



School Behaviour Policy

Category: Statutory	Approved by: Full Governing Body
Last Approved: March 2026	Next Approval due: March 2027
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Exclusion Policy, Restrictive Intervention Policy, Equality Policy	

Our Christian vision

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

“Coming together, learning to be the best we can be.”

Our Ethos

Our aim is to create a school community where everyone feels welcomed, valued, safe and has a sense of belonging. During their time with us, we strive to support children in learning to be the best they can be: academically, socially, emotionally and spiritually. Our approach to behaviour places positive relationships and the development of a caring, nurturing and safe school environment at its centre. This approach is based on a scientific understanding of the neuroscience of emotional and social development and attachment research. We believe that through a culture of support and guidance, which is fair and restorative, children will develop and reach their fullest potential. Our aim is to enable all to flourish by instilling in children a set of values that promote positive behaviour, inclusion and a strong sense of community – these values are our Christian ROCK values: Respect, Optimism, Compassion and Koinonia.

We respond to behaviour in a way that teaches children to take responsibility for their own actions, and their impact on others, by learning to self-regulate, reflect and repair. Guided by our School Vision, we empower children by acknowledging that we all make mistakes and that this is part of learning, and when mistakes are made, we learn from them and we ‘put things right’. In this way, we strive to ensure that our children develop into emotionally literate, caring and hard working modern British citizens.

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Our approach to behaviour is an inclusive one that recognises that some children will require support that is different to others in order for them to succeed. All staff treat children with unconditional positive regard where they are valued as unique individuals deserving of respect and acceptance. Regardless of challenges or differences, we maintain a positive and non-judgmental attitude. We believe that all individuals possess the innate capability to succeed when provided with the right support, understanding, and opportunities. We acknowledge that for some children with complex needs, including those who have suffered trauma and those with unmet attachment needs, managing their own behaviour is extremely challenging and they may require additional support from external professionals to enable them to flourish in our school community. We also acknowledge that left unaddressed, challenging behaviour can have a significant impact on the whole school community and supporting the wellbeing of everyone, including staff, in dealing with this behaviour is vital.

This policy has been created in consultation with staff, governors and children. Parents can access the policy and we welcome their comments.

1. Aims and Objectives of this Policy

- a) To provide a consistent, whole school approach to behaviour where children understand what is expected of them and staff are confident, and supported in promoting positive behaviour and in dealing effectively with negative behaviour.
- b) To support a compassionate ethos based on positive relationships, where everyone works together to create a community that is underpinned by our Christian Vision.
- c) To create a productive, calm and safe learning environment where effective teaching and learning can take place.
- d) To nurture children's self-esteem and self-discipline so that they feel valued and believe in their ability to succeed.
- e) To ensure that the school is an inclusive place for all children, including those who are vulnerable, those with SEND and those who have experienced trauma or have unmet attachment needs.
- f) To provide an environment of equal opportunity where all children feel listened to, respected and have their needs met.
- g) To promote the notion of 'No Outsiders – Everyone Welcome' by ensuring that everyone treats each other courteously, respecting their ideas, valuing their individuality and listening carefully to what they have to say regardless of race, religion, gender and ability.

2. Responsibilities

Developing a culture of positive behaviour is the responsibility of the whole school community. The Headteacher's role is to determine the standard of behaviour acceptable to the school community. They have the overall responsibility for maintaining positive behaviour in the school, which will include making rules and provision for enforcing them.

The Headteacher will:

- Implement the school's Behaviour Policy and support other staff in doing so effectively.
- Take a lead in promoting a positive, nurturing ethos.

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- Implement strategies aimed at promoting equality and preventing all forms of bullying.
- Address behaviour considered to be dangerous in a prompt, open and transparent manner, to provide protection to all members of the school community.
- Monitor behaviour incidents, attendance, punctuality and exclusions to identify trends or children of concern.
- Record and report incidents of a serious nature.
- Provide termly updates to Governors on behaviour as part of the Headteacher's report.

The Headteacher also has the responsibility for issuing exclusions. This is done following the

- either a suspension (fixed-term exclusion) or a permanent exclusion. The Chair of Governors and West Berkshire LA are notified of any exclusions immediately and the Governing Body are informed of exclusions on a half-termly basis within the Headteacher report.

Staff will:

- Follow the school's Behaviour Policy to create a positive, nurturing environment where children feel safe physically and emotionally and can learn effectively.
- Be a good role model at all times.
- Deal swiftly and fairly with negative behaviour to minimise the impact on other children.
- Ensure classrooms are calm and ordered places of learning.
- Recognise the differing needs of each individual child and provide teaching and learning that enables all to make good progress and to flourish.
- Liaise with the SENCo and/or Headteacher to support the additional needs of children with SEND.
- Record incidents of anti-social behaviour on CPOMS promptly and factually avoiding emotive language.
- Report progress and discuss any concerns about behaviour with parents.
- Seek help and support from senior leadership when necessary.

Children will:

- Follow the school rules.
- Complete work taking care to present it in line with our presentation expectations.
- Arrive at school on time, with the correct uniform and equipment, ready to learn.
- Show good learning behaviours, including listening and paying attention during lessons.
- Be responsible for, and organise, their own belongings.
- Remove jewellery (with the exception of watches and stud earring which must be removed or taped for PE), temporary tattoos, nail polish and make-up before coming to school.
- Know how to seek support and advice when needed.
- Learn how to take responsibility for their own behaviour and accept support in 'putting things right' if they make a mistake or behave in a negative way.

Parents/carers will:

- Respect and support the ethos, vision and values of our school.
- Work collaboratively with the school to support staff in reinforcing excellent behaviour and setting consistent expectations.

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- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Recognise and understand the context and need for equity in the school and the benefits it can have for all.
- Encourage their child to complete any work sent home.
- Ensure that their child has a good level of attendance and arrives punctually.
- Participate in discussions about their child's progress and be willing to discuss any concerns raised by the school.
- Support the school in establishing excellent behaviour throughout the school.

Governors will:

- Support the Headteacher and senior leaders when reviewing and redeveloping school policies and procedures that relate to behaviour.
- Apply sound financial planning to ensure capacity for following the principles set out in this policy.
- Monitor, review and evaluate the Behaviour Policy.
- Monitor data on suspensions and exclusions by protected characteristics.

3. Christian 'ROCK' Values

Our Christian Vision is at the centre of everything we do. It is our belief that Woolhampton CE Primary School will be 'The Rock' - a safe and secure place that will enable all children to 'become the best they can be'. Our school is a place where, regardless of background or ability our children will flourish, and we will empower them to take responsibility within their communities and become courageous advocates for change. We will celebrate success and everyone will know what it feels like to achieve and be the best they can be.

By the time a child leaves Woolhampton CE Primary School they will have had the opportunity to become a valued member of a community where they are loved and cared for. Everyone will have experienced a rich, varied and exciting curriculum, gaining the knowledge and skills to be resilient and thrive. We have identified four core Christian values that act as the tools that enable us to live out our Christian Vision:

Respect

We believe in upholding high levels of respect for all, where everyone is cared for, valued, appreciated and listened to. Our children learn to show respect by: treating others how we would like to be treated; caring for the environment around them; listening when others are speaking; and understanding that although we are all different, we all have something valuable to contribute and we all belong here.

Optimism (in biblical terms 'hope')

We believe that with perseverance and determination we can do it! Optimism doesn't mean pretending life is always wonderful: it means embracing reality. We accept that there will be bad days and we will make mistakes but we can learn from these. Optimism is about knowing where we are and how far we need to go. Sometimes we may need some support, but optimism can give us the motivation to get to where we want to go.

Compassion

We believe that compassion, kindness and care are at the core of good human nature and are the basis for successful futures and positive relationships. Compassion is about 'standing in someone else's shoes' and doing our best to help with kindness and without judgement.

Koinonia (community)

Koinonia comes from the Greek word meaning community or fellowship. We believe in the importance of coming together as a school to ensure that everyone feels like they belong. Guided by how Christians come together as a family, all members of our school family are valued, accepted and celebrated no matter who they are. We believe that everyone has a valuable part to play in our community.

We encourage all children to reflect on and articulate our Christian values. These are our motivation for valuing every child, inspiring us to strive for the best outcomes for each individual. These core Christian Values underpin our practice, guiding how we deal with day to day life.

4. Key Principles of our Approach

Our behaviour policy is guided by a relational approach to behaviour which incorporates restorative principles. The adults in our school consistently model the behaviours that we aim to teach. We believe that children need to learn not just *to* behave, but they to be supported and guided in learning *how* to behave. Whilst we do use external rewards and consequences to support this learning, ultimately the most powerful change comes about when children learn to self-regulate and manage their own behaviour. The key underlying principles of our approach to behaviour are:

a) Relationships, Routines and Boundaries

We believe that everyone has the right to learn in a calm and safe environment. High expectations, consistent routines and clear boundaries are underpinned by a set of clear rules that are linked to our Christian values. We ensure that the children understand these rules and the importance of adhering to them. Rules are most effective when children have formed positive relationships with staff and staff are then able to reinforce and develop the desired behaviours. By giving children unconditional positive regard, staff develop positive, trusting relationships where they manage behaviour without judgement and in a way that avoids feelings of shame. Incidents of negative behaviour are treated consistently and fairly using restorative principles which enable children to learn about the impact of their behaviour and how to behave differently next time.

b) Rewarding Positive Behaviour

At Woolhampton, our school Christian Values are clear about the characteristics of successful learners - we are: Respectful, Optimistic, Compassionate and Kind, and we do our best to make our School Community the best it can be. Positive behaviour that follows the school rules and demonstrates the school's Christian values is promoted, celebrated and

reinforced unrelentingly. We have a strong focus on teaching and celebrating this positive behaviour as a means of helping the children to learn how to be good moral citizens and successful learners.

c) Learning to Self-Regulate, Reflect and Repair

We are proactive in modelling and teaching children what good behaviour in our learning environment is and how individuals can learn to be successful learners. As part of this, children are taught the skills that will enable them to become increasingly emotionally literate with the ability to regulate their own emotions and resultant behaviours. This is explicitly taught through our PSHE curriculum, it is regularly reflected upon during acts of collective worship and it is consistently modelled by the adults in school. We have a whole school self-regulation approach that encourages children to monitor and understand how they are feeling at any given time. Children are taught to recognise when they are becoming emotionally dysregulated and they are taught age appropriate strategies that will enable them to re-regulated. If something goes wrong, children are supported by adults to engage in a restorative conversation where they reflect upon what happened and what the impact of their behaviour was on themselves and others, and they are guided in deciding what they need to do to repair what went wrong and to put things right.

d) Consequences for Negative Behaviour

Consistent boundaries are important in giving children a sense of security. When children cross boundaries or fail to follow the school rules, fair and consistent consequences happen. These consequences follow restorative principles and aim to support children in putting things right and learning how to manage their behaviour differently in future. When addressing negative behaviour with children, staff always do this in a discrete way that aims to reduce the potential for feelings of shame or damage to a child's self-esteem, which is always counter-productive. Exclusions are only used as a last resort.

e) Complex and Challenging Behaviour

Consistent routines and boundaries help people to feel safe, but some children need differentiation within an overall structure. We acknowledge that life events beyond the classroom and SEND can have a significant impact on a child and their ability to cope in school. We understand and teach our school community that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). A small number of children may require personalised behaviour support plans. Parents are always informed, and their input valued, when supporting a child with complex behaviour. We may also seek support from a range of external professionals.

Recording behaviour incidents on CPOMS

All staff record incidents of significant negative behaviour on CPOMS (significant is defined as those that involve a member of the Senior Leadership Team, or those where negative behaviour is occurring regularly). The CPOMS record is reviewed regularly by SLT and safeguarding leads and updates are provided to Governors at each Full Governing Board meeting.

5. Behaviour Management Strategies

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We have a three tiered approach to behaviour management strategies:

- 5.1. Whole school (universal) strategies that apply throughout the school and includes the use of rewards and sanctions.
- 5.2. Strategies for those requiring higher level of support (secondary level)
- 5.3. Strategies in response to intense need (tertiary level)

5.1. Whole school strategies (universal)

All adults work in partnership to model, reinforce and support our expectations. We have agreed upon a set of clear, simple school rules that reflect and support our school's Christian Vision and Values. These rules are displayed throughout the school and regularly referred to.

Our School Rules

"At Woolhampton, we are Respectful, Optimistic, Compassionate and Kind, and we try our hardest to make our School Community the best it can be."

1. We take care of each other and our school.
2. We work hard and try our best.
3. We actively listen to adults and each other.
4. We make sure that everyone feels safe and can learn.
5. We stop and think about our behaviour.

High expectations for learning behaviours - good learning behaviours are crucial for a child to succeed. Adults set high expectations for learning behaviour to ensure that classrooms are calm and effective environments for all. Our curriculum has been carefully designed so that it meets the needs of all learners and whole school teaching and learning strategies ensure that all children are actively involved with the learning. We focus on the importance of 'active listening' as a key learning behaviour.

Active listen means attending to, and responding to the speaker, and being fully engaged in the learning. Active listening means:

- Everyone is ready to learn (equipment ready, no distractions)
- Everyone stops and listens when asked
- Everyone looks at the speaker
- Everyone takes part in the learning activities and is ready to respond if questioned

5.1.a. Responding to Positive Behaviour

Adults will consistently model positive behaviour and they will notice and respond with genuine praise when children behave in a positive way.

Use of Rewards

Rewards are used to promote positive behaviour that aligns with the school rules and demonstrates our school's Christian Values. When giving rewards, adults explain the specific

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reason for awarding them to ensure that the children understand why they are getting them. Rewards are given with genuineness to maximise their effectiveness. Rewards include:

- Specific verbal praise and congratulation
- GEM* points leading to celebration time within individual classes (see below)
- Rock Star Ticket – an individual reward that is entered into a prize draw every two weeks
- Stickers, table points
- Notes of positivity which are sent home
- Work put on display
- Children's successes are shared with another adult in the school
- Public celebration of children's achievements e.g. during collective worship

***Gem Points**

Children can earn 'Gem Points' for positive behaviour. GEM points are collected within individual classes and contribute towards class celebration time awards. Each class has an agreed Gem Point total that they have to collectively earn in order to achieve celebration time. Examples of celebration time include: a pyjama day, extra time at forest school, a games afternoon. Gem Points are award to individuals for specific behaviour, but the collective nature of the award is designed to encourage a supportive and collaborative approach within each class.

5.1.b. Responding to negative behaviour

It is important that children learn that behaving in a negative way will have consequences, both for themselves and those around them. We follow restorative principles when dealing with negative behaviour, thereby ensuring that children can learn from their mistakes without feelings of shame or damage to self-esteem. Our restorative approach aims to help children understand:

- the impact of their behaviour
- how they can 'put things right'
- what they can do differently next time

Consequences for negative behaviour

We understand that in order to be effective, consequences need to be consistent and fair. The aim of a consequence is to support the child in putting things right and learning how to behave in a different way next time. Consequences can also be used to protect the right of others to learn in a safe and calm environment e.g. removal of a child from the classroom. Consequences will reflect the individual situation, the severity of the incident and what is most likely to bring about effective change for the individual involved.

When a consequence involves loss of social time, or movement to another place in or out of class, the class teacher will have a reflective conversation with the child (Appendix 1). This can be adapted to suit the age and understanding of the child. The aim is to explore what happened and the impact of this. The adult and child will together agree what has to happen next in order to put things right and what needs to happen differently next time.

Responses to negative behaviour include:

- Reminder of the school rules and what they should be doing e.g. “Eyes this way, thank you.”
- Verbal reprimand and reminder to ‘stop and think’.
- Loss of social time for reflection and ‘putting it right’ e.g. by writing a letter of apology, completing missed learning, tidying up. The loss of social time increases if negative behaviour persists, or is of a higher level.
- Missed learning sent home to complete.
- Short term removal from classroom to enable others to continue their learning.
- If severe, or regular incidents occur, parents will be informed.
- Meeting with a child’s parent in school.
- Implementation of an individual behaviour plan.
- Involvement of external support
- Fixed term internal suspension (held in school)
- Fixed term external suspension (child sent home)
- Permanent exclusion

5.1.c. Behaviour at Social times

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills.
- To have the opportunity to interact, build tolerance and inclusion.
- For the enjoyment of positive play.
- To be healthy – to have fresh air, exercise and the opportunity to relax.
- For the opportunity to explore and play with adults and peers in a less structured, positive environment.

Staff supervising social times will have the same training and follow the same behaviour principles as apply throughout the rest of the day. Loss of social time is always a last resort as we recognise that break times provide essential ‘downtime’ and children who struggle with behaviour are often those who need these break times the most. However, to keep everyone safe it is important that boundaries and rules are consistently implemented. Where these are broken, the following consequences will be applied:

- Verbal reminder of school rules and the need to keep everyone safe
- Exclusion from a certain part of the playground for a limited period
- Timeout on the bench followed by reflective conversation with an adult
- Sent inside to a class teacher or member of SLT
- Loss of social time inside school for an agreed period of time

5.2. Strategies for those requiring higher level of support (secondary level)

At Woolhampton, we are aware that some of our children require an extra level of nurture and support. Where a child’s fails to respond positively to the universal strategies outlined above and their behaviour continues to escalate, additional strategies will be implemented. These

will be decided upon as a result of discussions with the class teacher, teaching assistants, SENCo, senior management and if appropriate the child. Parents will be involved in discussions and kept informed of any concerns or additional support. Where concerns continue, referrals will be made to outside agencies.

In school provision includes:

Sensory breaks, access to 'quiet spaces', support with self-regulation strategies, in class support from teaching assistants, personalised timetables and curriculums, access to ELSA (Emotional Literacy Support Assistant), Drawing and Sand Play therapy, Lego therapy, social support groups.

Outside agencies from whom we seek support:

Promoting Inclusive Practice team (PIPS), Educational Psychologists, Emotional Health Academy, Emotionally Based School Refusal (EBSA), Child and Adolescent Mental Health Services (CAMHS)

Individual Behaviour Plans

There may, on occasion, be individual children who exhibit repetitive, challenging behaviours that relate to areas of need outlined in the SEN Code of Practice, or to traumatic life events outside of school. Children who regularly display challenging behaviour will have an individual Behaviour Support Plan that outlines their needs and the support that they require. This ensures that all adults working with individual children are fully aware of what their needs are and what to do if challenging behaviour occurs. These plans are shared with parents and regularly reviewed.

Dealing with challenging behaviour

When a child presents with challenging behaviour, we recognise that the child is often in crisis and in need of adult support. If there are other children present, they are removed to another area of the school to continue their learning elsewhere. If appropriate, they will be supported in understanding what has happened and why that child is in need of support. The child in crisis is given time and space to calm and re-regulate. All non-essential adults leave the area. A trusted adult(s) will remain nearby (but at a safe distance) and reassure the child that they are there when they are ready. A trauma informed, PACE approach will be used to support the child. The exact approach for each child will be outlined on their individual behaviour plan. Any restorative work will take place only once the child is fully emotionally regulated.

Staff will meet after any significant behaviour incident to de-brief and receive any support that they require. A member of the senior leadership team will be involved in the debrief and ensure that staff who dealt with the incident are supported. The debrief will focus on getting a greater understanding on what happened, identifying potential triggers for the behaviour and looking at what needs to change to avoid the behaviour from happening again in future. Further support from external agencies will be sought where appropriate.

Absconding from the school site

If a child absconds from the school site, the school will immediately contact the police and the child's parents. An adult will attempt to keep the child on site, but will not chase them as this may cause them to flee further. A child who presents a flight risk, will have an individual risk assessment in place.

5.3. Strategies in response to intense need (tertiary level)

Level 3 interventions are implemented with the support and guidance of outside agencies in response to complex needs of an individual that fall outside of the secondary level support on offer. This can include counselling/ mental health provision, a completely personalised curriculum taught outside the main classroom, or attendance at an alternative provision.

6. Physical Intervention and Reasonable Force (Appendix 2)

We recognise that there are times when restrictive interventions may be necessary to ensure safety. Woolhampton school follows the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' (2026). How and when restrictive interventions are used is explained in the school's 'Restrictive Intervention Policy' (see Appendix 2)

7. Exclusions and suspensions (Appendix 3)

If a child's behaviour is very difficult to manage and/ or poses a serious threat to the safety and wellbeing of staff and/or other children, or is having a sustained and considerable impact on the learning of other children, then it may be necessary for the school to exclude a child for either a fixed period (suspension) or permanently (permanent exclusion). How and when exclusions are used is detailed in the school's 'Suspension and Permanent Exclusions Policy' (Appendix 3).

Examples of behaviour that may result in an immediate fixed term suspension or permanent exclusion include:

- Physical assault against a child
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a child
- Verbal abuse / threatening behaviour against an adult
- Damage to school property
- Bullying
- Racist abuse
- Persistent disruptive behaviour that prevents others from learning

Appendix 1: Behaviour Reflection Sheet example

Woolhampton Reflection Record				
Name:		Class:	Date:	
1	Story Telling 	• What has happened? • And next? • Tell me more... • Where did this happen? • When that happened what happened next?		
2	Thoughts and Feelings 	• How were you feeling when this happened? • What were your thoughts/what was in your head? • How were you feeling before? • How are you feeling now? • What do you think about it now?		
3	Impact – Who has been affected by this? 	• Who has been affected by this? • How have they been affected? • How have you been affected? • Has anyone else been involved? • What has been the hardest thing for you?		
4	Solution – What needs to happen now? 	• What do you think should happen now? • What do you think about what has been suggested? • How does that leave you feeling? • Are you okay with that? • Anything to add? • What will help you to move on from this? • What else needs to happen? • What could you do next time?		
Adult to add details of incident to CPOMS				

Appendix 2: Restrictive Intervention Policy



Woolhampton CE Primary School Restrictive Interventions Policy

Category: Statutory	Approved by: Full Governing Body
Last Approved: March 2026	Next Approval due: March 2027
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Behaviour Policy, Exclusion Policy, Equality Policy	

Our Christian vision

At Woolhampton CE Primary, our aim is to create a school community where everyone feels welcomed, valued, safe and has a sense of belonging. We are guided by our Christian Vision in all that we do, including the implementation of our school policies

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

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Restrictive Intervention

Our behaviour policy outlines our expectations for behaviour and how we manage this. We recognise that in some circumstances, a child’s behaviour may mean that restrictive intervention is necessary to ensure the safety of everyone in our school. This policy outlines how and when restrictive practices may be used. It follows the guidance contained within the government’s [‘Restrictive Interventions, Including Use of Reasonable Force in Schools’](#) guidance, which came into force in April 2026. For further reference beyond this policy, please refer to this guidance.

Restrictive intervention is defined as: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses ‘restrictive interventions’ as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force

In our school, all members of staff have a legal power to use reasonable force in certain circumstances to prevent or stop a child from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school

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It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position to a safer alternative or standing position as quickly as possible.

Acceptable Contact

There are a number of circumstances where it is appropriate for staff to have some physical contact with pupils, which does not give rise to any question over the use of reasonable force or other restrictive interventions. This will depend on the circumstances, but examples of when physical contact is appropriate include:

- To give first aid
- To guide or escort pupils, such as holding the hand of a pupil when walking around the school, or on a school trip or to help them to a space that they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument or to demonstrate exercises or techniques in P.E. lessons.

When assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's safeguarding policy
- The applicable circumstances – such as whether any other adults are present
- The individual pupil's age
- Any other material factors, such as SEND or other vulnerabilities.

Restrictive Intervention in our school

Restrictive interventions will only be used where all other interventions outlined in our behaviour policy have failed; however, there may be times when school staff may need to use restrictive interventions, and they should know that this option is available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation – this might include de-escalation techniques through talking or body language, walking away from the situation or informing a more senior member of staff.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks or whether it might escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

Have you considered the pupil's welfare?

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- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken.
- Staff should seek to maintain respect for a pupil's dignity.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why and explain what the pupil needs to do.
- Staff should seek to understand how the pupils is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Seclusion

Seclusion involves supervised confinement in a space where a pupil is prevented from leaving. It is used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion will only be used as a last resort where other strategies have failed. Seclusion is never implemented as a threat of punishment.

The aim of seclusion is to remove a pupil to a less stimulating environment where they can re-regulate emotionally or behaviourally. A pupil in seclusion will be supervised. This may be from outside the door if the pupil's behaviour is posing a risk to staff, or the presence of staff is causing further escalation. As soon as the pupil has regulated, they will be allowed to leave.

There are times when a pupil will be outside of the classroom and this does not constitute seclusion:

- In accordance with our behaviour policy where a pupil is asked to leave the room as a consequence for wilful, unacceptable behaviour.
- Where a child has an agreed support plan in place and access to a 'quiet room' is part of this plan.

Recording and Reporting Restrictive Interventions

Any incident that involves restrictive intervention should be recorded on CPOMS without delay and evaluated afterwards. The school will hold a follow-up restorative conversation with the child and staff member to facilitate reflection, learning and to support pupils and staff wellbeing. Senior leaders will monitor the use of restrictive practice and ensure that preventative measures are being effectively implemented. Parents/carers will be informed in writing (email or letter) without delay of any restrictive interventions.

The CPOMS record should detail:

- Who was involved,
- When/where it occurred
- Why intervention was necessary
- What de-escalation strategies were attempted
- Type and duration of intervention
- Any injuries
- SEND considerations
- Any subsequent actions

Governance Oversight and Data Monitoring

The governing body is responsible for ensuring that robust systems are in place to record, review and monitor all significant incidents involving restrictive interventions. This includes regularly analysing incident data to identify patterns, ensure compliance with statutory recording and reporting duties, and evaluate the effectiveness of preventative and de-escalation strategies. Governors must ensure that policies, staff training and monitoring arrangements reflect the statutory requirements introduced from April 2026 and support the safeguarding and welfare of pupils.

Appendix 3: Exclusions Policy



Woolhampton CE Primary School Exclusion Policy

Category: Statutory	Approved by: Full Governing Body
Last Approved: March 2026	Next Approval due: March 2027
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Behaviour Policy, Restrictive Intervention Policy, Equality Policy	

Our Christian vision

*Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.
“Coming together, learning to be the best we can be.”*

Introduction

The school's behaviour policy clearly sets our expectations and procedures for managing behaviour. Exclusions* form part of the school's response to managing more extreme behaviour that poses a threat to the safety or education of others. This policy outlines how exclusions are implemented.

This policy follows the latest government guidance on [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#). Detailed procedures for managing suspensions and permanent exclusions can be found within this guidance and should be referred to alongside this policy.

*In the policy, the term 'exclusion' refers to both suspensions (fixed term exclusions) and permanent exclusions.

Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

This policy aims to ensure that:

- The school can run safely, effectively and in line with our Christian vision and values
- All exclusions are carried out lawfully and that the process is applied fairly and consistently
- All stakeholders understand the exclusions process

The Decision to Exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school. The decision to exclude a pupil will only be taken for serious or persistent breaches of behaviour expectations. The headteacher will ensure that all exclusions follow the correct statutory procedures and that no pupil is subjected to off-rolling (removing, or encouraging a child to be removed from the school, without a formal permanent exclusion). Exclusions can be in the form of:

Woolhampton C of E Primary School
Coming together, to be the best we can be

- Internal suspension – working in another area of the school,
- External suspension – a fixed term exclusion offsite for less than 15 days
- Permanent exclusion – permanent removal from the school's roll

Examples of behaviour that may result in an immediate fixed term suspension or permanent exclusion include (but are not limited to):

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Damage to school property
- Bullying
- Racist abuse
- Persistent disruptive behaviour to prevents others from learning

Separate provision

If a child is behaving in a way that poses to risk to themselves or others, the school may consider implementing a bespoke provision for that child. This might include a short term reduced timetable (in agreement with parents), access to nurture support, or an individualised curriculum outside the classroom. This will provide an opportunity to protect others without resorting to suspension or permanent exclusion procedures. Parents will be informed if a child is educated in a separate provision.

Suspensions (internal or external fixed term exclusion)

Suspensions are a fixed term exclusion that can be issued for specified periods up to a total of 45 days in a year. They are used to give a clear signal of unacceptable behaviour and show that the child is a risk of permanent exclusion.

Internal suspension

This is a fixed term exclusion where the child is excluded from the main classroom. Work will be set and the child will be expected to complete it in a different part of the school. They will be kept isolated from other children at break and lunchtimes. Parents/carers will be informed and a note added to the child's record. Internal suspensions are issued for serious, or persistent breaches of the school's behaviour expectations where the learning of others is severely disrupted. It is used to send a clear message that the child's behaviour needs to significantly improve.

External suspensions

This is a fixed term exclusion where the child is sent home for a specified time, normally up to five days. The child is expected to be at home for the duration of the suspension and work will be set. It is the responsibility of parents to ensure that their child is not present in a public place during this time and that work is completed. External suspensions are issued for extreme behaviour that risks the safety of the child, other children or staff e.g. physical assault. Whilst a child is suspended, the school will seek to put strategies in place to support the child's successful return and minimise the likelihood of such behaviour reoccurring. The length of the suspension will be dependent on the severity of the incident, the age and understanding of the child and the time required for the school to put in place measures to reduce the risks that maybe associated with the child returning. This may include consulting with external professionals for support.

Suspensions can be longer than five days although the school will, in these instances, make arrangements for the suspended child to have educational provision from the sixth day. Parents of suspended children have the right to make representations to the governing board. A suspension is a serious consequence and, following suspension, parents must attend the school for a reintegration meeting with the child to discuss further strategies. It is

expected that this meeting will take place before the child returns.

Avoiding external suspensions

When issuing suspensions for non-violent behaviour, the school will issue internal suspensions whenever it is possible and safe to do so. Safeguarding is always taken into consideration when making the decision to suspend a pupil.

Permanent Exclusion

In exceptional cases, a child may be permanently excluded and removed from the school's roll. Permanent exclusions are only issued as a last resort and in exceptional cases where:

- There has been a serious breach, or persistent breaches, of the school's behaviour policy
- Allowing the child to remain in school would seriously harm the education or welfare of others.

Before issuing a permanent exclusion the school will ensure that all possible avenues have been considered. The governing board will hold a formal hearing within 15 school days, whether or not the parents make representations. The committee may confirm the exclusion or direct reinstatement of the child. If reinstatement is not practicable because the parents do not want it, the governors will consider whether or not the decision to exclude was justified. This decision should be included in the child's record.

Appeals against Exclusion

The school will refer any appeal against an exclusion to the Local Authority which is, in turn, responsible for managing the Independent Appeals Panel. The appeal must be heard within 15 days of the parent's appeal and suitable alternative provision must be made until the case is settled.

Managing an Exclusion

Informing Parents/Carers

Parents will be informed by telephone of the decision to exclude. This will be followed by written confirmation which will contain the following details:

- The reason(s) for, and length of, the exclusion
- Information about the parents/carers' right to make representations to the governing board and how they can do this (in person or remotely)
- Notification that parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason and that failure to comply with this may result in a fixed penalty notice or prosecution.
- Details of any alternative provision (if a suspension is for longer than five days)

Informing the Local Authority

The school will inform the local authority of any permanent exclusion or suspension. In addition, the local authority exclusions team will be notified of any suspension exceeding five days and in the case of a child with an EHCP, the local authority SEN team will also be informed. The local authority will be informed if an exclusion is cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a pupil with a social worker is at risk of exclusion, the headteacher will inform the social worker as early as possible.

If a pupil who is a looked-after child (LAC) is at risk of exclusion, the headteacher will inform the VSH as early as possible

The social worker/VSH will be invited to any meeting of the governing board about the

suspension or permanent exclusion

Informing the governing board

The headteacher will notify the governing board of:

- any permanent exclusion
- any suspension what would result in a child being excluded more than 5 school days (or more than 10 lunchtimes) in a term
- any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- any suspension or permanent exclusion that has been cancelled

Cancelling the exclusion

The Headteacher may cancel an exclusion that has already begun as long as it has not been reviewed by the governing board. Where an exclusion is cancelled, parents/carers or social worker/VSH will be informed of the decision and the reasons. A meeting with the Headteacher will be offered and the pupil will be allowed back in school without delay. The duty of the governing board to review the exclusion ceases.

The Governing Board's responsibilities

The governing board has a duty to consider parents/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

Within 14 days of receiving a request, the governing board will provide the secretary of state and the LA with information about any suspensions or exclusions within the last 12 months.

The Local Authority

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion. For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.