



Woodfield
PRIMARY &
NURSERY SCHOOL

Positive Learning Behaviour Policy

This Policy was adopted and ratified by the Full Governing Body of Woodfield Primary and Nursery School at the meeting held in October 2025

Signed *D. Johns*
Chair of Governors (Debbie Johns)

Dated October 2025

Signed *P. Kowalski*
Head Teacher (Paul Kowalski)

Dated October 2025

Policy Approved: Term 2 2025
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The Woodfield Way

At Woodfield Primary and Nursery School, we believe that children's fundamental needs need to be met in order for children to thrive and achieve success.



Our Belief

At Woodfield Primary and Nursery School, we believe that children's fundamental needs need to be met in order for children to thrive and achieve **success**. The Woodfield Way has been created as a representation of the areas that we see as integral parts of a child's development and to support them to be the very best that they can be.

Vision

At Woodfield Primary and Nursery School, we believe that every child matters. Woodfield Primary and Nursery School seeks to ensure that all pupils receive an education which maximises opportunities for each child to realise their full potential. The school take a relationship-based approach and strive to provide a welcoming, caring environment, whereby each member of the school community feels valued and secure.

We believe that every child has the right to learn and no child has the right to disrupt the learning of others.

For children to gain the most from their time at our school they need to feel comfortable and secure. This policy clearly describes the framework for this to happen and sets out expectations for everyone within the school.

The focus of all behaviour interventions is on creating a positive learning environment, modelling positive learning behaviours and making these explicit to all stakeholders.

Ethos

We believe that behaviour in the school is everyone's responsibility. All staff will act with visible consistencies and visible kindness to help support and nurture all pupils to create a successful learning climate in all areas of the school. All staff will work with pupils and their families to ensure that there is clear understanding that behaviour has an impact on optimal

learning for all. They are aware that they must be responsible for their actions and the impact they might have on those around them.

This collective responsibility sits perfectly in line with our school ethos:

'Learning today for success tomorrow.'

As part of this collective responsibility, it should be recognised that we all learn by mistakes. If we reflect on our mistakes we can then adapt our behaviours to help reach our intended goals. Therefore, it is imperative that Woodfield follows clear and consistent systems to promote Positive Learning Behaviours. These systems, although rigorous, must allow for children to make minor mistakes whilst being, wherever possible, offered a fresh start. We understand that anxiety, age and stage of development, difficulty regulating emotions and other factors can impact on children's behaviour. Furthermore, Staff at Woodfield will strive to encourage curiosity in children whilst supporting them to understand responsibility and any consequence of their behaviour.

Purpose of This Policy

This policy has been written so that all stakeholders have clear and collective guidelines to follow whilst working at Woodfield Primary and Nursery School. These guidelines make clear that staff must:

- Support children to become confident as individuals whilst understanding the importance of working in harmony with others
- Support children to develop a positive self-image and self-esteem
- Recognise that the large majority of children respond best to praise and encouragement
- Recognise that clear procedures and support networks need to be in place for when children become unable to behave well/positively

Aims and Expectations

Staff at Woodfield Primary and Nursery School aim to encourage children to develop Positive Learning Behaviours (PLB) that will enable them to achieve their full potential both at school and in the wider world.

All **staff** that work in the school are expected to follow the school code of conduct, school rules, model positive learning behaviour and make daily reference to positive learning behaviours so that every child can learn with minimal disruption.

All **children** are expected to follow the school rules and explore ways of modelling positive learning behaviour so that every individual can learn.

All **parents/carers** are expected to support the school's policy for the promotion of Positive Learning Behaviour. They will also ensure that their children arrive to school ready to learn.

It is expected that all staff will aim to:

- *Create a happy, caring and hardworking atmosphere.*
- *Create an inclusive ethos that values every individual and respects all cultures.*

- *Create opportunities that develop self-discipline, resilience, independence and responsibility.*
- *Create an environment that nurtures self-esteem and supports positive relationships based on courtesy, consideration and empathy.*
- *Create a consistent and predictable approach to praise, discipline and consequences.*
- *Create a strong partnership with parents to support positive learning behaviour and shared expectations.*
- *Create collective responsibility for behaviour and attitudes to learning across the school community.*
- *Create an attractive, stimulating and well-ordered environment, involving children in shaping and caring for it.*
- *Create a learning environment where children feel safe, comfortable and confident to succeed.*

Giving Praise and Constructive Feedback

At Woodfield, praise is meaningful, personal and purposeful.

Ways to Capture Positive Learning Behaviour:

- Class recognition systems (Class Dojo)
- Frequent praise and constructive feedback
- Display of pupils' work
- Sharing achievements with wider audiences
- Special responsibilities or leadership roles
- Sharing success with parents in person, via a Dojo message, through seen work or via phone call

What Children Should Clearly Understand:

School staff must routinely communicate:

- **Where** they should be
- **What** they should be doing
- **How** to ask for support
- **When** to transition and **how** to do so successfully

What to Praise:

Praise should relate to:

- effort, achievement and progress
- improvement in behaviour or work
- consistency and positive attitude
- kindness, empathy and consideration
- overcoming challenges or personal barriers
- having a positive impact on others
- actions linked to our **Three School Rules**

How to Praise

- verbal encouragement
- sharing achievements with another member of staff or the wider school
- speaking directly to parents or carers
- phone calls home
- written acknowledgement via Dojo
- responsibilities or leadership roles
- celebration in class, assemblies or on digital platforms
- awarding Class Dojo points
- stickers and certificates

Expectations for Adults Interacting with Children

Key Dos:

✓ Model the behaviour you expect.

Speak calmly, use respectful language, and show consistency in tone and body language.

✓ Focus on behaviour, not the child.

Separate the action ("That behaviour was unsafe...") from identity ("You are...") to protect self-esteem.

✓ Use positive reinforcement.

Notice and acknowledge positive choices, effort, improvement and kindness, not only compliance.

✓ Assume behaviour is communication.

Seek to understand triggers, unmet needs or misunderstandings before responding.

✓ Give clear, simple instructions.

State expectations using "first/then", visual prompts, or routine-based cues.

✓ Maintain predictable boundaries.

Apply school rules, consequences and routines fairly and consistently across all pupils.

✓ Listen actively and give time.

Allow pupils space to speak, reflect and self-regulate without rushing them.

✓ De-escalate, don't confront.

Lower your voice, reduce audience, and use non-threatening body language.

✓ Preserve pupil dignity.

Address behaviour discreetly whenever possible and avoid calling-out publicly.

✓ Encourage independence and repair.

Support pupils to recognise the impact of their behaviour, problem-solve and make amends.

✓ Work as a team.

Share concerns with senior colleagues, follow agreed procedures, and seek help early.

✓ Maintain professionalism with colleagues.

Treat all staff with respect—children observe how adults interact.

Key Don'ts

X Do not shame or label children.

Avoid comments about character or personality (e.g., “You’re naughty”, “You always…”).

X Do not escalate emotion.

Avoid sarcasm when addressing behaviour, public reprimands or confrontational body language.

X Do not ignore early warning signs.

Intervene calmly before behaviour becomes unsafe or disruptive.

X Do not threaten consequences you can't or won't deliver.

Empty warnings undermine trust and consistency.

X Do not punish without clarity.

Ensure the pupil understands what behaviour was the issue, why, and how to repair it.

X Do not use embarrassment as a strategy.

Avoid humiliation, ridicule, or public comparison to peers.

X Do not take behaviour personally.

Respond as the adult in the room—keep perspective and focus on resolution.

X Do not ignore policy.

Apply school systems and language consistently; personal approaches should not replace whole-school procedures.

X Do not talk negatively about pupils.

Especially in front of classmates, other parents, or in informal adult conversations.

X Do not sit at your desk during learning time.

Remaining seated reduces visibility, limits engagement, and makes it harder to respond to pupils' needs and behaviour in real time.

Our 3 School Rules

All our rules are made with safety and consideration for others in mind. All rules are discussed and agreed with the children.

At Woodfield we have our 3 School Rules. These rules are in place for all the children and are shared with the children regularly. The rules are clearly displayed around the entire school. The rules are also discussed frequently with children in class as well as through assemblies.

Our 3 School Rules are...

1. Be safe
2. Be ready
3. Be respectful



Our 3 school rules are in place to ensure that your child can have the best access to education and to ensure that they thrive here at Woodfield. Adults in the school hold children to account of the rules and failure to follow them will lead to sanctions outlined on the Reflections Scale, dependant on the severity of the incident.

How children behave when following our 3 School rules

Learners are	Which enables:	Which prevents:
Safe	Children to be to thrive academically, socially and emotionally	Harm and promotes positive relationships across the school community.
Ready	Children to have a positive growth mindset and be in the right place at the right time with the right attitude.	Disrupting others in class and progress being slowed.
Respectful	Children to be polite, contribute to a positive and safe environment and be good citizens of the future.	Spoiling others' enjoyment of coming to school and saying unkind things.

Rewards and Consequences

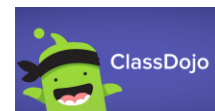
We aim to promote good learning behaviour throughout our school by giving children who display positive learning behaviours a high profile in school. Children are routinely recognised for their achievements against the 3 school rules and all staff have a responsibility to identify children following these rules or even going above and beyond the rules.

Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so build self-esteem.

There are four key systems of recognition that we use:

Class Dojo Points	Dojo points issued daily to children. Points are linked to our 3 School rules. Children can spend their Dojo points at the Dojo shop every 3 weeks.
STAR of the day	A STAR of the day is issued by every class each day. These are linked to our 3 School rules. A certificate is sent home with a child each day.
STAR of the week	STAR of the week is issued by every class weekly to all classes.
STAR of the term	STAR of the term is issued at the end of each long term.

Class Dojo- Dojo Shop



- Class Dojo points are aligned to the '3 School Rules'.
- Children earn Dojo points to be able to spend at our Dojo shop, open every half term. Pupils exchange their Dojo points for prizes, keeping a record of the points they earn as well as spend.
- Children practise essential mathematical skills of additional, subtraction and problem solving when earning and spending Dojo points at the Dojo shop.
- All staff can give the children a Dojo point if they are following the rules well.
- MTAs, Admin team, Site team and SLT use Dojo stickers to award behaviour. The culture of all staff being involved in recognising positive behaviour is essential.

STAR of the Day, STAR of the Week and STAR of the Term

STAR of the day and **STAR** of the week are given to children who have excelled in our 3 School rules that day or that week. Children receive a certificate linked to one of our 3 School rules and an explanation behind why they met this rule. At the end of each long term, a child from each class will be awarded the **STAR** of the Term certificate.



We recognise that behaviour is a form of communication. At times, children may express themselves in ways that are challenging, and this often reflects underlying needs or experiences. Within our school, we will have children who have experienced or are currently experiencing trauma, children with SEND needs—particularly those linked to Social, Emotional and Mental Health (SEMH)—and children with medical diagnoses that can affect their ability to regulate themselves in the school environment. These barriers to learning may manifest through behaviours that require careful and sensitive management. It is essential that all staff, who have received trauma-informed training, consistently apply a trauma-informed approach when responding to and supporting children in these situations.

The school recognises that emotional distress may occasionally present through behaviours linked to self-harm, suicidal thoughts or expressions of hopelessness. Any concerns of this nature will be treated as safeguarding concerns and referred immediately to the Designated Safeguarding Lead in accordance with the school's Child Protection and Safeguarding Policy.

When a child has demonstrated both positive and negative behaviour, records will be kept of the learning behaviours (Behaviour log- CPOMS).

Staff will always look to deal and resolve issues in house and not immediately involve the parents. However, when a child needs to be given some time to **reflect and resolve** (R&R) within Reflections, the child's parents/carers will be informed.

Reflections Scale

When a child demonstrates behaviour that is not in line with our 3 school rules, they need to have the opportunity to be able to reflect and resolve. At this stage, a child will be told what level (6-point level) of behaviour they are at. This is known as a 'Reflections Level', ranging from R1 to R6.

Reflecting on our behaviour



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R1	Verbal reminder given to the child for them to reflect and correct on their own.
R2	Teacher will reflect with the child at the end of the lesson / session.
R3	Child will reflect with their class teacher in their classroom during break time.
R4	Child will reflect with a member of the Senior Leadership Team
R5	Significant risk behaviour - Internal Seclusion for reflection time
R6	Significant risk behaviour / harm to self or others. Fixed term suspension for reflection time.

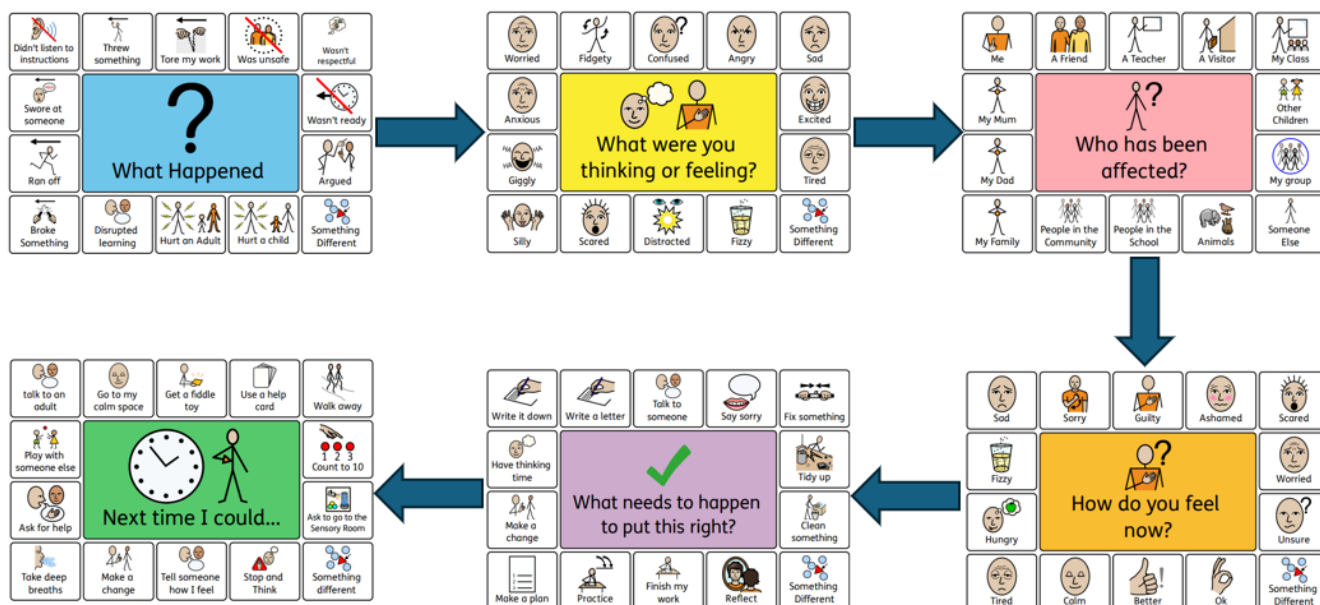
Teachers will use their professional judgement when to inform a child what level of reflection they are currently at on the reflections scale. Children will be told what level they are at with the intention being that an R1 enables a child to self-correct their behaviour without any further consequence. In the rarest cases, a child might receive an R4, R5 or R6.

What is Reflections?

We firmly believe that for children to change their behaviour they need to be taught how to behave and spend time reflecting on their behaviours. If a child has demonstrated poor behaviour, then they attend 'Reflections' on the day of the incident or the day immediately after the incident (depending on the time of the incident). Reflections is a time for a child to be coached and mentored in to changing and adapting their behaviours.

How does Reflections work?

Reflections is run by our Children and Family Support Worker, Pastoral leader, SENDCo or a member of our SLT. To avoid having to attend Reflections, every child is given every chance to change their behaviour or turn it around- this is known as an R1 or R2 where a child can **self-reflect to self-correct**. However, staff will use their professional judgement in deciding whether the severity of an incident merits attending Reflections (R3 or R4). If a child must attend Reflections this will be at break or lunchtime. The staff member who decides if the child is to attend Reflections must take the child to Reflections. Here they begin the restorative work using the following prompt cards:



They will record the child's feelings whilst also looking to resolve the issue so that a fresh start can be achieved. They will record this on a behaviour log (CPOMS).

When addressing a child's behaviour at Reflections it is important that staff members do or are mindful of the following:

- No note taking in the reflection session. Notes to be written up afterwards.
- Maintain eye contact and positive body language- side on side.
- Consider the child's ability to answer the questions you pose.
- A quiet space must be used so that the focus must solely be on the child.
- Inform the child that you look forward to seeing them once the reflection time has been completed.

If a child is repeatedly attending Reflections then additional steps need to be put in place to support this child. Further investigation may need to happen to establish the root cause of the behaviour. At this point we may require additional advice and guidance from outside agencies to support the school in managing a child's behaviour.

Reflections Scale

Below is a diagram to explain our reflections scale and each level and stage of reflection.

Woodfield's Behaviour Scale

Possible Sanction	Decision by...	What happens?	What types of behaviours occur? (Guideline)
R1 Reflections	Class teacher / TA	A child will be reminded about their behaviour if they have failed to follow school rules more than once. Positive framing also used where applicable prior to this.	Any low-level classroom, corridor, playground or lunch hall behaviours that require a child to be reminded to do the right thing and correct this behaviour.
R2 Reflections	Class teacher / TA	Class teacher will see the child 1:1 in a quiet and purposeful space at the end of the lesson or session. Parents will be notified about this by the class teacher.	Child continues to persist with behaviour or demonstrates new behaviour that requires them to reflect on their actions.
R3 or R4 Reflections Break	Class teacher	Class teacher will attend Reflections with the child. A reflection will be completed and they will then stay with a member of the team to be coached and mentored on their behaviours. Missed work may be completed here. Parents will be notified about this by the class teacher.	Remained off task for a duration of the learning time. If they threaten another child or are unkind to others. Prejudice has been shown towards someone or a group of people because of their hair/skin colour or appearance/background/religion.
R3 or R4 Reflections Lunch		Class teacher will attend Reflections with the child. A reflection will be completed and they will then stay with a member of the team to be coached and mentored on their behaviours. Missed work may be completed here. Parents will be notified about this by the class teacher.	If they verbally threaten (inc swearing) other children with physical actions. Damaging school property, i.e. play equipment- this is dependent on the damage and the item damaged. Leaving the classroom without permission.
R4 or R4 Reflections Break and Lunch	Class teacher	Reflections at break and lunch must only be used if it is felt that the child needs longer to reflect or complete work. Parents will be notified about this by the class teacher.	Choosing to physically hurt another child or becoming verbally threatening towards adults. Swearing. Being rude to an adult (<i>I have shouted, used unkind words, questioned adults or continued refusing to do as I have been asked despite being asked several times</i>).
R5 Reflections Internal Seclusion	SLT / Class teacher	A child will be out of class and working in the SLT or Pastoral office for a fixed period of time, depending on the severity of the incident that occurred. The duration of this seclusion will vary based on each incident. Parents are also informed by SLT.	They become so angry, hurting others and losing control of their emotions. Uncontrollably lashing out and hurting adults or other children. Using an object as a weapon to hurt others. Leaving the school site (or classroom continuously) but able to return with adults.
R6 Reflections Suspension	SLT	A child is sent home from school due to persistent poor or at risk behaviour. Parents are notified in writing and are also invited to a meeting at school with Mr Kowalski or Mrs Mallin. School governors are also informed.	Becoming irrational and failing to listen to any instructions given to them. Putting themselves and others at significant risk of harm-through deliberate choice. Persistently unable to gain any sense of rationality. Leaving the main school site and refusing to return.

Consistency is key

All staff in school need to address behaviours in a consistent manner. Children need consistency in how they are addressed in their behaviour for both positive and negative behaviours. To support staff with this, staff must follow the above script when addressing poor behaviour. The script enables staff across the entire school to have a clear structure behind them when it comes to talking to a child about their behaviour.

Our Approach to supporting children in Woodfield Nursery

At Woodfield Nursery, we recognise that behaviour is a form of communication and that young children are learning how to manage feelings, relationships, and routines. Our policy is rooted in the principles of the Early Years Foundation Stage (EYFS) and aims to create a safe, nurturing environment where every child feels valued and supported.

We also embed the Characteristics of Effective Learning from the EYFS curriculum into our approach. This means we encourage children to play and explore, to be active learners who keep trying, and to think critically by making choices and solving problems. These characteristics underpin how we support behaviour, as they help children develop resilience, independence, and curiosity—skills that are essential for positive social and emotional development.

Supporting Positive Behaviour in our nursery

We support positive behaviour in our nursery by creating a calm and reassuring environment where children feel safe and cared for. When a child needs comfort, we offer physical closeness such as sitting at their level, maintaining eye contact, and holding their hand if appropriate.

We use gentle gestures and warm tones to reassure them that everything is okay. Our routines are predictable and consistent, giving children a sense of security throughout the day.

We model kindness and respect in all interactions, showing children how to share, take turns, and manage their feelings. Language plays a vital role in our approach: we use simple words, visual cues, and Makaton signs to help children understand expectations. We name emotions clearly, saying things like 'You are crying, you are sad,' to build emotional vocabulary. We give positive reminders such as 'walking feet' and 'kind hands,' and we match our tone and volume to the child's needs to gain their attention.

Praise is enthusiastic and genuine, using smiles, happy tones, and gestures to celebrate effort and kindness. When a child becomes dysregulated, we provide time away to calm down, always staying nearby to reassure them that the relationship is secure and that they can return when ready. Our goal is to teach social and emotional skills through every interaction, helping children to feel understood, valued, and ready to learn.

Managing Challenging Behaviour in our nursery

We understand that behaviour is a form of communication, and sometimes children express themselves in ways that are challenging. These behaviours often reflect unmet needs, developmental stages, or emotional experiences. When this happens, we respond calmly and sensitively, always aiming to teach rather than punish.

Our first step is to observe and understand what the child is trying to communicate. We remain calm, lower our voice, and use simple, clear language to explain what needs to stop and why. For example, we might say, 'Stop, that hurts,' while showing a concerned facial expression. We then give the child time and space to regulate, staying close to reassure them that they are safe and supported.

Once the child is calm, we help them reflect on what happened and guide them to repair relationships where needed. This might involve saying sorry, offering a hug, or finding another way to make amends. We always keep communication open with families, sharing significant incidents face-to-face at pick-up or by phone if necessary. If patterns of behaviour emerge, we record them and work with parents and, where appropriate, seek advice from our SEND team or external agencies.

Our approach is consistent and predictable, so children know what to expect. Every response is immediate, proportionate, and focused on helping the child learn better ways to express themselves.

Rewarding our children in nursery

We celebrate positive behaviour enthusiastically and meaningfully. When a child makes a kind choice, shows effort, or demonstrates resilience, we acknowledge it straight away with warm words, smiles, and gestures. We use specific praise, such as 'You shared your toy—that was kind,' so children understand what they did well.

We also use stickers, certificates, and verbal recognition to reinforce positive behaviour. Achievements are shared with families regularly, either in person or through messages, so that children feel proud and valued.

Our aim is to build self-esteem and encourage children to repeat positive behaviours because they feel good about themselves and their relationships.

Helping our children in nursery to understand that actions have consequences

We believe that consequences should teach, not punish. When a child behaves in a way that is unsafe or unkind, we respond in the moment with calm, clear language and body cues. We explain why the behaviour was not acceptable and what needs to happen next. For example, we might say, 'No, stop, that makes me sad,' while showing a serious facial expression.

If a child needs time away to calm down, we provide a short, age-appropriate break—usually two minutes for two-year-olds and three minutes for three-year-olds—before returning to the group. During this time, we reassure the child that the relationship is secure and that they can have a fresh start.

For repeated or severe behaviours, we work closely with families to understand the underlying causes and agree on strategies to support the child. We record incidents where necessary and involve external agencies if additional support is required.

Our goal is always to help children learn from their experiences and develop the skills they need to manage their emotions and behaviour positively.

Early Help or Team Around Me (EHAT/TAM)

Where concerns continue to rise or persist over time, it may be relevant to hold an EHAT or TAM. A meeting will take place between the Headteacher, Deputy Headteacher and SENDCo to discuss this as well as who leads on this (Safeguarding or SEND). An agreement around who will lead the EHAT/TAM will take place. Occasionally, the work may be joined up as concerns within school behaviour could be exacerbated by concerns at home. Weekly dialogue between the HT, SENDCo and DSL will happen to monitor and establish next steps.

Special Educational Needs

As a fully inclusive school, we understand that some children need extra support. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. In some circumstances, a child may have a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the Headteacher, SENDCo, parents, carers, adults working with the child and the child themselves. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Individual Behaviour Plans (IBPs), Check-In Charts and Playground Passports

Some children who present with social, emotional and mental health needs, may require a IBP, Check-In Chart or a Playground Passport to support them in their learning.

An IBP is a risk assessment in that the risk of a child's behaviour is measured and steps to reduce the risk are identified. IBPs are created in collaboration between the class teacher, SENDCo and SLT. As a minimum, IBPs are reviewed in line with our IEP cycle, every 12 weeks. Adaptations are made over the weeks as new behaviours (risks) are identified or new ways to manage the risks are implemented.

A Check-In Chart will be used to support pupils in reflecting on their day against an agreed scale across each day for a set period of time. Check-In Charts are created in collaboration between the class teacher, SENDCo and Pastoral Team. SLT may also provide input on a Check-In Chart. At the point of creation, it will be agreed who the pupil will check-in with.

For some pupils, unstructured times can impact on pupils' ability to regulate their behaviour. To support this, pupils will be provided with a Playground Passport. Created by the class teacher, SENDCo and Pastoral Team, the aim of these is to support pupils in regulating across a period of the day that has been identified as an area of development.

Monitoring

The policy will be regularly reviewed and evaluated but the school SLT. SLT are responsible for monitoring the behaviour across the school on a regular basis. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Severe behaviour

Behaviour that is considered severe and is having a serious effect on learning and/or safety will immediately be brought to the attention of senior members of staff. This will lead to parents being contacted and relevant consequences issued.

Internal Seclusion

In rare occasions, the Headteacher may decide that an Internal Seclusion is an appropriate sanction for the behaviour demonstrated by a child.

- In certain cases, extreme negative or aggressive behaviour may result in an internal seclusion.
- These incidents will be dealt with by a member of SLT who will decide on the consequence.
- Parents will be informed of the Internal Seclusion by a member of SLT.

Any physical abuse of staff or children, serious verbal abuse, including swearing, or complete refusal to follow reasonable adult instructions will result in immediate referral to the Headteacher who will assess the level of severity of the situation and the sanction required, which could include working alone or fixed-term exclusion. This may also result in permanent exclusion.

Fixed-term and permanent exclusions

Only the Headteacher has the power to suspend or permanently exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term suspensions into a permanent exclusion if the circumstances warrant this. If the Headteacher suspends a pupil, they inform the parents

immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any suspensions. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The above process also applies to permanent exclusions.

Searching and Confiscation

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. At Woodfield the Headteacher or Deputy Headteacher are authorised to carry out a search. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed below. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items.

Additionally, any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco, cigarette papers and vapes;
- fireworks;
- pornographic images.

Crisis Prevention (CPI) Safety Intervention

The use of safety intervention strategies (holds) should only ever be deployed in situations when children are in serious danger of hurting themselves, others or damaging the fabric of the building. See the *DfE's Behaviour and discipline in school: Advice for headteachers and school staff*. Only staff who have been Safety Intervention trained will carry out any form of restrictive physical intervention.

Before holding children, all other strategies from this policy should be considered.

Text taken from <http://www.crisisprevention.com/en-uk/Specialties/MAPA-Management-of-Actual-or-Potential-Aggressio> website: The CPI's Safety Intervention curriculum began in 1996,

and has continued to develop its philosophy and range of physical interventions, which include a suite of disengagement techniques designed to enhance personal safety.

The origins of the CPI® model were in health care, social care, and special education. Those involved in its creation and continuous development and delivery are from professional, sector-based backgrounds.

CPI® Physical Interventions are suitable for staff who work directly with people across the age spectrum who present behaviour that limits inclusion and/or that is considered to be risky or harmful to the person or others. CPI® Physical Interventions are independently risk assessed and accredited by the British Institute of Learning Disabilities (BILD).

The Safety Intervention® Philosophy

With our training, we enable staff to safely disengage from situations that present risks to themselves or others. Participants learn to safely and effectively use a range of holding interventions that are appropriate to the circumstances when a person expresses themselves through challenging, aggressive, or violent behaviour, and to make defensible choices regarding the use of disengaging from and/or holding a person.

At Woodfield Primary and Nursery School we ensure that every member of teaching and support staff have had CPI training and should receive annual updated training.