



DRAFT Trauma Informed Relationships and Behaviour Policy

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governor:	Chair of Governors
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1. Aims

Introduction

At Willow Bank School, we recognise that attending school can be immensely daunting for many of our pupils. Many have experienced previous educational settings or life events that have led to trauma, negative perceptions of school, learning, and even of themselves. These experiences can significantly affect a pupil's ability to communicate and express their needs, and often result in feelings of sadness, anger, hurt, or confusion.

We understand that the behaviours some professionals find challenging are often a form of communication - expressions of distress, confusion, frustration, anxiety, loss, or hurt. Our responsibility is to look beyond the behaviour itself, to understand the feelings and needs being communicated, and to respond with empathy, safety, and guidance. Our pupils rely on trusted, compassionate adults who can offer them a nurturing environment that supports recovery and positive change.

At Willow Bank, we believe in "connecting before correcting." We encourage staff to respond thoughtfully and flexibly, always seeking to understand the reasons behind a pupil's behaviour, rather than simply reacting to it. Every pupil has the potential for growth, possesses positive qualities, and deserves to be treated with respect and dignity.

Behaviour is, first and foremost, a form of communication. Labelling behaviour as 'good' or 'bad' risks missing this vital understanding and can lead to responses that are both ethically problematic and ineffective. Instead, we focus on fostering socially constructive and acceptable behaviours - those which help our pupils thrive both in and beyond school. Our approach places the individual needs and experiences of each child at the centre of everything we do.

This policy is designed to promote a positive, relational ethos where all pupils can learn, grow, and achieve together. We expect and support pupils to develop constructive behaviours that allow them and their peers to access learning and enjoy positive relationships throughout the school day.

Aims & Objectives

Our aim is to provide a caring, calm, and secure environment where tolerance, understanding, and respect for others are at the heart of our school community. We work in partnership with governors, staff, pupils, and parents/carers to promote a positive culture and a sense of responsibility to ourselves, our school, and the wider community.

We aim to:

- Encourage a calm, purposeful, and happy atmosphere that supports learning and personal development.
- Foster positive attitudes in our pupils towards themselves and others, recognising and valuing achievements at all levels.
- Enable pupils to recognise and appreciate socially constructive behaviour.
- Encourage independence and self-discipline, so pupils learn to accept responsibility for their actions and choices.
- Provide a consistent approach to behaviour management, so all pupils feel safe and secure.
- Make boundaries of acceptable behaviour clear, helping pupils understand the relationship between actions and consequences.
- Ensure all pupils feel safe at school.
- Offer an engaging, well-planned curriculum that motivates pupils and develops social, emotional, and communication skills.

- Embed a mental health and trauma-informed approach to communication and relationships across our school.

This Trauma Informed Relationships and Behaviour Policy seeks to inform, guide, and support staff, parents/carers, and pupils to achieve these aims by actively promoting positive behaviour and reflecting on key aspects of school practice. We are committed to building the very best possible relational health between pupils, families, and staff, and to educational practices that protect, connect, communicate, relate, learn, and grow.

At Willow Bank, our trauma-informed and restorative ethos is woven through every aspect of school life - not only in our behaviour policy, but also across our curriculum and assemblies. By consistently modelling and teaching these values, we help pupils to develop emotional literacy, resilience, and strong, positive relationships.

2. Monitoring and Recording of Behaviour

At Willow Bank School, we use Arbor to record all types of behaviour. Arbor is a secure, web-based system that centralises our behaviour records, enabling staff to log incidents, rewards, and interventions online - removing the need for paper-based reports.

When an incident is logged, automatic notifications alert relevant staff, ensuring timely and appropriate responses. Arbor's intelligent analytics help us quickly identify trends or areas of concern, supporting early intervention and targeted support for pupils.

Using Arbor, we maintain effective communication with parents, carers, and external agencies, keeping them informed about pupil progress, behaviour, and achievements. The system provides a comprehensive chronology for each pupil, capturing rewards, incident records, interventions, and communication logs. This rich record supports the ongoing assessment of progress, the planning of personalised support, and the mapping of interventions in line with each pupil's EHCP.

3. Conduct for Learning

At Willow Bank School, our vision is to learn, grow and achieve together. We are committed to creating a positive, nurturing, and restorative culture where everyone feels safe, valued, and supported. We celebrate the unique strengths of every pupil in our SEMH community and promote excellent behaviour and positive relationships at all times.

At the heart of Willow Bank's community are our core values, underpinned by a culture of respect:

- **Respect Yourself:** Value your own wellbeing, always do your best, and make positive choices.
- **Respect Others:** Treat everyone with kindness, understanding, and fairness.
- **Respect the School Environment:** Look after our shared spaces, resources, and property.
- These principles are reflected in everything we do and are embedded in our four core values:

Learn

- Arrive on time, be prepared, and actively engage in every lesson or with the support offered.
- Use respectful language, listen actively, and willingly follow instructions / staff guidance.

- Show respect for yourself by striving to grow and learn each day.

Grow

- Show kindness, tolerance, and understanding to yourself and others.
- Take personal responsibility for your actions, learn from every experience, and encourage self-discipline.
- Respect yourself by looking after your mental and physical health, and respect others by supporting their growth.

Achieve

- Always try your best, engage with your work, and celebrate your progress.
- Act with integrity, keep promises, and honour commitments.
- Respect the school environment by keeping your workspace tidy and using resources responsibly.

Together

- Support your peers and respect the rights and property of others.
- Help those less fortunate and work collaboratively as part of the Willow Bank community.
- Act considerately, challenge or report anti-social behaviour, and help maintain a safe, welcoming environment for all.

Living Our Values Every Day

By showing respect for yourself, others, and the school environment—taking turns, telling the truth, and making positive choices—we create a welcoming, inclusive environment where everyone can succeed.

Our core values and expectations are not confined to the classroom but are embedded in all lessons, including PSHE and RSE. Staff actively teach and reinforce trauma-informed and restorative principles, such as empathy, self-regulation, and respectful communication, throughout the school day.

Example of how we show respect at Willow Bank:

- **Respect Yourself:** If you're struggling, ask for help and take steps to care for your wellbeing.
- **Respect Others:** Listen when someone is speaking and speak kindly, even if you disagree.
- **Respect the School Environment:** Put litter in bins, report damage, and take pride in our shared spaces.

By working together and upholding these expectations, Willow Bank School remains a safe, nurturing place for everyone to learn, grow, and achieve.

4. Legislation, Statutory Requirements & Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

➤ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

➤ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

5. Definitions

At Willow Bank School, our approach is built on the belief that every child can learn, grow, and achieve together when provided with, and accepting, the right support. As a special school for pupils with social, emotional, and mental health (SEMH) needs, we prioritise a nurturing, trauma-informed environment where relationships and emotional wellbeing are at the heart of everything we do. Our staff use restorative practices and positive behaviour support, recognising that all behaviour is a form of communication. We work closely with pupils and families to identify individual needs and triggers, making use of personalised support plans and flexible, graduated interventions. Our commitment to Team Teach principles ensures that any physical intervention is safe, respectful, and always a last resort. By focusing on understanding, trust, and consistency, we create a calm and inclusive atmosphere where pupils feel valued, secure, and ready to thrive.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Lack of willingness to complete classwork or homework
- Poor attitude
- Incorrect/inappropriate uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Mobile phones and similar devices. Where a mobile phone/music is considered a SEND need, an alternative format will be sourced i.e., a MP3 player for music.

6. Bullying

We are committed to preventing all forms of bullying. Our approach is proactive, restorative and incorporates the active involvement of pupils, staff and parents in line with our 'learn, grow, achieve together' ethos.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For curriculum specific details with regards to our anti-bullying, please see our anti-bullying strategy.

7. Roles and Responsibilities

7.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

7.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of all pupils
- Creating and delivering lessons that will support the behavioural needs of all pupils
- Considering their own behaviour within the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents if the behaviour management system is ineffective. The SLT will respond to feedback and reflections from staff in relation if they are finding it difficult to implement the rewards and/or behaviour management system

7.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and work in collaboration with them to tackle behavioural issues.

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Participate in restorative processes and feedback.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. School Behaviour Curriculum

Trauma-informed and Restorative Approaches in the Curriculum

Our trauma-informed and restorative ethos is embedded across the whole school curriculum. Through PSHE, RSE, and tutor time, pupils are explicitly taught the skills of self-regulation, empathy, conflict resolution, and positive relationship-building. Staff use restorative conversations and model trauma-aware language in all aspects of teaching. This ensures our values are reinforced not only in behaviour responses, but throughout daily learning and school life.

Pupils are explicitly taught our key values and expectations:

- Show respect for everyone.
- Engage positively and safely in learning and around school.
- Accept support and restorative processes when needed.
- Understand and follow the mobile phone policy and other routines.
- Strive to **learn, grow, achieve together**.

In addition, we expect pupils to:

- Always wear correct uniform

- Accept consequences and engage in our reflective approach to behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum in accordance with their SEND.

9. Mobile phones and electronic cigarettes

In response to our safeguarding policy and DfE guidance we have decided the following:

- Mobile phones and electronic cigarettes are now considered part of our non-negotiable policy. All mobile phones must either be left at home or placed in the school storage box upon arrival where they will be locked away until the end of the day.
- Staff cannot store an electronic cigarette; it is against the law to wilfully hand an electronic cigarette to a child.
- If pupils are found to have either of these items in school, they will be issued a strike - where necessary/possible items will be confiscated until the end of the school day where they will then be returned. Parents must collect their child's electronic cigarette as per the law.
- If the pupil is likely to dysregulate during confiscation, reminders of the consequences must be given and SLT informed where they will decide appropriate action. Staff members cannot forcibly remove a personal item from a pupil unless it is deemed proportionate or necessary. DSL must be contacted if there is a safeguarding concern raised i.e., the filming or photographer of staff/pupil.
- If a pupil refuses to hand over a prohibited item, parents or carers may be required to collect the item, or the school may confiscate it until it can be safely returned.
- After each strike, staff should contact home to inform parents or carers. If a pupil receives three strikes, the SLT will review the situation and determine the appropriate outcome, which may include a meeting with parents or carers or, in some cases, a short-term suspension.
- Repeat offences that effect the pupil's attendance which may result in an attendance trigger.
- Where a mobile phone/music is considered a SEND need, an alternative format will be sourced i.e., a MP3 player for music.

10. Responding to Behaviour

Classroom and Immediate Responses

- Verbal reminder and re-direction, positive reinforcement, de-escalation strategies, restorative conversation, and reflection time are all used as first steps.
- All behaviour incidents are recorded on **Arbor**.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to engage with their learning
- Display the expectations and rewards system in their classroom, where appropriate some subjects may display their own subject specific classroom rules e.g., safety rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons

- Provide engaging activities within lessons that “hook” the pupil in line with the curriculum and their EHCP
- The effective use of the POAP profile
- Establishing clear routines
- Communicating expectations of behaviour in a range of ways
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a clear strategy to pre-empt and proactively respond to potential incidents of low-level
- Using positive reinforcement – including nurture and trauma informed practices
- Effective use of TA support
- Liaising with form tutor and/or parents/carers to address any ongoing concerns
- Active participation in Restorative Justice where appropriate

Responding to Behaviour

Recognising and Rewarding Positive Behaviour

At Willow Bank School, we celebrate and reinforce positive behaviour at every opportunity, recognising that this builds self-esteem, strengthens relationships, and supports our ethos of “learn, grow, achieve together.” When a pupil’s behaviour meets or exceeds expectations, staff use a range of positive recognition strategies to reinforce our nurturing, trauma-informed culture.

Positive behaviour is rewarded with (unless otherwise directed within their EHCP):

- Verbal praise from staff, highlighting specific achievements and efforts
- Sharing successes with parents/carers, including regular communication via keyworkers
- Certificates, prize ceremonies, and celebration assemblies to acknowledge accomplishments
- Bespoke rewards, which may be both extrinsic (e.g., tokens, small prizes) and intrinsic (e.g., increased responsibility, privileges, positive recognition in front of peers)

To ensure consistency and promote our behaviour policy, each pupil’s support staff will contact parents/carers regularly to provide an overview of their child’s achievements and improvements.

Addressing Misbehaviour

When a pupil’s behaviour falls below our expected standards, staff will respond promptly to restore a calm, safe, and supportive learning environment. Our approach is to always challenge inappropriate behaviour in a consistent, fair, and proportionate manner - helping pupils understand boundaries while supporting their individual needs.

Staff will use trauma-informed de-escalation techniques as a first response, such as:

- Pre-arranged scripts and phrases
- Offering time out or access to a calm space
- Supporting self-regulation through sensory or movement breaks

All pupils will be treated equitably within our policy, with contributing factors - such as SEMH needs, trauma, or triggers - carefully considered. When applying consequences, staff will also explore and offer additional support to help pupils meet behaviour expectations in the future. This might include a Boxall profile, a personalised report card, or referral to our mental health, wellbeing, or trauma-informed lead.

Possible consequences for unacceptable behaviour may include:

- Directing time out in a supportive setting
- Verbal reminders and restating expectations
- Setting reflective written tasks (e.g., an account of their behaviour)
- Expecting work to be completed at home, or as otherwise directed by staff
- Reflection time with an adult to repair relationships or plan next steps
- Loss of privileges or responsibilities
- School-based community service (e.g., helping to tidy a classroom)
- Referral to a senior member of staff
- Letters, phone calls home, or meetings with parents/carers
- Agreeing a behaviour contract
- Implementing a Report Card / Home-School Book system
- Temporary removal from the classroom
- Suspension (as a last resort)
- Permanent exclusion (for the most serious incidents, following all graduated support)

The pupil's personal circumstances will always be considered when choosing consequences, unless a non-negotiable policy is in effect. All decisions are made on a case-by-case basis, with fairness and individual needs in mind.

For all low-level behaviours, our priority is to use positive engagement and self-regulation techniques, helping pupils reflect, repair, and return to learning as quickly as possible.

11. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

12. Pastoral and Targeted Support

- Pupil Support Plan (PSP) created or review of Individual Education Plan (IEP) where needed.
- Plans are reviewed regularly, with family and pupil involvement. See [Appendix G](#) for a template.

13. Specialist & Multi-Agency Support

- Referrals made as appropriate, following graduated response.

14. Restorative Approach

- Emphasised at every stage: repair, responsibility, reintegration.

15. Physical Intervention: Team Teach

- Staff are Team Teach trained and use physical intervention only as a last resort, following Team Teach protocols.
- Incidents involving physical intervention are always recorded on **Arbor** and reported to parents/carers/social workers/key professionals.
- All interventions are reviewed and debriefed with the pupil (restorative conversation) and staff involved.

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Safeguarding
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents / carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

As part of our system, all staff are trained by a Team Teach provider and will ensure all training hours and needs are adhered to.

At Willow Bank School, we use Team Teach as our approach to physical intervention, always prioritising safety, dignity, and the emotional wellbeing of our pupils. It is important for pupils, staff, parents/carers, and other professionals to understand the following:

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”. (George Matthews - Director)

16. Confiscation, Searches and Screening

At Willow Bank School, all searching, screening, and confiscation procedures are conducted in line with the latest DfE guidance, taking a trauma-informed, respectful, and proportionate approach.

Confiscation

- Any prohibited items (as listed in section 3) found in a pupil's possession as a result of a search will be confiscated and not returned to the pupil.
- Items that are harmful or detrimental to the school community or discipline may also be confiscated. These items will only be returned to the pupil after a discussion with senior leaders and parents/carers, if appropriate.
- All incidents of confiscation are recorded on **Arbor**.

Searching a Pupil

- Searches are carried out only by staff authorised by the Headteacher, or by the Headteacher themselves.
- Wherever possible, searches will be conducted by a member of staff of the same sex as the pupil, with another staff member present as a witness.

- In exceptional circumstances (e.g., risk of serious harm and no same-sex staff/witness available), a search may be carried out by a staff member of a different sex and/or without a witness. In this case, the staff member must immediately report the search to another member of staff and ensure a written record is made on **Arbor**.
- Before conducting a search, the authorised member of staff will:
 - Assess whether there is an urgent need for the search.
 - Consider if not searching would put anyone at risk.
 - Consider any safeguarding risks to the pupil.
 - Explain to the pupil why and how the search will take place, what it will entail, and seek the pupil's co-operation.
 - Allow the pupil to ask questions.
 -
- If a pupil refuses to agree to a search, an appropriate behaviour consequence may be given. If the pupil continues to refuse, the staff member will contact a member of the Senior Leadership Team to support and help determine the best next steps.
- The use of reasonable force to conduct a search is a last resort, in line with Team Teach principles, and only where necessary to prevent harm, property damage, or disorder. Reasonable force may only be used to search for prohibited items listed in section 3, not for items banned solely by school rules.
- Metal detectors may be used if appropriate.
- Searches may include outer clothing, pockets, possessions, desks, or lockers. "Outer clothing" includes items not worn next to the skin or over underwear (e.g., jumpers, jackets), hats, scarves, gloves, shoes, and boots.

Searching Pupils' Possessions

- "Possessions" include any items a pupil has or appears to control, such as desks, lockers, and bags.
- With pupil consent, possessions may be searched for any item. Without consent, staff can still search for prohibited items or those banned by school rules.
- Searches of possessions should be conducted with the pupil and another staff member present unless there is an immediate risk of harm.

Informing Key Staff, Parents/Carers, Key Agencies/Professionals

- The staff member who conducts a search must inform the Designated Safeguarding Lead (DSL) without delay if:
 - They had reasonable grounds to suspect possession of a prohibited item.
 - The search revealed a potential safeguarding risk.
- All searches for prohibited items, including those where nothing is found, must be logged on **Arbor**.
- Parents/carers will always be informed of any search for a prohibited item as soon as is reasonably practicable, including:
 - What happened
 - What was found (if anything)
 - What has been confiscated (if anything)
 - What action the school has taken, including any sanctions

Support After a Search

- Regardless of whether items are found, the school will consider if the pupil may be suffering harm or needs additional support due to the search or its outcome.
- Staff will follow the safeguarding policy and consult the DSL for further action, which may include pastoral support, Early Help, or referral to social care.

17. Serious Sanctions

- Internal exclusion (short-term, always with restorative reintegration).

- Suspension (fixed term) typically after graduated support or incidents of a serious/criminal nature
- Reintegration meetings and high-level risk assessments as needed, logged on **Arbor**.

18. Responding to Misbehaviour

- Always consider the pupil's needs and reasonable adjustments.
- Refer to EHCP/PSP/IEP for strategies and support.
- Avoid punitive sanctions if behaviour is a direct result of identified need.
- Use sensory, movement, or calm breaks as appropriate.

19. Supporting Pupils Following a Sanction

- Restorative conversation or justice session.
- Reintegration meetings, daily check-ins, report card/home-school book.
- Referral for further support if required.
- Update and review PSP/IEP as appropriate.

20. Pupil Transition

- Careful induction for new pupils.
- Transition meetings for staff, families, and pupils.
- Support plans shared and reviewed as part of transition.

21. Training

All staff receive induction and regular updates in:

- SEMH and trauma-informed practice
- Restorative approaches
- Team Teach (physical intervention)
- Use of **Arbor** for behaviour recording

All staff receive regular training in trauma-informed and restorative practice, which includes practical strategies for embedding these approaches in curriculum delivery. CPD sessions cover how to weave these principles into PSHE, RSE, tutor time, and across the wider curriculum, so that every adult models our school values and supports pupils' social and emotional learning.

22. Monitoring Arrangements

- Behaviour data is logged on **Arbor** and reviewed by SLT at least termly.
- Trends and impact are analysed and inform future practice and policy reviews.

23. Links with Other Policies

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Physical Restraint (Team Teach) Policy
- Anti-Bullying Strategy

24. Appendices

Appendix A: Written Statement of Behaviour Principles

Every pupil has the right to feel safe, valued and respected, and to learn free from disruption. All pupils, staff and visitors are free from discrimination. Staff set an excellent example at all times.

Rewards, sanctions and reasonable force are used consistently, with a focus on restorative and Team Teach principles. Pupils are helped to take responsibility for their actions. Families are involved in behaviour support to foster strong relationships between school and home.

Violence or threatening behaviour will not be tolerated.

Appendix B: Useful Tips for Staff

The following strategies are not exhaustive or prescriptive but serve as practical reminders of the positive influence staff have on pupil behaviour. Building strong, professional relationships and truly knowing your pupils are the foundation of effective behaviour support at Willow Bank School.

Core Principles

- Know your pupils: Build positive, professional relationships. Understand their needs, triggers, and strengths.
- Model our values: Demonstrate respect, patience, and fairness at all times.
- Be consistent and fair: Apply clear, consistent expectations and routines.

Do

Be Punctual and Prepared

- Arrive on time and start/finish activities promptly, showing pupils you value their learning.
- Plan ahead, prepare resources, and have alternative strategies ready.
- Communicate with colleagues as part of your preparation.

Display Confidence

- Use relaxed, non-threatening eye contact.
- Avoid nervous or defensive mannerisms.
- Maintain an approachable, calm presence.

Give Clear Instructions and Guidance

- Use simple, clear language.
- Make instructions brief and relevant to ability.
- Check for understanding and encourage questions.
- Praise positive attitudes and behaviour frequently.

Be Consistent and Fair

- Set clear expectations and stick to them.
- Treat all pupils equitably.
- Explain the reasons behind your expectations.

Respond Firmly and Decisively

- Address issues promptly; don't let problems escalate.
- Use appropriate body language and non-verbal communication.
- Keep your word and follow through on what you say.

Be Aware and Observant

- Monitor the whole group - move around to maintain awareness.
- Avoid focusing too long on one pupil or group.
- Use positive feedback regularly.
- Role model the behaviours you want to see.

Set Realistic Standards

- Match expectations to individual and group needs.
- Show belief in pupils' abilities and express confidence in their success.

Show Enjoyment and Enthusiasm

- Let your passion for learning show - it's contagious.
- Use your energy to motivate and engage.

Use Positive Language Around Consequences

- Point out logical consequences and use restorative approaches.
- Focus on positive actions ("when you have finished... then you can...") rather than negative threats.

Don't

- State consequences or promises you cannot follow through on.
- Be inconsistent or unclear in communication.
- Overreact or show favouritism.
- Collude with, ridicule, or belittle pupils.
- Confuse firmness with hostility.

Attitude and Approach

- Remain calm, collected, and flexible.
- Be clear and firm about boundaries, but also willing to listen.
- Avoid creating win/lose situations; look for collaborative solutions.
- See each child as an individual and value their perspective.
- Be a reflective practitioner - learn from each situation.

Non-Verbal Behaviour

Do:

- Use eye contact, open body language, and proximity as low-key interventions.
- Nod, smile, and use gestures to reinforce your messages.
- Use reassuring physical contact when appropriate.
- Don't:
- Invade personal space or use threatening postures.
- Ignore non-verbal signals from pupils.
- Appear tense or lack confidence.

Verbal Behaviour

- Use calm, well-timed verbal interventions to de-escalate situations.
- Reflect back what you hear, show empathy, and offer support.
- Analyse the problem together and encourage pupils to help find solutions.
- Reinforce positive choices and guide towards restoration.
- Don't:
- Use sarcasm, destructive criticism, or shout.
- Make unrealistic threats or argue unnecessarily.
- Dwell on past mistakes or use insensitive language.

Challenge

- Address challenging behaviour quickly and discreetly.
- Critique the behaviour, not the pupil ("That behaviour is not okay" rather than "You are not okay").
- Be clear, assertive, and respectful at all times.
- Apply consequences consistently, with appropriate non-verbal cues.
- Avoid public shaming; a quiet word is often most effective.

Critical Challenging Behaviour

- Some behaviours - such as violence, deliberate damage, premeditated bullying, persistent rule-breaking, or behaviour that incites others - require a firm, immediate, and consistent response. Any increase in sanction severity or length must be approved by a senior leader.

Remember: Your attitude, consistency, and ability to build positive relationships are the most powerful tools you have for supporting our pupils to learn, grow, and achieve together.

Appendix C: Strategies for Managing Refusal, Aggression, and Abusive Behaviour

Stay Calm and Use a Non-Confrontational Approach

- Speak in a low, calm voice.
- Use neutral body language and avoid standing over the pupil.
- Avoid escalating language or physical gestures.
- Use Team Teach techniques.

Acknowledge the Pupil's Feelings

- Recognise and validate their emotions: "I can see you're upset."
- Avoid dismissing their feelings or getting into a power struggle.

Use De-escalation Techniques

- Give the pupil some physical space if safe to do so.
- Offer a short break or sensory tool if appropriate.
- Use agreed non-verbal signals to communicate, reducing verbal confrontation.

Encourage Small Steps

- Break the task or lesson into smaller, achievable chunks.
- Praise any positive attempt or engagement, no matter how small.

Take Ownership of the Situation

- Address the issue yourself rather than immediately referring to the Pupil Support Team or SLT - demonstrate you care and are invested.
- Consistently follow up with the pupil to show your commitment to helping them succeed.

Arrange a Private, Non-Threatening Conversation

- Meet with the pupil one-to-one at a calmer time to discuss what happened.
- Use restorative questions: "What happened?", "What were you feeling?", "What do you think we can do next time?"

Involve Parents and Carers Early

- Arrange a meeting with the pupil and their parent/carer to discuss concerns collaboratively.
- Use the meeting to agree on a support plan and shared expectations.
- Provide regular updates (both positives and negatives) via calls or emails to keep communication open.

Co-create a Pupil Support Plan

- Agree with the pupil on clear expectations and supportive strategies - write these down.
- Include the pupil's ideas for what helps them stay calm and engaged.

Build the Relationship

- Show genuine interest in the pupil's interests and strengths.
- Look for opportunities to praise positive behaviour and effort in other contexts.

Refer to Internal or External Support Where Needed

- If anger or emotional regulation is a consistent barrier, refer to the in-house mental health lead.
- Consider referral to external agencies such as Barnardo's for anger management, resilience, or healthy relationships work (with parental agreement).

Follow Up and Review Regularly

- Check in with the pupil after incidents to reflect on progress and adjust plans as needed.
- Celebrate small improvements and reset expectations after setbacks.

Maintain Consistency and Boundaries

- Be clear, fair, and predictable in your responses.

- Ensure the pupil knows the boundaries but also feels supported.

Model Positive Behaviour

- Demonstrate respectful communication and emotional regulation.
- Be a consistent adult in the pupil's school experience.

Example: Step-by-Step Approach

1. **De-escalate:** "I can see you're finding this difficult right now. Let's take a few minutes."
2. **Private Check-In:** "Can we talk about what happened? I want to help you find a way forward."
3. **Agree Small Steps:** "Would you be able to try the first question? We can do the rest together."
4. **Contact Home:** "I wanted to let you know we had a challenge today, but we've agreed on some steps to help."
5. **Build Trust:** Regular positive greetings, showing interest, and acknowledging effort.
6. **Review:** "Let's see how things go this week and meet again on Friday."

Remember: Taking a proactive, supportive stance - while maintaining clear expectations and consistency - will help foster respect and engagement and give the pupil the best chance to succeed.

'Taking the Lead' in Resolving Behaviour Issues

- **Builds Respect and Authority**
 - Pupils are more likely to respect staff who address issues directly and consistently.
 - Demonstrates to pupils that you care about their learning and wellbeing.
- **Strengthens Relationships**
 - Direct involvement allows you to build a trusting, positive relationship with the pupil.
 - Shows the pupil you're invested in their success and willing to support them.
- **Promotes Consistency**
 - Consistent responses from the class teacher reinforce routines and expectations.
 - Reduces mixed messages or confusion about boundaries and consequences.
- **Encourages Responsibility and Ownership**
 - Taking initiative models accountability and encourages the pupil to take responsibility for their actions.
 - Shows the whole class that behaviour is everyone's responsibility, not just SLT's.
- **Prevents Escalation**
 - Early intervention by the teacher can prevent minor issues from becoming more serious.
 - Reduces reliance on exclusionary practices or external interventions.
- **Empowers Staff**
 - Increases your confidence in managing challenging behaviour.
 - Develops your skills and expertise in behaviour management.
- **Reduces Workload for others**
 - Allows specialist teams to focus on the most complex cases.
 - Encourages a whole-school culture of shared responsibility for behaviour.
- **Improves Classroom Climate**
 - Pupils see that everyone is held to the same expectations, improving overall behaviour.
 - Creates a safer, more supportive learning environment for all.

Appendix D: Staff Training Log

[illegible]

Appendix E: Example Letters to Parents/Carers

1. First Behaviour Letter TEMPLATE

Dear [insert parent/carers name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour expectations, which is set out in our behaviour policy. [You may want to reference the specific part, e.g., 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g., talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carers name:

Parent/carers signature:

Date:

2. Second Behaviour Letter TEMPLATE

Dear [insert parent/carers name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour expectations, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

3. Third Behaviour Letter TEMPLATE

Dear [insert parent/carers name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g., the headteacher, the special educational needs co-ordinator], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date, and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

4. Lost Learning Letter TEMPLATE

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

[Insert a brief description of the behaviour incident that led to the detention here].

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Lost Learning Letter – Return Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date:



Appendix F: Restorative Justice TEMPLATE

Restorative Justice Intervention

Pupil(s) involved:

Staff facilitator:

Date/Time:

Location:

Other participants (if relevant):

1. What happened?

Give everyone a chance to share their perspective.

Use open, non-judgemental questions.

Pupil 1 (involved/affected):

Pupil 2 (if applicable):

Staff/Other:

2. What were you thinking and feeling at the time?

Explore emotions and motivations.

Encourage honesty and reflection.

3. Who has been affected and how?

Identify all those impacted (self, others, community).

Discuss the impact on learning, relationships, and feelings.

4. What do you need to feel better or repair the harm?

Explore what would help everyone move forward.

Discuss needs for support, reassurance, or specific actions.

5. What needs to happen next?

Agree on steps to make things right (e.g., apology, kind action, community repair).

Set clear, achievable actions and support needed.

Agreed Action/Outcome	Who is Responsible?	By When?	Review Date/Notes

6. Pupil Reflection

What have you learned from this?

How will you handle things differently next time?

7. Staff Reflection (optional)

What support does the pupil need moving forward?

Any adjustments to support plan or classroom practice?

Signatures:

Pupil(s):

Staff:

Parent/Carer (if present):

Date:

This restorative conversation will be recorded on Arbor and, if appropriate, shared with parents/carers and key staff to support ongoing reflection and positive change.



Appendix G: Pupil Support Plan TEMPLATE

Pupil Support Plan

Pupil Name:

Year Group:

Objectives

- To create a safe and supportive school environment for [insert pupil name] and her peers.
- To provide [insert pupil name] with the necessary support to address her current mental health needs and behavioural challenges.
- To encourage [insert pupil name] to engage positively with school life and attend lessons regularly.

Daily Strategies

- **Daily Keep in Touch (KIT) Sessions:** [insert pupil name] will be offered daily KIT sessions with a learning mentor to discuss her worries and feelings.
- **Weekly Mental Health Sessions:** The school's Mental Health Lead will offer weekly sessions with [insert pupil name] to address any underlying mental health issues and develop coping strategies.
- **Weekly Resilience Sessions:** The school's Mental Health Lead will offer weekly sessions with [insert pupil name] to focus on building her resilience, helping her manage stress, and developing positive relationships.
- **CAMHS Involvement:** School will continue to communicate with CAHMS regarding the ongoing support / intervention in place for [insert pupil name].
- **Quiet Space for Time-Out:** [insert pupil name] will have access to a designated quiet space where she can go if she feels overwhelmed during lessons, to help her self-regulate and prevent escalation. [insert pupil name] should use this time to engage with support and remain in the designated corridors.
- **Self-Harm Risk Assessment:** School will continue to follow [insert pupil name]'s self-harm risk assessment to ensure her safety and provide appropriate interventions.
- **Transition Support:** Staff will support [insert pupil name] by escorting her between classes during lesson changeovers.

Behavioural Expectations

- **Class Attendance:** [insert pupil name] is expected to remain in her class during lesson times and not seek out or gravitate towards older pupils or be in the wrong corridor.
- **Quiet Space During Breaks:** [insert pupil name] will be offered a quiet space with a friendship group during break and lunchtimes to encourage positive social interactions. This space will be supervised by staff to ensure a supportive and safe environment. [insert pupil name] should use this time to focus on positive influences and engage in appropriate behaviour.
- **Designated Quiet Space During Lunch:** [insert pupil name] will be offered a designated quiet space with a friendship group to eat her lunch. This will be supervised by staff.
- **Daily Handover with Parent(s):** Staff will offer daily handovers with [insert pupil name]'s parent(s) to discuss her progress and any incidents.
- **Staff Support:** [insert pupil name] will be encouraged to accept staff support and guidance. Staff will use a nurturing and trauma-informed approach, along with positive reinforcement, to encourage compliance.

Additional Measures

- **Restorative Justice:** Following relationship issues or incidents of conflict in school, those involved will be offered restorative justice sessions designed to address conflicts and repair harm. These sessions will provide those involved with an opportunity to reflect on their actions, understand their impact on others, and take responsibility. These sessions will aim to promote accountability, empathy, and personal growth, ultimately contributing to a happier and healthier school environment.
- **Morning Searches:** [insert pupil name] will be searched upon arrival at school each morning to ensure she does not bring in any sharps or contraband and will hand in her mobile phone.

- **Uniform:** [insert pupil name], with the support of her parents, is to wear the appropriate school uniform each day. This includes understanding and adhering to the school's uniform policy.
- **Behaviour Monitoring:** Regular reviews of [insert pupil name]'s behaviour will be conducted to assess progress and make necessary adjustments to her support plan.

Review and Evaluation

- **Regular Meetings:** Matters related to [insert pupil name]'s support plan, her education, health, and wellbeing will be discussed within the regular CIN meetings. These meetings will involve [insert pupil name]'s parent(s), her Social Worker, the school, and other key agencies to evaluate the effectiveness of the support plan and make necessary adjustments.
- **Feedback:** [insert pupil name]'s parents and Social Worker to encourage feedback from [insert pupil name] to ensure her voice is heard and considered in her support plan.

Parental Support

- **School Attendance:** Clearly communicate the importance of attending school and the positive impact it has on her future. Discuss and agree on consequences for non-attendance, ensuring they are understood and fair.
- **Uniform Compliance:** Ensure [insert pupil name] wears the appropriate school uniform each day. This includes understanding and adhering to the school's uniform policy.
- **Mobile Phone:** Implement a rule where [insert pupil name] follows the school's policy on handing in her mobile phone upon arrival. This can help reduce distractions and encourage focus on school-related activities.
- **Online Activity / Social Media:** Parents to establish clear rules about the use of digital devices and social media at home. Parents to consider installing an online safety app on [insert pupil name]'s phone to closely monitor her internet and social media activity. This should include removing age-inappropriate apps, blocking harmful individuals, and restricting or limiting features that may negatively impact her mental health. [insert pupil name] is currently vulnerable and may lack the social maturity to safely navigate online interactions, which are contributing to significant anxiety. Parents are advised to use the reporting tools available on social media platforms to report inappropriate behaviour. If the behaviour is serious or threatening, they are advised to report it to school and the police.
- **Positive Reinforcement:** Develop a rewards system for consistent school/lesson attendance and positive behaviour. This could include privileges or small incentives that [insert pupil name] values.

7. Review and Evaluation

- Date of review
- Progress summary
- Adjustments required

Pupil Voice: *(How the pupil feels about the plan/any comments)*

Parent/Carer Voice: *(Feedback and suggestions)*

Signatures:

Pupil:

Parent/Carer:

Staff:

Appendix H: Behaviour Response Flowchart

Behaviour Type	Who is Responsible?	Notes/Actions
Low-Level Behaviours		
Off-task/distraction	Class Teacher / Support Staff	Verbal reminder, positive reinforcement, re-direction, use of classroom routines.
Not following instructions	Class Teacher / Support Staff	Restate expectations, de-escalation, encourage engagement.
Minor disruption (talking, calling out)	Class Teacher / Support Staff	Calm, consistent response; restorative chat if needed.
Incomplete work	Class Teacher / Support Staff	Encourage completion, set clear expectations, offer support.
Mild rudeness/defiance	Class Teacher / Support Staff	De-escalate, discuss privately, use reflection time if appropriate.
Moderate Behaviours		
Persistent low-level disruption	Form Team	Report card, contact with parents/carers, home-school communication book.
Repeated refusal to follow instructions	Form Team	Reflection time, consider involvement of Keyworker or Learning Mentor.
Swearing (not directed at others)	Form Team	Calm response, discuss language expectations, restorative conversation.
Damage to property (minor)	Form Team	Immediate repair or apology, restorative action, report to Pupil Support Team if recurring.
Serious Behaviours		
Bullying/harassment	Class Teacher → Form Team → Pupil Support Team → SLT	Investigate, log on Arbor, refer to Pupil Support Team if persistent/serious.
Racist, homophobic, or discriminatory language	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Immediate challenge, log on Arbor, inform parents, refer to Pupil Support Team, DSL, or SLT if repeated/serious.
Physical aggression (pushing, minor fights)	Class Teacher → Form Team → Pupil Support Team → SLT	Separate pupils, de-escalate, restorative justice session, inform parents, log on Arbor.
Leaving class or area without permission	Class Teacher → Form Team → Pupil Support Team → SLT	Monitor safely and encourage return. Log on Arbor. Contact parents/carers. Arrange a formal meeting with pupil and parents/carers if persistent.
Theft or serious damage to property	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Investigate, restorative meeting, log on Arbor, involve Pupil Support Team and SLT if significant.
High-Level/Extreme Behaviours		
Serious physical aggression (fighting, assault)	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Immediate intervention, ensure safety, utilise Team Teach training, inform parents, log on Arbor, consider suspension.
Repeated or extreme bullying/discriminatory acts	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Formal investigation, involve DSL if safeguarding, consider risk assessment/PSP. Log on Arbor.
Bringing prohibited items to school	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Confiscate, search as per policy, inform parents, possible police involvement. Log on Arbor.
Significant property damage	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Assess risk, consider PSP, restorative action, inform parents, log incident.

Behaviour Type	Who is Responsible?	Notes/Actions
Sexual violence/harassment	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Follow safeguarding protocol, report to authorities as required, inform parents/carers. Log on CPOMS.
Persistent dangerous or unsafe behaviour	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Pupil Support Plan, multi-agency meeting, consider suspension/exclusion. Log on Arbor.
Physical Intervention (Team Teach)	Class Teacher → Form Team → Pupil Support Team → DSL/SLT	Only if pupil is at risk of harming self/others or causing significant property damage. Log on Arbor.
Police Involvement (Last Resort)	Class Teacher → Form Team → Pupil Support Team → DSL/SLT Must be confirmed with Headteacher	For extreme incidents where there is risk of serious harm, crime, or all other avenues exhausted. Log on CPOMS.

Reporting Serious Incidents

Incidents of criminal damage and deliberate assaults on staff that have not been resolved in accordance with the procedure will be reported to Merseyside Police. This is not with the intention of criminalising pupils, but to ensure that there is an official record of the incident. When reporting incidents to the Police, in most cases, Willow Bank school will request that the information be used for recording purposes only (not for prosecution).

**in relation to physical assault, this does not take away the right for the school (or the member of staff / victim) to report the incident as a crime and request that criminal action be taken.*

Willow Bank School's current behaviour policy prioritises in-house interventions, emphasising our dedication to exhaust all available measures before involving the police. We firmly believe that through our comprehensive school-based interventions, we can effectively address these incidents and provide a safe environment for all members of our community. However, in cases where necessary, our actions must align with the guidelines established by Merseyside Police as confirmed in the National Crime Reporting conference held on 28th June 2023.

Appendix I: Behaviour Incident Response Quick Guide

<p>Step 1: Initial Response (Low-Level or First-Time Behaviours)</p> <p>Who: Class Teacher / Support Staff / Form Team</p> <p>Actions:</p> <ul style="list-style-type: none"> ✓ Verbal reminder, redirection ✓ Remind of expectations, fresh start ✓ Praise desired behaviour ✓ Use de-escalation (e.g. time-out, sensory break) ✓ Brief restorative conversation ✓ Encourage task completion & routines <p>➡ If behaviour improves:</p> <ul style="list-style-type: none"> ➡ Praise, monitor, continue support <p>➡ If behaviour persists or escalates:</p> <ul style="list-style-type: none"> ➡ Proceed to Step 2 	<p>Step 2: Targeted/Classroom Support (Persistent or Moderate Behaviours)</p> <p>Who: Form Team / Pastoral Team</p> <p>Actions:</p> <ul style="list-style-type: none"> 📄 Report card / home-school comms ☎ Contact parents/carers ⌚ Reflection / lost learning time 🧑 Restorative session 📄 IEP review / Pupil on a Page (POAP) 🧑 Mentoring / check-ins 🧠 Referral to in-house therapeutic support 🧑 Small group / nurture intervention <p>➡ If behaviour improves:</p> <ul style="list-style-type: none"> ➡ Monitor, continue targeted support <p>➡ If behaviour is serious or escalates:</p> <ul style="list-style-type: none"> ➡ Record on Arbor, move to Step 3 	<p>Step 3: Serious or High-Level Behaviour</p> <p>Who: Form Team → Pupil Support Team → SLT/DSL/SEND</p> <p>Examples:</p> <ul style="list-style-type: none"> Bullying/harassment Racist/discriminatory behaviour Physical aggression Leaving class/area Theft or significant damage Repeated unsafe behaviour <p>Actions:</p> <ul style="list-style-type: none"> 🚨 Immediate safety response 👁 Separate and de-escalate ☎ Inform parents 📄 Log on Arbor/CPOMS 🌱 Restorative justice session 🧑 multi-agency/safeguarding referral 📄 PSP or risk assessment <p>➡ If resolved:</p> <ul style="list-style-type: none"> ➡ Reintegration, ongoing monitoring <p>➡ If risk remains/extreme:</p> <ul style="list-style-type: none"> ➡ Proceed to Step 4 	<p>Step 4: Specialist, Multi-Agency, or Formal Sanctions</p> <p>Who: Leadership Team / DSL / Pupil Support Team</p> <p>Actions:</p> <ul style="list-style-type: none"> 🧠 Referral to TESSA / CAMHS / external agencies 🏠 TAC/TAF 🛡 MASH referral 👮 Police (last resort, HT decision) 🚫 Internal exclusion / suspension 📄 High-level risk assessment 🔄 Re-integration plan 📄 NIROFTE (if needed) <p>📄 Step 5: Reporting & Safeguarding</p> <p>Mandatory Actions:</p> <ul style="list-style-type: none"> 🚗 Assault or criminal damage: Report to Merseyside Police 🔒 Safeguarding/welfare concerns: Report to DSL, follow safeguarding policy
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🔍 Quick Reference Table

Behaviour Level	Responsible Staff
Low-Level	Class Teacher / Support Staff / Form Team
Moderate	Form Team / Pastoral / Pupil Support Team
Serious / High-Level	Form Team → Pupil Support Team → SLT/DSL/SEND
Specialist / Formal	Leadership Team / DSL / SEND

🔍 Behaviour Examples & Escalation Guide

Behaviour	Initial Handler	Escalation Trigger
Off-task/Distraction	Class Teacher/Support Staff	If persistent → Form Team
Swearing (not directed)	Form Team	If repeated → Pupil Support Team
Bullying/Harassment	Class Teacher → Form Team	If serious/repeated → Pupil Support Team / SLT
Physical Aggression	Class Teacher → Form Team	If serious → Pupil Support Team / SLT
Prohibited Items	Class Teacher → Form Team	If risky/illegal → DSL / SLT / Police

Appendix J: Measures to Support Pupils Following Incidents of Negative Behaviour

Purpose:

To provide a graduated, restorative, and needs-led response to negative behaviour incidents, supporting pupils to re-engage positively with learning and the school community.

1. Classroom and Immediate Responses

Responsibility: Teaching Staff / Form Team

- **Verbal reminder and re-direction**
Immediate, low-level intervention to remind the pupil of expectations and offer a fresh start.
- **Positive reinforcement**
Noticing and praising desired behaviour to encourage repetition.
- **Use of de-escalation strategies**
E.g., offering time out, sensory breaks, or access to a calm space.
- **Restorative conversation**
Short, structured dialogue to address harm and agree on next steps.
- **Phone call home**
To share concerns and gain parental support.
- **Lost learning time (detention or reflection time)**
Opportunity for pupil to catch up on missed learning, with support if needed.
- **Report card / Home-school communication book**
Daily or weekly tracking of behaviour, shared with home.
- **Meeting with parents/carers**
To discuss behaviour patterns and collaborative strategies.
- **Send work home to be completed**
Ensuring academic progress continues.
- **Restorative justice session**
Structured meeting (possibly involving harmed parties) to repair relationships.
- **Positive Handling Plan (PHP)**
An agreed plan outlining proactive and reactive strategies to safely support a pupil if challenging behaviour occurs is completed.
- **POAP (Pupil on a Page)**
A concise summary profile capturing key information about a pupil's needs, strengths, and effective strategies to support them.

2. Pastoral and Targeted Support

Responsibility: Form Team / Pastoral Leads / Pupil Support Team / Safeguarding Team

- **Pupil Support Plan (PSP) / Review of Individual Education Plan (IEP)**
Time-limited, coordinated plan with clear goals, involving pupil and parents. Individualised strategies and reasonable adjustments to prevent escalation.
- **Mentoring or key adult support**
Regular check-ins with a trusted adult.
- **Referral to in-house mental health support**
School mental health lead intervention.
- **In-house anger management**
Targeted sessions to develop regulation skills.
- **In-house Art Therapy (Draw and Talk) referral**
Creative therapeutic intervention.
- **Barnardo's resilience referral**
Access to targeted support.
- **Referral to nurture group or small group intervention**
To develop social and emotional skills.
- **Early Help (Level 2 intervention)**
Support for family and pupil needs.

3. Specialist and Multi-Agency Interventions

Responsibility: Leadership Team / DSL / PUPIL SUPPORT TEAM

- **TESSA referral**
Educational Support and Specialist Advice
- **Youth Justice Service prevention**
Support for pupils at risk of offending.
- **CAMHS referral (Child and Adolescent Mental Health Services)**
Assessment and intervention for significant mental health needs.
- **Forensic CAMHS (FCAMHS) referral**
Specialist support for high-risk/complex cases.
- **Educational psychologist referral**
Assessment and advice for behaviour linked to SEND.
- **Occupational therapist referral**
Support for sensory or regulatory needs impacting behaviour.
- **Speech and language therapist referral**
For pupils whose communication needs contribute to behaviour challenges.
- **Team Around the Child (TAC) / Team Around the Family (TAF) referral**
Coordinated multi-agency support.
- **Multi-Agency Safeguarding Hub (MASH) / Social Care referral**
For safeguarding concerns or significant unmet needs.
- **Police involvement**
For serious incidents or where a crime may have been committed.

4. Formal Sanctions and Risk Management

Responsibility: Leadership Team

- **Internal exclusion / time in a reflection room**
Short-term removal from class with restorative reintegration.
- **Suspension (fixed-term exclusion)**
As a last resort, following graduated support.
- **Re-integration meeting**
With parents and pupil, setting clear expectations and support on return.
- **High-level risk assessment**
To ensure safety and appropriate adjustments for the pupil and others.
- **Engagement Pathway (NIROFTE) Personalised timetable (with LA agreement)**
Short-term measure as part of a plan to reintegrate to full-time education.

Comprehensive List of Behaviour Support Measures

Action/Support	Who Leads?	Purpose	Notes/Examples
Verbal reminder and re-direction	All staff	Low-level intervention, prevent escalation	Calm, non-confrontational; reinforces expectations
Positive reinforcement	All staff	Encourage and model desired behaviour	Specific praise, reward systems, stickers
De-escalation strategies	All staff	Reduce heightened emotion, prevent crisis	Time out, movement breaks, calm corner, sensory tools
Restorative conversation	Form team/Teaching/pastoral staff	Address harm, rebuild relationships	Short, structured dialogue after incident
Alert Parents/Carers in relation to achievement and behaviours using Arbor	Teaching staff	The provision of timely information	Parents/carers encouraged to communicate with school should further information be required

Action/Support	Who Leads?	Purpose	Notes/Examples
Phone call home	Form team	Inform and engage parents	Share concerns or positives
Lost learning time (detention/reflection)	Teaching staff/Form team	Regain missed learning, reflection	Lunchtime or after-school, with support
Report card / Home-school communication book	Form team/pastoral staff	Monitor and communicate behaviour regularly	Daily or weekly tracking, parent signatures
Meeting with parents/carers	Form team/Teaching or pastoral staff	Collaborative strategy planning	In person or virtual
Send work home to be completed	Teaching staff	Ensure academic continuity	Where behaviour has disrupted learning
Restorative justice session	Form team/Teaching/pastoral staff	Repair harm, agree future expectations	Structured session, may include those affected
Review of IEP	Form team	Review of targets, support, and individualised, preventative strategies in place.	Involves family, reviewed at least termly. Focus on triggers, adjustments, positive targets
Pupil Support Plan (PSP)	Pupil Support Team/SLT	Targeted, time-limited support with SMART goals, individualised, preventative strategies	Involves family, reviewed regularly. Focus on triggers, adjustments, positive targets
Mentoring/key adult support	Pastoral staff	Build trust, provide regular check-ins	Daily or weekly, consistent adult
Referral to in-house mental health support	Form team/DSL/Pupil Support Team/Inclusion	Address underlying emotional needs	School counsellor, ELSA, or similar
In-house anger management	Therapeutic staff	Develop emotional regulation skills	Group or individual sessions
In-house Art Therapy (Draw and Talk) referral	Therapeutic staff	Creative, therapeutic intervention	Draw and Talk, art journaling
Barnardo's resilience referral	Therapeutic staff	Specialist resilience support	Referral process may vary
Nurture group or small group intervention	Pastoral/Pupil Support Team	Develop social/emotional skills, prevent isolation	Social skills groups, friendship circles
Early Help (Level 2 intervention)	Safeguarding Team/DSL	Support for family and pupil	EHAT
TESSA referral	As directed by SLT	Educational Support and Specialist Advice	Referral to TESSA
Youth Justice Service prevention referral	As directed by SLT	Reduce risk of offending, targeted support	Referral for pupils at risk
CAMHS referral	As directed by SLT	Assessment and support for mental health	May require parental consent
Forensic CAMHS (FCAMHS) referral	As directed by SLT	Specialist, high-risk mental health support	Complex/high-risk behaviours
Educational psychologist referral	As directed by SLT via TESSA	Assessment, advice for SEND/behaviour	For persistent/complex needs

Action/Support	Who Leads?	Purpose	Notes/Examples
Occupational therapist referral	As directed by SLT	Sensory or regulatory needs impacting behaviour	Referral via health services
Speech and language therapist referral	As directed by SLT	Address communication needs affecting behaviour	May be via LA or NHS
Neurodevelopmental Pathway or Developmental Paediatrician referral	As directed by SLT	For the assessment of underlying needs	Referral via health services
Team Around the Child/Family (TAC/TAF) referral	Safeguarding Team	Multi-agency, coordinated support	Involvement of agencies, regular review meetings
Multi-Agency Safeguarding Hub (MASH)/Social Care referral	Safeguarding Team	Safeguarding or significant welfare concerns	Immediate action if risk of harm
Police involvement	Headteacher/DSL	For serious incidents/potential criminal behaviour	Only when necessary, safeguarding always prioritised
Internal exclusion/reflection room	SLT/Pastoral team	Remove from class, support reintegration	Short-term, with support and reflection
Suspension (fixed-term exclusion)	Headteacher	Serious breach, ensure safety, time to review support	DfE guidance followed
Re-integration meeting	Headteacher/SLT	Reintegration planning, review support	With pupil and parents/carers
High-level risk assessment	As directed by SLT	Ensure safety, plan adjustments	For pupils posing risk to self or others
Engagement Pathway (NIROFTE) Personalised or reduced timetable (with LA agreement)	Headteacher/SLT	Short-term, reintegrative measure	Only as part of a clear, time-limited plan
Referral to specialist outreach services	As directed by SLT	Specialist advice, modelling strategies	e.g., SEMH, autism outreach teams
Referral to school nurse/health services	As directed by SLT	Address medical/health needs impacting behaviour	Includes mental and physical health
Involvement of governors (statistical monitoring)	Headteacher	Oversight, accountability	Share anonymised data, not individual cases

Appendix K: High Level Risk Assessment TEMPLATE



High Level Risk Assessment (Section 1: Risk Audit)

Pupils Name:	
Year Group:	
Assessment completed by:	

Describe the severity of the risk
--

EVIDENCE				
Behaviour	When (Time of day; potential triggers)	Most at Risk	Potential of Harm (No Harm, Harm, Serious)	What happens

Assessment completed by:

Signed:

Date of assessment:

Review date:

Pupil High Level Risk Assessment (Section 2: Risk Assessment)

Pupils Name:	
Year Group:	
Risk Assessment Undertaken By:	
Other individuals involved in risk assessment:	

What health and safety hazards arise or could arise from the behaviour of this pupil? (including trigger points, time of day they may occur and any pattern to behaviour)

Hazard / Risk	Person/s Affected	Risk level before controls are in place			Initial control measures	New / further control measures required	Risk level with controls in place		
		L	M	H			L	M	H

List any activities which cannot be safely managed, as far as it is possible to foresee?

Assessment completed by:

Signed:

Date of assessment:

Review date:

Appendix L: Re-integration Letter TEMPLATE



WINWICK ROAD
NEWTON-LE-WILLOWS
MERSEYSIDE
WA12 8DE

Tel: 01744 678745

Email: willowbank@sthelens.org.uk

Web: www.willowbank.st-helens.sch.uk/

Headteacher: Nicola Laughton

Dear [Parent/Carer Name(s)],

Re: Re-integration Meeting Following Suspension

I am writing to provide a summary of the re-integration meeting held on [Insert Date], concerning [Pupil Name]'s return to school following a [Length of suspension]-day suspension for [Reason] on [Date of Incident].

Thank you for attending the meeting. Your ongoing engagement and support are vital as we work together to help [Pupil Name] succeed at Willow Bank School.

Those present at the meeting:

- [Pupil Name]
- [Parent/Carer Name(s)]
- [Other professionals, e.g., Social Worker, YJS Worker, etc.]
- [Staff Name(s) and Roles]

Summary of discussion:

- We reviewed the events leading to the suspension on [date], outlining the behaviour concerns and the impact on the school community.
- Our commitment to supporting [Pupil Name] to succeed at Willow Bank School was emphasised, while ensuring the safety and wellbeing of all pupils and staff.
- We discussed [Pupil Name]'s behaviour records this academic year, including previous incidents and interventions.
- Strategies to help [Pupil Name] manage his/her behaviour and emotions more effectively were explored.

Agreed support and interventions:

Please find the agreed support plan for [Pupil Name] below ([guide only – extensive list provided](#))

- Time out in the cube room
- 1:1 behaviour and resilience support
- Keyworker support to monitor progress
- Weekly 1:1 support from Senior Mental Health Lead & CBT specialist
- Daily 1:1 in-class support (where appropriate)
- Report Card / Home–School Communication Book
- Pupil Support Plan (PSP) / Review of Individual Education Plan (IEP)
- Referral to in-house mental health support
- In-house anger management sessions
- In-house Art Therapy (Draw and Talk)
- Barnardo's resilience referral
- Referral to nurture group or small group intervention
- Early Help (Level 2 intervention)
- TESSA referral (Educational Support and Specialist Advice)
- Youth Justice Service prevention
- CAMHS referral (Child and Adolescent Mental Health Services)
- Forensic CAMHS (FCAMHS) referral
- Educational psychologist referral
- Occupational therapist referral
- Speech and language therapist referral
- Team Around the Child (TAC) / Team Around the Family (TAF) referral
- Multi-Agency Safeguarding Hub (MASH) / Social Care referral
- Referral to school nurse/health services

- Referral to specialist outreach services

Next steps:

- We will implement the agreed interventions and closely monitor [Pupil Name]'s progress.
- Regular review meetings will be arranged to discuss progress and make any necessary adjustments to support.
- Please continue to communicate with us about any concerns or developments at home that may affect [Pupil Name]'s behaviour or wellbeing.

Thank you for your continued support. Together, we will work to achieve the best outcomes for [Pupil Name].

Kind regards,
[Staff Name and Position]

Reintegration Support Plan

Pupil's Name:

Date:

Objectives

- To provide a structured and supportive environment for [Pupil's Name] to re-engage positively with education.
- To address the underlying issues contributing to [Pupil's Name]'s verbally and physically aggressive behaviour.
- To facilitate a phased return to on-site education.

Risk Assessment

A risk assessment will be put in place to highlight how we will manage behaviours that put [Pupil's Name] at risk, staff at risk, and the risk of significant damage. Staff will use a nurturing and trauma-informed approach and are trained in Team Teach, focusing on verbal de-escalation and physical intervention.

Initial Phase:

1:1 Mentoring

- [Pupil's Name] will receive personalised 1:1 mentoring to develop positive relationships.
- Sessions may include core subjects such as Mathematics, English, and Science.

Support Services

- **Anger Management Sessions:** Weekly sessions focusing on identifying triggers and developing coping strategies.
- **Resilience Building:** Activities and discussions aimed at fostering resilience and self-regulation.
- **Healthy Relationships Education:** Exploration of positive relationship dynamics and communication skills.
- **Mental Health Support:** Access to mental health resources and counselling as needed.
- **Youth Justice Service Referral Prevention Program**
- A referral to the Youth Justice Service Prevention Program will be offered to help [Pupil's Name] address verbally and physically aggressive behaviour.
- If accepted, [Pupil's Name] will attend sessions focused on conflict resolution and understanding the consequences of aggressive behaviour.

Phased Return to Education

Phase 1: Partial In-Class Attendance

- [Pupil's Name] will begin attending school for half-days, focusing on subjects and activities that encourage positive engagement.
- Continued participation in 1:1 support sessions on-site to reinforce learning and behavioural strategies.

Phase 2: Increased In-Class Attendance

- Gradual increase to full days on-site as [Pupil's Name] demonstrates readiness and improved behaviour.
- Ongoing monitoring and support to ensure a smooth transition.

Phase 3: Full Reintegration

- [Pupil's Name] attends full-time on-site education with regular check-ins to assess progress and address any emerging issues.
- Continued access to support services as needed.

Monitoring and Review

Regular Review Meetings

- Meetings involving [Pupil's Name], parents/guardians, and relevant staff will be held bi-weekly to review progress and adjust the plan as necessary.

Evaluation

- The success of the reintegration plan will be evaluated based on [Pupil's Name]'s engagement, behaviour, and wellbeing.

Signatures:

Pupil:

Parent/Carer:

Staff:

Appendix N: Report Card TEMPLATE

Behaviour for Learning Report Card



Pupil Name	
Class/Year Group:	
Date/Day:	
Form Tutor:	



Target Behaviour	Success Criteria
e.g., Following Instructions	e.g., Listens and responds first time
e.g., Respectful Communication	e.g., Uses kind words and tone
e.g., Staying on Task	e.g., Completes set activities

Points Key

0	Completely refused	3	Partially met; engaged in at least half of the lesson
1	Engaged in minimal work & did not try to meet targets	4	Met all targets throughout the lesson
2	Attempted to engage but with minimal success	5	Exceeded targets – pupil was exceptional

Behaviour Tracking

Lesson	Points out of 5	Staff Comment
	/ 5	
	/ 5	
	/ 5	
	/ 5	
	/ 5	
Break Time	/ 5	
Lunch Time	/ 5	
Total Score	/ 35	

Form Tutor Comments	Pupil Reflection / Comments
Overall strengths today:	How do you feel about today? <input type="checkbox"/> Happy <input type="checkbox"/> OK <input type="checkbox"/> Unhappy
Something to work on tomorrow:	Comments:

Pupil-Friendly Behaviour & Relationships Summary

Why do we have this policy?

At Willow Bank, we want everyone to feel safe, respected, and able to learn. We know everyone has tough days, and sometimes our feelings show in our behaviour. Our job is to help you understand your feelings, find ways to manage them, and fix things if something goes wrong.

What does “trauma-informed” mean?

It means we know that things that have happened in the past can affect how you feel and act now. We'll always listen, try to understand, and help you move forward.

Our Values and Respect

At Willow Bank, everything we do is based on respect:

- Respect Yourself: Look after your wellbeing, try your best, and ask for help when you need it.
- Respect Others: Be kind, listen, and treat everyone fairly.
- Respect the School Environment: Take care of our classrooms, equipment, and shared spaces.

Our core values help us show respect every day:

- Learn: Try your best, listen, and get involved.
- Grow: Be kind to yourself and others. Learn from mistakes.
- Achieve: Celebrate your progress, big or small.
- Together: Help each other and look after our school.

How do we help you?

We notice and celebrate your successes.

If you find something difficult, we talk with you to understand why.

We use restorative conversations to sort out problems and help you fix things.

We offer calm spaces, time out, and trusted adults to talk to.

What can you do?

Respect yourself by asking for help if you're struggling and taking care of your wellbeing.

Respect others by using kind words and actions.

Respect the school environment by keeping it tidy and reporting any problems.

Take part in restorative chats if there's a problem.

Remember, everyone makes mistakes – what matters is what you do next.

If you're worried or need help, talk to any adult you trust. We're here to help you learn, grow, and achieve – together.



Appendix P: Family Guide to Our Trauma-Informed Behaviour Policy

What is a trauma-informed approach?

At Willow Bank, we understand that children's behaviour is often a way of showing how they're feeling - especially if they've experienced challenges or trauma in the past. Our approach focuses on understanding and supporting your child, not just managing behaviour.

Why is this important?

- Children need to feel safe and understood to learn and thrive.
- When we respond with empathy and consistency, children are more likely to make positive choices and recover from setbacks.
- Restorative conversations help children learn how to repair relationships and take responsibility, instead of just being disciplined.

Our Respect Principles

We teach and encourage everyone in our school community to:

- Respect Yourself: Recognise your feelings, make positive choices, and ask for help when you need it.
- Respect Others: Treat everyone with kindness, listen to different views, and help when you can.
- Respect the School Environment: Look after school property and help keep our spaces clean and welcoming.

How do we support your child?

- We have clear routines and expectations, so children know what to expect.
- Staff are trained to notice and respond to signs of distress or anxiety.
- We use praise, rewards, and regular communication to celebrate progress.
- If there's a problem, we talk with your child to understand what happened and how to make things right.

How can you help at home?

- Talk to your child about our school values and the importance of respecting themselves, others, and the school environment.
- Encourage your child to talk about their feelings and ask for help when needed.
- If you have concerns, let us know – working together helps your child succeed.
- Support restorative approaches by talking with your child about how to fix problems and learn from mistakes.

Our Promise

We will always treat your child with respect and understanding. If you have questions about our approach or need support, please contact the school - we're here to work with you.