a joined-up response
- Refer to **external agencies** where appropriate, including:
  - Early Help
  - CAMHS
  - Behaviour Support
  - Educational Psychology

A Joined-Up Approach

The academy's Behaviour Policy works in partnership with its **Safeguarding, SEND, and Thrive frameworks**, ensuring that pupils are supported:

- Holistically rather than punitively
- Relationally rather than reactively
- Developmentally rather than solely chronologically

Contextual safeguarding within a Thrive framework ensures that children are not labelled by their behaviour, but understood, supported, and helped to feel safe, valued, and regulated.

Supporting Students with Special Educational Needs and Disabilities (SEND)

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The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

Adaptations / Reasonable Adjustments
At Winston Way Academy we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour.

Considering whether a student may have unidentified SEND
Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach *(see SEND Information Report / SEND Policy.)* A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

Allegations against staff

At Winston Way Academy, safeguarding is at the heart of everything we do. We are unwavering in our commitment to ensuring the safety, dignity, and wellbeing of every pupil and adult within our school community. All staff are held to the highest standards of professional conduct, and any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness.

Such allegations will be managed in strict accordance with the procedures outlined in the school's Child Protection and Safeguarding Policy, which reflects statutory guidance and best practice. These procedures ensure that all concerns are investigated thoroughly, fairly, and with due regard to the rights and welfare of both the individual making the allegation and the member of staff involved.

All members of the school community—including pupils, parents, carers, and staff—must be aware that safeguarding is a shared responsibility. Allegations must be made in good faith and with genuine concern for the safety or wellbeing of others.

Malicious Accusations Against Staff or Pupils

While we encourage openness and transparency in reporting concerns, Winston Way Academy will not tolerate the deliberate fabrication of allegations. Pupils who are found to have knowingly made malicious accusations—whether against staff, other pupils, or members of the wider school community—will face serious disciplinary consequences.

Malicious accusations are defined as those made with intent to deceive, harm, or disrupt, and without any factual basis. These actions undermine the integrity of our safeguarding procedures and can cause significant distress and reputational damage.

Consequences for malicious accusations may include:

- Formal restorative conversations and reflection
- Withdrawal from lessons or internal exclusion
- Fixed-term suspension (0.5 to 4.5 days depending on severity)
- Permanent exclusion in cases of repeated or severe misconduct

These sanctions are consistent with the graduated approach and exclusion framework outlined in our Behaviour Policy. The severity of the consequence will be determined based on:

- The impact on the individual(s) involved
- The intent and nature of the accusation
- The pupil's age, needs, and behavioural history
- Any contextual safeguarding concerns

Where appropriate, the school may also involve external agencies, including the police, if the accusation constitutes a criminal offence.

Supporting All Parties

In all cases, Winston Way Academy will ensure that:

- The accused member of staff or pupil receives appropriate support and is treated fairly throughout the process.
- The pupil who made the accusation is supported to understand the seriousness of their actions and is given opportunities to reflect and make amends.
- Parents/carers are informed and involved in the resolution process.
- Safeguarding procedures are followed rigorously, with oversight from the Designated Safeguarding Lead.

Supporting pupils following a sanction

At Winston Way Academy, we recognise that sanctions alone do not lead to long-term behavioural change. Our approach is rooted in education, reflection, and support to help pupils understand the impact of their actions and make better choices in the future.

We are committed to ensuring that every pupil is given the opportunity to learn from their mistakes, repair relationships, and reintegrate successfully into the school community. Following any sanction, staff will consider a range of strategies to support the pupil's development and help them meet the behaviour expectations of the academy.

Strategies to Support Behaviour Improvement

The following strategies may be used to support pupils after a sanction:

- **Restorative Conversations**: Staff will use structured restorative questions to help pupils reflect on their behaviour, understand its impact, and identify ways to make amends. This process encourages accountability and empathy.
- **Reflection Sheets**: Age-appropriate reflection sheets are completed by pupils to help them process the incident and articulate how they can improve their behaviour going forward.
- **Reintegration Support**: Pupils returning from internal exclusion, suspension, or time away from the classroom will be supported through a reintegration plan. This may include check-ins with a key adult, pastoral support, and clear behaviour targets.
- **Behaviour Coaching and Mentoring**: Pupils may receive targeted support from the Pastoral Team, Thrive practitioners, or ELSA staff to address underlying emotional or social challenges.
- **Individual Behaviour Plans**: For pupils with persistent difficulties, bespoke behaviour plans will be developed in collaboration with parents/carers and relevant staff. These plans outline specific goals, support strategies, and review timelines.
- **Positive Reinforcement**: Staff will actively seek opportunities to recognise and praise improved behaviour, helping pupils rebuild self-esteem and motivation.
- **Parental Engagement**: Parents/carers will be involved in follow-up conversations to ensure consistency between home and school, and to reinforce shared expectations.
- **Multi-Agency Support**: Where appropriate, referrals may be made to external agencies such as CAMHS, Educational Psychology, or Early Help to provide specialist support.
- **Curriculum Integration**: Behaviour expectations and emotional literacy are reinforced through PSHE, RSE, and morning meetings, helping pupils develop the skills needed to regulate their behaviour and interact positively with others.
- **Monitoring and Review**: Staff will monitor progress and adjust support as needed. Regular reviews ensure that interventions remain effective and responsive to the pupil's needs.

Use of reasonable force

At Winston Way Academy, we are committed to creating a safe and respectful environment where pupils and staff feel secure and supported. In rare and exceptional circumstances, authorised staff may use reasonable force to prevent harm and maintain good order, in line with the Department for Education's guidance: Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies.

Legal Framework and Authorisation
Members of staff authorised by the Principal may use reasonable force when necessary to:

- Prevent a pupil from committing an offence
- Prevent personal injury to, or damage to the property of, any person (including the pupil)
- Prevent behaviour that is prejudicial to the maintenance of good order and discipline at the school or among pupils, whether during a teaching session or otherwise

This applies both on school premises and during authorised off-site activities (e.g. school trips), where staff have lawful charge of pupils.

What Is Physical Intervention?
Physical intervention refers to the positive application of force with the intention of protecting a pupil from harming themselves, others, or seriously damaging property. It is a last resort strategy, used only when all other de-escalation techniques have been exhausted.
Effective physical intervention requires:

- Professional judgement and emotional regulation
- Knowledge of safe, non-harmful techniques
- Sensitivity to the pupil's age, needs, and vulnerabilities

Physical intervention may involve deflecting a pupil's actions, removing a dangerous object, or guiding a pupil away from a volatile situation. It should be reduced gradually as the pupil regains self-control.

When and Why Physical Intervention May Be Used
Physical intervention may be used when:

- A pupil is at immediate risk of harming themselves or others
- A pupil is causing serious disruption and cannot be calmed through verbal strategies
- A pupil is damaging property in a way that poses a safety risk

Staff must always consider the pupil's individual needs, including any SEND or emotional vulnerabilities, before deciding to intervene physically.

Recording and Planning for Physical Intervention
Where restrictive physical intervention has been used more than once with a particular pupil, it is considered a foreseeable risk. In such cases, the school will:

- Develop a **Positive Handling Plan** as an appendix to the pupil's Behaviour Plan
- Share the plan with parents/carers and relevant staff
- Review the plan regularly to reduce the likelihood of future incidents

All incidents involving physical intervention must be:

- Reported to the Principal immediately
- Logged on CPOMS with full details of the incident, actions taken, and outcomes
- Communicated to parents/carers
- Recorded in Physical Restraint Book

Staff Training and Professional Development
Staff authorised to use reasonable force will receive appropriate training every 2–3 years. Training includes:

- Legal and ethical considerations
- Safe physical intervention techniques
- De-escalation strategies
- Awareness of SEND and safeguarding implications

Staff must always act in accordance with the school's Safeguarding and Child Protection Policy, and with due regard to the pupil's dignity and wellbeing.

Link to Searches and Safeguarding

The use of reasonable force may also apply during searches for prohibited items, as outlined in the school's section on *Prohibited Items and Searches*. Any use of force must be proportionate, necessary, and in line with safeguarding protocols.

Prohibited items and searches

Searches and Confiscation
At Winston Way Academy, we are committed to maintaining a safe and respectful learning environment. In line with statutory guidance, the academy reserves the right to conduct searches of pupils and their possessions where necessary to uphold safety, discipline, and the wellbeing of the school community.

Legal Framework
The academy follows the Department for Education's guidance *Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies*. Searches may be conducted:

- **With consent**: Pupils may be asked to consent to a search for any item. Consent must be voluntary and informed.
- **Without consent**: The Principal or authorised staff may search a pupil or their possessions without consent if there are reasonable grounds to suspect possession of a prohibited item.

All searches must be carried out with due regard to the pupil's dignity, safeguarding needs, and the school's Equal Opportunities Policy. Records of all searches—including outcomes and actions taken—must be logged on CPOMS.

Searches Without Consent
Staff authorised by the Principal may search pupils or their possessions without consent if there is reasonable suspicion that the pupil possesses:

- Knives or weapons
- Alcohol
- Tobacco, vapes, or other smoking materials
- Illegal drugs or drug paraphernalia
- Stolen items
- Fireworks
- Pornographic images
- Any item reasonably believed to be used to:
    - Commit an offence
    - Cause personal injury or property damage

Additionally, Winston Way Academy includes the following banned items:

- So-called "legal highs" (including edible substances)
- Any item identified in the Behaviour Policy as prohibited (e.g. mobile phones, cameras)

Searches for items not listed above may only be conducted with the pupil's consent.

Electronic Devices
If a prohibited electronic device (e.g. mobile phone) is seized:

- Staff may inspect data if there is reasonable suspicion it has been or could be used to cause harm, disrupt learning, or breach school rules.
- The DSL must be consulted before any inspection of data.
- Devices may be retained if they contain harmful or inappropriate material.
- Data may be deleted if appropriate, unless it may be evidence of a breach of policy or a criminal offence (e.g. indecent images), in which case the device must be handed to the police immediately.

Use of Reasonable Force
Staff may use reasonable force when conducting a search for the following items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles used to commit an offence or cause harm

Force must be proportionate and used only when necessary. It cannot be used to search for items banned solely under school rules.

Search Protocols

- Searches must be conducted by the Principal or authorised staff, with a witness present.
- The person conducting the search should be the same sex as the pupil, with a same-sex witness, unless there is an immediate risk of serious harm.
- Searches must be conducted respectfully and safely.
- Pupils may not be required to remove clothing other than outer garments (e.g. hats, shoes, coats).
- Possessions include bags, lockers, and desks. Locker use is conditional on consent to search.

SEND Considerations

For pupils with SEND, particularly those with sensory sensitivities or tactile defensiveness, searches may be adapted or avoided unless in an emergency. Staff must act in accordance with the pupil's individual needs and safeguarding plan.

Parental Notification

Parents will be informed after a search has taken place, especially if prohibited or harmful items are found. Prior consent from parents is not required.

Confiscation and Disposal

Staff have the authority to confiscate items under Section 91 of the Education and Inspections Act 2006. Confiscated items will be disposed of or retained in accordance with DfE guidance and safeguarding protocols.

Complaints

Any formal complaints regarding searches should be made through the academy's Complaints Policy.

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items.

Drugs

The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word ‘drugs’ used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so -called ‘legal highs’, and any substance pertaining to be a drug. The school should make this broad definition clear. Over the counter and prescription medicines should be dealt with in the school’s Supporting Pupils with Medical Needs Policy.

The school should take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school’s behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. “dealing”) this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

Schools should take a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Time away from the classroom

At Winston Way Academy, we recognise that there may be occasions when it is appropriate for a pupil to spend time away from the classroom environment. This may be necessary to support a pupil in managing emotional deregulation, to maintain the safety and wellbeing of others, or as a consequence of behaviour that significantly disrupts learning.

Any decision to remove a pupil from lessons is made with careful consideration of the individual's needs, the context of the behaviour, and the impact on the wider school community. Such withdrawal is not intended as a punitive measure, but as part of a graduated and supportive response.

Where removal from the classroom is deemed appropriate:

- The pupil will be placed in a supervised setting, such as the Pastoral Hub or designated reflection space.
- Educational provision will continue during this time. While the content may differ from the mainstream curriculum, it will remain purposeful, age-appropriate, and designed to support the pupil's ongoing learning and personal development.
- Staff will ensure that the pupil is supported to reflect on their behaviour using restorative practices and is given the opportunity to reintegrate positively into the classroom.
- For pupils who require repeated time away, a personalised behaviour plan may be developed in consultation with the Pastoral Team, SENCO, and parents/carers.

This approach aligns with our commitment to inclusive practice and ensures that all pupils are supported to meet behaviour expectations while maintaining access to meaningful education.

Suspensions and Permanent Exclusions

Please see the separate Exclusion Policy
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Annex A - The Graduated Approach

Behaviour is a form of communication and is influenced by a range of complex, inter-related factors including developmental stage, emotional wellbeing, attachment history, sensory processing, and current stressors. In line with our Behaviour Policy and Thrive approach, the school recognises that **consequences or sanctions are not always the most appropriate response**. Where behaviour indicates unmet need, **support, regulation and relational intervention take precedence**.

The school maintains **high expectations of all students**, while recognising that children and young people develop socially and emotionally at different rates. At all times, staff will **scaffold, model and support the best behaviour a student is currently capable of**, using consistent routines, emotionally-available adults and developmentally-appropriate strategies.

Decision-making around behaviour will be reflective, proportionate and restorative. Staff will consider:

- the **developmental and emotional needs** of the student
- whether the student is **regulated or dysregulated**
- what support is required to enable the student to **re-engage, repair and learn**

(Reference may be made to the flowchart on the final page when determining the most appropriate response.)

Adaptations and Reasonable Adjustments

In line with the Equality Act (2010), SEND Code of Practice and Thrive principles, the school will make **reasonable adjustments** to reduce barriers, support regulation and promote positive behaviour. These adjustments are **needs-led**, **flexible**, and **reviewed regularly**.

This is not a prescriptive or exhaustive list; adjustments will be determined on an individual basis.

Any agreed adaptations will:

- be **co-produced** with the student and parents/carers where appropriate
- be recorded on the student's **Individual Education Plan (IEP) or equivalent**
- be reviewed at least every **12 weeks**, following the *Assess–Plan–Do–Review* cycle

Adaptations will be applied **consistently across all areas of school life**, including:

- lessons and learning activities
- social and unstructured times
- extra-curricular activities
- lesson removal or internal reflection provisions

General Adjustments

(where additional behaviour or emotional support may be required)

- Work in collaboration with students and parents/carers to develop a **shared understanding** of need and an agreed support approach.

- Identify a **key adult** to provide consistent relational support.
- Agree access to a **supervised, safe space** for emotional regulation, including clear guidance on when and how this can be used.
- Implement **planned check-ins** (daily or weekly) to support emotional regulation and readiness to learn.
- Use **home–school communication tools** such as reports, mood tracking or emotional check-ins to support continuity and reflection.

Transitions

Transitions (e.g. starting a new school, returning from absence, changes to routine, or movement between activities) can be particularly challenging for some students.

To support emotional safety and regulation, the school will use inclusive strategies such as:

- clear, predictable routines
- visual timetables or schedules
- advance warnings of change
- step-by-step instructions
- transition rehearsals or additional adult support where required

Learning Environment

Where appropriate, adjustments to the learning environment will be considered to support regulation and engagement, including:

- consideration of **sensory needs** (e.g. noise, lighting, smell, temperature)
- completion of a **sensory profile**, where required
- adaptations to seating plans or position within the room

Learning and Teaching Strategies

To support emotional regulation, engagement and success, staff may:

- use agreed **non-verbal or private cues** to support focus and behaviour
- provide **additional processing or thinking time**
- pre-prepare students for reading aloud or answering questions
- increase the **frequency and immediacy of encouragement and bespoke rewards**
- use access arrangements as normal classroom practice to reduce anxiety

Exam Access Arrangements

The school will support students with exam access arrangements in line with identified needs and **JCQ guidance**. Applications will be made early where required.

Examples include:

- reader, computer reader or read-aloud support
- scribe
- supervised rest breaks (movement or regulation breaks), with frequency and duration pre-agreed
- prompter
- visual or individual timers
- use of a word processor
- separate rooming
- white noise or music via headphones (JCQ 2024/25 update)
- opportunities to familiarise with the exam room and meet invigilators in advance

Further guidance is available in *JCQ Instructions for Access Arrangements and Reasonable Adjustments (2024/25).*

Internal Suspension / Reflection Room (Thrive-informed)

Where an internal suspension or reflection provision is used, the focus remains on:

- **repair, reflection and reintegration**, not punishment

In addition to pre-agreed reasonable adjustments:

- students may receive **key adult or key worker support**
- planned extraction or support breaks may be used to support regulation
- students will complete a **supported reflection or problem-solving framework**, focusing on emotional understanding, repair and next steps

SENCo and External Professional Input

Where required, the school may access:

- solution-focused planning and review meetings
- Thrive-informed consultation
- advice and intervention from external professionals
- targeted or whole-staff CPD to strengthen inclusive and relational practice

Annex B – Internal Guidance on Managed Moves and Off Site Direction

Guidance for Academies on Managed Moves and Off-Site Direction (including Cluster Cross-Site Direction)

Introduction
Managed moves, off-site direction, and cluster cross-site direction can all play an important part in approaches to behaviour management. They can help maintain high standards of behaviour and ensure a safe and supportive learning environment for all students. This guidance outlines the principles, processes, and best practices for implementing these strategies effectively.

Schools must ensure they follow the DFE's Suspension and permanent exclusion guidance when using any of these strategies.

1. Managed Moves

Definition
A managed move is a voluntary **but permanent** agreement between schools, parents/carers, and the pupil for the pupil to move to another school permanently. This is usually considered when all other behaviour management strategies have been exhausted.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments have been completed or explored prior to a managed move. (para 50 DfE suspensions and exclusions guidance).

Key Principles

- **Permanent:** As made clear in the DFE guidance, managed moves are permanent arrangements. There is no such thing in DFE guidance as a 'failed' managed move where the student returns to the original school without the new school having issued a PEX.
- **Voluntary Agreement**: Managed moves should be agreed upon by all parties involved, including the pupil, parents/carers, and both schools. It requires the consent of parents and the mutual agreement this is the right thing for the child. Parents should not be coerced into a managed move and it should never be offered 'to avoid an exclusion'. DFE guidance is clear that if a parent is pressured to accept a managed move this could be considered off-rolling.
- **Be in the Best Interests of the Pupil**: The move should be in the best interests of the pupil, providing them with a fresh start in a new environment. They should not be used as a consequence of or sanction for previous poor behaviour.
- **Clear Objectives**: The objectives of the move should be clearly defined, including expected behaviour improvements and academic goals.

Process

1. **Initial Discussion**: The current school discusses the possibility of a managed move with the pupil and their parents/carers. The rationale and purpose for the move should be clearly explained, and documented.
2. **Agreement**: If all parties agree, the current school contacts potential receiving schools.

3. **Consider Off Site Direction**: Managed moves are permanent arrangements, and there can be no trial period. However, an off-site direction could be used to test the water before progressing to a managed move. In which case the process relating to an Off Site Direction (see below) should still be followed.
4. **Final Decision**: Following careful discussions and mutual agreement the move would be in the best interests of the pupil, the move is confirmed and induction arrangements made for the pupil to start at the new school.
5. **Document all discussions and decisions**: All meetings relating to a potential managed move should be carefully minuted. It is very important that all parties agree and that the decision is arrived at on a collective basis and that all parties are of the view the move best serves the child.
6. **Change in Registration**: As a managed move is permanent, it involves a move from the home school's admission register to the admission register of the new school.
7. **Information Sharing**: Any managed move should be preceded by information sharing between the home school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

Safeguarding and Attendance

- As a managed move is a permanent arrangement, the new school assumes responsibility for safeguarding and attendance at the outset.

2. Off-Site Direction

Definition

Off-site direction is a temporary measure where a pupil is directed to attend another educational setting to improve their behaviour or seek a fresh start opportunity **(previously referred to as a managed move).** This can include alternative provision or another mainstream school. Principals of United Learning Academies have delegated powers (through our Scheme of Delegation) to direct off site where appropriate. *Please be aware that if schools continue to refer to such temporary placements as 'managed moves' – which has been the case in the past – they risk running into difficulties with potential complaints as the arrangements for managed moves are different – as set out above.*
Directions offsite can be an effective way to manage behaviour in a planned and strategic way rather than as a response to a single incident. They should be short term and remain under review. The arrangements for this should be stated overtly in a letter to parents that follows the direction.

Key Principles

- **Temporary Measure**: Unlike managed moves, off-site direction should be used as a short-term intervention only. Neither parents nor pupils have to agree to the direction (again, unlike a managed move), although it is in the best interests of all parties if agreement can be reached.
- **Clear Objectives**: The purpose and duration of the off-site direction should be clearly communicated to the pupil and their parents/carers.
- **Support and Reintegration**: Pupils should be supported by the school during the off-site period and a plan must be put in place for their reintegration back into the home school at the end of the off-site direction period.

Process

1. **Assessment**: Assess the pupil's behaviour, what intervention is needed to address it and determine if off-site direction is appropriate.
2. **Selection of Provision**: Choose an appropriate off-site provision that meets the pupil's needs as determined at 1. above. Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.
3. **Parental Involvement**: Inform and involve parents/carers in the decision-making process. Whilst consent is not a pre-requisite for an off-site direction, schools must ensure parents (and the local authority, where the child has an EHCP) are notified in writing and provided with information about the placement as soon as practicable after the decision to give a direction has been made and no later than two school days before the day the pupil is required to start attending the placement. Whilst consent is not required, schools should be mindful of the individual needs and circumstances of the family before finalising arrangements.
4. **Monitoring**: Regularly monitor the pupil's progress and behaviour at the off-site provision.
5. **Dual Registration**: The child must be dual registered during any period of off-site direction.
6. **Review:** The placement should be kept regularly under review to ensure it is meeting the intended objectives. Parents should be invited to each review. Although parental consent is not needed, parents (and, where the child has an EHCP, the local authority) can request, in writing, that a review meeting takes place. When this happens, schools must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.
7. **Extension:** If the placement is to continue beyond the original timelines, schools must give written notification to parents (within six days of the review meeting where the decision to continue the placement is agreed) including their reasons for the extension and how long the extension will last.
8. **Reintegration**: Review the pupil's progress and plan for their reintegration into the home school.
9. **Failure**: If the direction fails (i.e. breaks down before the off-site direction is due to end), the child must return to their home school. Significant care should be taken in such circumstances with regards any subsequent sanctions. An immediate PEX should only be issued if the behaviour that triggered the off-site direction was extreme or dangerous and the school can demonstrate the risk of keeping the child in school is too severe (i.e. the case meets all the thresholds of a PEX and isn't a result of the failure of an off-site direction). The risk of this occurrence happening is minimised if off-site direction is used as a carefully considered approach to improving behaviour, rather than a reactive response to an isolated incident.

Safeguarding and Attendance

- The home school retains safeguarding responsibilities for the child for the time they spend in another setting. The school must ensure that the off-site provision has robust safeguarding policies. Safeguarding measures must be put in place during the transition.
- Both schools must be communicating and safeguarding the child at all times. The home school must take proactive measures to ensure the child is safe, such as setting up a weekly attendance call between the school and setting, and/or a weekly DSL catch up between the home school and the receiving setting for a child identified as vulnerable.
- Attendance must be monitored closely to ensure the pupil is engaging with the new school. If there are any issues with attendance then the receiving school should contact the home school immediately as part of their daily attendance procedures.

3. Cluster Cross-Site Direction

Definition

Cluster cross-site direction is a temporary measure where a pupil is directed to attend another local school within the same United Learning cluster for a specified period. It is essentially a form of off-site direction which keeps the child within United Learning, which is likely to be a more familiar setting than a school outside of the Group. This strategy aims to provide a change of environment to help improve the pupil's behaviour while maintaining their educational engagement.

We would hope that schools within the same cluster have a mutually supportive cluster-based approach in place as part of strategies to reduce exclusions.

All of the above principles regarding off site direction apply, even if the direction is to another school within the cluster. Being in the same cluster does not exclude either school from the principles set out in 2. above.

Benefits

- **Behaviour Improvement**: A new environment can help break negative behaviour patterns and help prevent exclusions.
- **Educational Engagement**: The pupil continues their education without interruption, benefitting from our common curriculum and familiar resources and approaches.
- **Supportive Network**: Utilises the resources and support within United Learning.

Legal and Policy Considerations

- **Compliance with Regulations**: Ensure compliance with relevant regulations, including the School Attendance (Pupil Registration) (England) Regulations.
- **Documentation**: Keep detailed records of all decisions, agreements, and reviews related to managed moves, off-site directions, and cluster cross-site suspensions.
- **Parental Complaints**: Ensure your complaints policy is up to date and makes clear how parents can make a complaint. The process for complaining about an off-site direction or managed move would be the same as any other complaint (i.e. no separate process is needed).
- **Direction off site**: These are decisions made unilaterally by the School.[1] As such they can be subject to heightened legal scrutiny by way of judicial review (challenge to a decision made by a public body). This can be on grounds of irrationality (e.g. failure to take account of relevant factors, taking account of irrelevant factors, making a decision no reasonable person would make), procedural irregularity (e.g. not allowing proper reviews) and illegality (e.g. not acting within the legal framework). As such, decision making should be considered, with care taken to record a detailed rationale.

Conclusion

Managed moves, and off-site directions including cluster cross-site direction, are valuable tools for supporting behaviour management in schools. By following this guidance, schools can ensure these strategies are implemented effectively, providing pupils with the support they need to succeed.

[1] Noting that it is always good to gain parental agreement, this can be withdrawn at any time.

Annex C – Internal Guidance on the Appropriate Use of Alternative Provision

Guidance on the Appropriate Use of Alternative Provision (AP)

Introduction

Alternative Provision (AP) refers to educational settings and programs designed to meet the needs of students who may not be coping or thriving in mainstream education. This guidance aims to support schools with using AP appropriately to help to support students' educational and personal development.

Schools must have due regard to the DFE guidance available here: Arranging Alternative Provision - guide for LAs and schools. This guidance gives the following definition of Alternative Provision as…

> *…education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to offsite provision to receive education intended to improve their behaviour.*

Objectives of Alternative Provision

- **Ensuring Suitable Education**: To arrange suitable education for children of compulsory school age who cannot attend mainstream provision due to exclusion, illness, or other reasons.
- **Behaviour Improvement**: To provide education for children on suspension or those directed off-site to improve their behaviour.
- **Reintegration**: To support children in overcoming barriers to learning and assist their reintegration into mainstream education or transition to post-16 destinations.
- **Quality Education**: To ensure that all children receive a good quality education, tailored to their age, ability, aptitude, and any special educational needs (SEN) they may have.
- **Early Intervention**: AP can support early intervention in mainstream schools to improve school capacity and capability to respond to rising issues over behaviour, attendance, mental health or other needs. Interventions can reduce the likelihood of children becoming persistently or severely absent, reducing preventable exclusion and the need for longer term placement into alternative provision.

Commissioning

Both the local authority and the school can commission AP, although the reasons behind each of them doing so varies.

- **Schools** will most typically be the commissioner in using AP to address behaviour concerns, such as using AP for children on a fixed term exclusion, or for an off-site direction.
- **Local authorities** must arrange suitable full-time education for children of compulsory school age who would not receive suitable education without such provision, e.g. due to medical conditions or following a PEX. Local authorities also maintain the responsibility for any placement for a child with an EHCP.

Regardless of who is taking the lead on commissioning, both parties should ensure the other is kept well informed about the placement and ensure plans for reintegration of the child back into mainstream are in place at a suitable point.

Types of Alternative Provision

1. **Off-Site Provision**: A range of external programs or settings that offer specialised support.
2. **In-School Units**: Dedicated units within the school that provide targeted support.

In-School Units

Purpose

- In-school units are designed to offer a supportive environment within the school where students can receive tailored interventions without being completely removed from the mainstream setting. The benefits of these settings are that the students receive continuity and have familiarity with staff and the rules and routines of their school, as well as protecting social connections and relationships.
- Whilst the main points in this guidance relate to external provision, schools should ensure similarly robust processes are in place for any provision provided on-site, particularly around quality standards, induction, record keeping and reintegration.
- Further information on using in-school units can be found in the DFE's Behaviour in schools - GOV.UK guidance.

Placing external children into an in-school unit (off-site direction)

- Most in-school units will be for a school's own students, although some do take children from other schools, particularly within United Learning such as through cluster arrangements.
- **Off-site direction:** In these scenarios, any placement of a child who isn't already on roll at the school would need to be managed via an off-site direction. The principles set out in the guidance on Managed Moves and Off Site direction must apply in these circumstances.
- **EHCP:** Where a child with an EHCP is placed in an in-school unit (i.e. within the school named on their EHCP), the relevant statutory duties for the school and local authority will continue to apply.

Registered and Unregistered Provision

- **Registered Provision:** Registered provision refers to AP settings that are formally registered with Ofsted. These settings are subject to regular inspections and must meet specific standards and regulations.
- **Unregistered provision:** includes AP settings that are not formally registered. While these settings may offer valuable support, they are not subject to the same level of oversight and regulation as registered provision. As such, if schools decide that unregistered provision is the most suitable setting for a child, it is essential they ensure checks are robust and regular. The school (or local authority if they have commissioned the placement) is responsible for the safety and quality of the provision they use and that the placement is appropriate for the child's needs.
- **Quality assurance:** many areas use quality assurance frameworks, with local authorities, schools and providers working collaboratively to produce approved lists of local unregistered alternative provision. Approved providers are measured against clear, locally defined standards, including where registration may be necessary, safeguarding, health and safety, quality of accommodation, quality of education etc.

However, even if a setting is listed on a local framework, the home school must still ensure they complete effective due diligence before placing a child in the setting.

Full time – Part time
Pupils have a right to full time education. Where it is in their best interests for reasons which relate to their physical or mental health for full time education not to be provided, education can be provided on such a part time basis as the Local Authority considers to be in the child's best interests. Therefore, before making part time provision the agreement of the Local Authority should be obtained. Failure to do so may result in legal challenge, especially if the pupil has Special Educational Needs and/ or a disability.

School's Responsibilities to Check Provision is Suitable
Schools must conduct thorough due diligence to ensure that any AP setting, whether registered or unregistered, is suitable for their students. This includes:

- **Quality Assurance:** assessing the quality of education and support provided. Alternative provision and the framework surrounding it should offer good quality education equivalent to that provided in mainstream (or special) schools. The provision must be suitable to the child's age, ability and aptitude, and any SEN they have. Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs.
- **Qualifications:** Children should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.
- **Safety and Welfare:** ensuring the setting has appropriate safeguarding measures in place. Schools should ensure there is a section within their Safeguarding Policy that addresses checks within any AP setting used by the school. The school (where the school is the commissioner of the placement) continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs. Should safeguarding concerns arise with the actual placement, the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.
- **Attendance:** When a child is attending an alternative provision school, the school must ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence. Arrangements must be in place whereby the AP setting notifies the school of any absences by the child. The school should always know where the child is during school hours. This includes having records of the actual address of the commissioned AP plus any subcontracted provision or satellite sites the child may attend.
- **Curriculum:** Alternative provision should aim to deliver a high quality, broad and balanced curriculum that responds to the needs and ambitions of all children, giving them the foundations and resilience to succeed in education and in their future life. The DFE guidance sets out further information on curriculum on page 20.
- **Staff Qualifications:** Verifying the qualifications and experience of staff. The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.
- **Facilities:** Checking that the facilities are adequate and safe.

Dual Registration

- Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the pupil to attend the provision. For the purpose of the school census a child should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Alternative Provision for children with an EHCP

- **Local authorities are responsible** for maintaining a child's EHCP. As such, if the educational setting named on a child's EHCP believes that the child would benefit from alternative provision, they should inform the local authority responsible for the EHCP so that the authority can then consider whether to review the plan.

- If the local authority agrees that an intervention from an alternative provider might be appropriate, the local authority would need to consult the child's parents, consider their wishes and consult with the alternative provider to ensure they are able to meet the child's needs.

- The local authority may need to review and amend the EHCP, for example to name the alternative provision school in Section I as a new placement or as a dual placement alongside the home school or other institution.

Induction and Assessment

- As a child can enter alternative provision at any point in their school career and at any point in the academic year, it is essential that robust induction and baselining take place. Prior to the placement starting, all relevant information from the school, local authority (if involved), relevant agencies and the parents should be shared, including information about any SEND or medical needs, safeguarding concerns, as well as academic achievement and any noted barriers to learning such as poor literacy. Information must be provided in accordance with data protection principles.

- A carefully thought through induction plan is essential in order to help establish the placement in a positive manner and support the child in building relationships with key people within the alternative setting. This will also enable the provider to better understand the child, therefore enabling any tailoring to curriculum / provision to take place to maximise the opportunities for success.

- A baseline of the child's previous attendance and engagement with education should also be included as part of the induction. This will enable the provider to effectively track and monitor patterns of absence, future attendance and engagement and demonstrate improvements that are made.

- A plan and process should be agreed at the outset regarding reintegration of the child successfully back into their home school. The plan should include details of how to assess when the child is ready to return to their home school and should provide an appropriate package of support, from both provider and home school, to assist their reintegration.

Regular Monitoring

Schools should regularly monitor the progress and well-being of students placed in AP settings. This involves:

- **Visits:** Conducting regular visits to the AP setting as part of safeguarding and attendance checks, as well as ongoing quality assurance.

- **Feedback:** Gathering feedback from pupils, parents, and AP staff. The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement.
- **Review Meetings:** Holding review meetings to discuss the student's progress and any concerns – at least half-termly – to ensure the provision is achieving its objectives and that the child is attending regularly.

Documentation

Schools must maintain detailed records of the AP settings used, including:
- **Contracts:** Formal agreements with the AP provider outlining expectations and responsibilities.
- **Reports:** Regular reports on the student's progress and any issues encountered.

Monitoring and Evaluation of Alternative Provision

- **Regular Reviews**: Conduct regular reviews of students' progress and the effectiveness of the AP.
- **Feedback Mechanisms**: Gather feedback from students, parents, and staff to inform improvements.
- **Outcome Tracking**: Track academic, behavioural, and personal development outcomes to measure success.

Reintegration

- **Carefully planned:** Plans for reintegration back to the home school should be given as much care and attention as those for the initial induction.
- **Final report**: The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement. A final report should be produced in anticipation of the child returning to their home school.
- **Support**: When the placement is due to come to an end a discussion should take place between the home school, provider, child (if age appropriate), parent and any relevant external agencies to confirm reintegration arrangements and agree any additional support the child may need, and who will provide it, in order for their return to mainstream school to be a success.
- **Destinations:** If the placement does not end with reintegration into the school – e.g. when a child reaches the end of Y11 while still in alternative provision – the provider and home school, if appropriate, should have a plan in place to secure a successful destination into further education, training or employment

Annex D- Sense-Feel-Think-Stop-Choose Reflection Sheet Reception/KS1

Sense – Feel – Think – Stop – Choose

Reflection Worksheet

Child's Name: _____
Date: _____
Adult Supporting: _____

SENSE

What was happening?

- What were you doing?
- What did you see or hear?

Adult writes:

_____

_____

_____

FEEL

How were you feeling?

Tick:

☐ Happy
☐ Angry
☐ Sad
☐ Worried
☐ Calm

Where did you feel it in your body?

☐ Tummy ☐ Head ☐ Hands ☐ Face ☐ Heart

Other:_____

💭 THINK

💬 *What were you thinking?*

Sentence starter:

I thought…

✏ _____

_____

_____

✋ STOP

🛑 *Let's calm our body*

Choose one:

☐ Big breaths
☐ Count to 5
☐ Quiet space
☐ Squeeze hands
☐ Ask an adult

☑ Practised with adult ☐

⭐ CHOOSE

➡ *What can you do next time?*

Choose one:

☐ Kind hands
☐ Kind words
☐ Put my hand up
☐ Listen to the teacher
☐ Ask for help
☐ Walk away

✏ _____

PUT IT RIGHT

Who was upset or hurt?

_____

What can you do to make it better?

☐ Say sorry
☐ Help tidy
☐ Kind words
☐ Kind action

Thrive principle

Everyone makes mistakes. We learn and try again.

Annex E- Sense-Feel-Think-Stop-Choose Reflection Sheet KS2

Sense – Feel – Think – Stop – Choose Reflection

Child's Name: _____
Date: _____
Adult Supporting: _____

SENSE

(What was happening around you?)

What did you see, hear or notice just before it happened?

_____

_____

_____

FEEL

(How did your body and feelings react?)

How were you feeling?
(You can circle or write)

☐ Angry ☐ Sad ☐ Worried ☐ Frustrated ☐ Excited ☐ Calm ☐ Other: _____

_____

_____

_____

THINK

(What went through your mind?)

What were you thinking at the time?

_____

_____

_____

STOP

(Pause and calm)

What could help you calm your body and brain?

☐ Take deep breaths
☐ Count to 10
☐ Ask for help
☐ Move to a quiet space
☐ Use a calming strategy
☐ Other: _____

_____

_____

_____

CHOOSE

(Make a better choice next time)

What can you do differently next time?

_____

_____

_____

Repair and Restore

(Putting things right)

Who has been affected?

_____

_____

_____

What can you do to put things right?

_____

_____

_____

Adult Reflection

- Was the child calm and regulated before completing this? ☐ Yes ☐ No
- Support needed next time:

  _____

  _____

- Follow-up agreed:

  _____

  _____

Thrive Principle

We all make mistakes. What matters is learning, repairing and making better choices next time.

Home Reflection Sheet Reception/KS1

To be done at home with your child after an internal exclusion

Child's name: _____
Class: _____
Date: _____

This sheet is to help you and your child **talk calmly together** about what happened at school, **why it was not okay**, and **what to do next time**.

What happened at school?

An adult at school explained that your child had to leave class because of a **serious behaviour**.

The behaviour was (tick or talk about):

☐ Being rude or unkind to an adult
☐ Leaving the classroom without permission
☐ Hurting someone or trying to hurt someone
☐ Saying unkind or offensive words
☐ Name calling or bullying
☐ Throwing objects
☐ Breaking or damaging things
☐ Not following adult instructions
☐ Other: _____

Why was this behaviour not okay?

Please explain this gently to your child.

This behaviour was not okay because:

☐ Someone could have been hurt
☐ It made people feel sad or unsafe
☐ It stopped learning
☐ It was not showing **Be Ready, Be Respectful, Be Safe**

🗣 **Talk together:**
"What rule was broken?"

✏ Adult writes child's answer:

_____

_____

How was your child feeling?

Help your child talk about their feelings.

Circle or tick:

😊 Happy 😠 Angry 😢 Sad 😟 Worried 😌 Calm later

🗣 "Where did you feel it in your body?"
☐ Tummy ☐ Head ☐ Hands ☐ Heart Other _____

Calming Down

At school, your child was helped to calm their body first.

What helps your child calm down?
☐ Big breaths
☐ Quiet space
☐ Counting
☐ Talking to an adult
☐ Movement
☐ Other: _____

Making Better Choices Next Time

This is the most important part.

What can your child do next time instead?

☐ Ask an adult for help
☐ Use kind words
☐ Use calm hands
☐ Walk away

☐ Follow instructions
☐ Use a calm space

🗣 “What will you try next time?”

✏ _____

_____

Putting Things Right

Who was upset or hurt?

✏ _____

What can your child do to make it better?

☐ Say sorry
☐ Kind words
☐ Kind action
☐ Help tidy or fix

Everyone makes mistakes. What matters is calming down, learning what went wrong, and trying again.

Home Reflection and Feedback Sheet KS2

(To be completed at home following an internal exclusion)

Child's Name: _____
Class: _____
Date of internal exclusion: _____

This sheet has been sent home to support a **calm conversation** between you and your child about what happened at school, **why the behaviour was not acceptable**, and **how to make better choices in the future**.

What happened at school?

(Please talk this through together)

At school, the adults explained that your child showed a **high-level behaviour**.

The behaviour included (tick or discuss):

☐ Rudeness or defiance towards an adult
☐ Leaving the classroom without permission
☐ Using offensive or unkind language
☐ Name calling or bullying
☐ Throwing objects
☐ Hurting or attempting to hurt someone
☐ Damaging property or equipment
☐ Racist / homophobic / discriminatory language
☐ Refusing to follow adult instructions
☐ Other: _____

Why was this behaviour not acceptable?

Please explain this clearly to your child in a calm way.

We talk about this behaviour not being acceptable because:

☐ Someone could have been hurt
☐ It made other children feel upset or unsafe
☐ It stopped learning

☐ It damaged trust and relationships
☐ It was not showing **Be Ready, Be Respectful, Be Safe**

Talk together:
🗣 *"What school rule was broken?"*

✎ Child's understanding (adult helps write):

_____

_____

_____

How was your child feeling?

(Help your child name and understand their feelings)

☐ Angry
☐ Sad
☐ Worried
☐ Frustrated
☐ Calm later
☐ Other: _____

🗣 *"What was happening inside your body?"*

Calming and Regulation

At school, your child was supported to **calm their body and brain** before reflection.

Which strategies help your child calm down?
☐ Deep breathing
☐ Quiet space
☐ Talking to an adult
☐ Counting
☐ Movement or time out
☐ Other: _____

Thinking About It

🗣 *Please talk about this when your child is calm.*

What was your child thinking at the time?

_____

_____

_____

Making Better Choices Next Time

(This is the most important part)

What can your child do differently next time?

☐ Ask an adult for help
☐ Use calm words
☐ Walk away
☐ Use a calming strategy
☐ Follow instructions the first time
☐ Use kind hands and words

🗣️ *"What will you try next time you feel like this?"*

Parent / Carer Comment

_____

_____

_____

Thrive Message for Children

Everyone makes mistakes. What matters is learning what went wrong, calming our feelings, putting things right, and trying again.

Please return this sheet to school so we can continue to support your child together.

Annex G- Apology Letter

Apology Letter

Dear _____,

I am writing this letter to say sorry for

_____

_____

_____

_____

_____

_____

_____

_____

At the time, I was feeling

☐ Angry ☐ Frustrated ☐ Upset ☐ Worried ☐ Overwhelmed ☐ Other: _____

I know now that even though I was feeling this way, my behaviour was still my responsibility.

Next time I feel like this, I will try to:

☐ Stop and calm myself

☐ Ask an adult for help

☐ Walk away from the situation

☐ Use respectful language

☐ Make a safer choice

I am sorry for the way my actions affected you. I will try to make better choices in the future.

Yours sincerely,

_____

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