

A large, stylized white graphic resembling a bird or a wing is positioned on the left side of the page, set against a dark blue background. The graphic consists of several curved, overlapping shapes that create a sense of movement and form. The text is centered within the white area.

Relational Behaviour Policy

Document Created	December 2025
Date of Last Review	December 2025
Next Review Due	Summer Term 2027

Version Control & Review History

Date	Version Number	By	Summary of Changes Made
Dec 25	V1	Lisa Williams Matthew Peet Megan Ellis Chris Severyn	<ul style="list-style-type: none"> • Re-named as Relational Policy • Added trauma Informed practice into policy • Restorative practice approaches added • Use of good sitting, looking, listening to reinforce active listening

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Introduction

At Outwoods Edge Primary School, we believe that children flourish in environments with predictable consistency, clear expectations, and fair boundaries. Behaviour is a communication of need, and when met with understanding and support, children feel safe, secure, and valued—the foundation of trust. Trust builds strong relationships, and through these relationships, character thrives. Our approach focuses on connection and understanding, guiding children with empathy and consistency to develop the social, emotional, and moral foundations they need to succeed.

Section 1: Why we do what we do

Our Rationale

At Outwoods Edge Primary School, our vision – “*Every day. Every child. Every future.*” – reflects our unwavering commitment to nurturing every child, every single day. We strive to create a safe, supportive, and inspiring environment where all children can grow into confident, compassionate, and responsible citizens who flourish and shape a positive future for themselves and others. We believe that a trauma-informed, relational approach is the foundation of resilience, wellbeing, and lifelong learning.

1. Introduction

At Outwoods Edge Primary School, we believe that positive relationships are the foundation of effective teaching, learning, and behaviour. We know that behaviour is a communication of unmet need. Our Relational Behaviour Policy is rooted in relational practice – an approach that prioritises connection, understanding, and mutual respect over control and punishment.

2. Aims

Our Relational Behaviour Policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of Outwoods Edge Primary School.
- Promote a positive, inclusive school culture where kindness, respect, honesty, integrity, and responsibility are actively taught, modelled, and celebrated.
- Embed our three expectations – Be Safe, Be Ready, Be Respectful – and our learning behaviours – Good Sitting, Good Looking, Good Listening – in all areas of school life.
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide a consistent approach to behaviour management, based on a trauma informed, relational approach, that is applied consistently to all pupils and yet reflects the needs of individual children.
- Foster strong, trusting relationships between pupils, staff, families, and the wider school community.
- Ensure staff practice deliberate botheredness, noticing and responding to the individual needs of every child.
- Support pupils to develop self-regulation, empathy, and resilience.

- Use restorative approaches to repair harm and strengthen relationships when difficulties arise. To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Ensure consistent, fair, and compassionate responses to behaviour that consider individual needs and circumstances.
- Prepare children for their future by embedding skills and values they will carry for life — *every day, every child, every future.*

3. Legislation, statutory requirements and statutory 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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

4. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Online -safety policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy
- Pupils with SEND

5. Purpose

Establishing Expectations

Relationships come first, but high expectations remain. We believe that by making reasonable adjustments for individual needs, all children can meet expectations successfully. What you permit, you promote: tolerating low standards signals that minimal effort is acceptable. Conversely, consistently upholding clear standards helps children rise to the challenge. Through strong relationships, thoughtful adjustments, and consistent expectations, we work together to create a culture at Outwoods Edge where children understand their responsibilities, feel supported, and are empowered to flourish.

6. School Rules, Values and Expectations

Our school community is built on five core values that underpin everything we do:

- Kindness – showing care and compassion for ourselves and others.
- Respect – valuing differences, treating others with dignity, and caring for our environment.
- Honesty – telling the truth, admitting mistakes, and learning from them.
- Integrity – doing the right thing, even when no one is watching.
- Responsibility – taking ownership of our actions and their impact on others.

We have three key school rules that shape behaviour:

- Be Safe – make choices that keep everyone safe.
- Be Ready – come prepared to learn and engage.
- Be Respectful – show kindness, courtesy, and care to everyone and everything.

In addition, we explicitly teach learning behaviours to support engagement and success in the classroom:

- Good Sitting – sit appropriately for learning and listening.
- Good Looking – focus eyes on the teacher or task when required.
- Good Listening – listen attentively to instructions and others.

Together, our values, expectations, and learning behaviours create a positive, supportive learning environment – *every day, every child, every future.*

Section 2: How we do what we do

7. Being Trauma Informed

Outwoods Edge Primary School is committed to ensuring that we all develop a Trauma and Mental Health

Informed Approach which will protect our school community members – staff, children and parents – alike. There is a strong body of research on the impact of Adverse Childhood Experiences (ACEs) have on long-term mental and physical health.

To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings

- create an environment of safety, connection and compassion at all times
- build a school network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult and recurrent events that may occur

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

Outwoods Edge Primary School has embraced a wide definition Adverse Childhood Experiences (ACEs)

encompassed by any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, physical or mental illness within the family, preparing for an exam or moving to a new house can be experienced as traumatic.

Principles of Relational Practice

Our approach is underpinned by the following principles:

1. Relationships First: Positive relationships are at the heart of everything we do.
2. Connection Before Correction: We seek to understand the reasons behind behaviour before responding.
3. Respect and Dignity: Every child is treated with respect, regardless of their behaviour.
4. Voice and Choice: Pupils are listened to and involved in decisions that affect them.
5. Deliberate Botheredness: Staff intentionally notice, care for, and follow up on children's emotional, social, and learning needs.
6. Restoration Over Punishment: When things go wrong, we focus on repairing harm and rebuilding trust.
7. Consistency and Fairness: Expectations are clear and responses are consistent, predictable, and proportionate.
8. Values and Expectations in Action: Behaviour is guided by our shared values, three school expectations, learning behaviours, and deliberate botheredness.
9. Future Focused: Our responses are designed to teach, support, and empower — preparing children for a positive future.

8. Zones of Regulation

At Outwoods Edge Primary School, we use the zones of regulation throughout school. The Zones of Regulation helps children understand and manage their emotions to support positive behaviour. By identifying their emotional state and using strategies to self-regulate, children are encouraged to make thoughtful behaviour choices. This common language for emotions and regulation enables consistent support from staff and promotes a calm, safe, and respectful learning environment where children are able to live our values and flourish.



9. Roles and responsibilities

The governing board

The governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. Governors support the Headteacher in ensuring all adults are adhering to the policy.

The Headteacher

The headteacher is responsible for:

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to 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 relating to behaviour logged onto CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Leadership Team and Behaviour Mentor

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

Leaders will:

Meet and greet children at the beginning of the day on the gate and / or building entrances, as well as being present at the end of the school day in the same places.

Be a visible presence around the school, especially at transition times

Celebrate staff, leaders and children whose effort goes above and beyond expectations

Model school values, expectations and WINE in their interactions

Regularly share good practice

Support staff in managing children with more complex distressed behaviours

Regularly review provision for children who fall beyond the range of written policies

Teachers and Staff

Staff are responsible for:

Creating a calm, orderly and safe environment for pupils

Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.

Building positive relationships with pupils.

Adopting an attitude and culture of 'deliberate botheredness' – the daily acts of care and genuine interest in children's lives that matter.

Focusing on the values, expectations and responsibilities of the school when establishing boundaries in conversation with children.

Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.

Planning lessons that engage, challenge and meet the needs of all children.

Promoting intrinsic motivation by rewarding the process of learning through good sitting, good looking and good listening.

Seeking both resolution and learning when dealing with incidents. Follow up every time, engaging in restorative dialogue using the WINE script.

Always reminding children about the expectations.

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents promptly.

Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us

Parents and Carers

Parents and carers should:

Get to know the school's relational 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

Live the school values and interact with school staff in this way.

Ensure that school attendance doesn't negatively impact their child's ability to cope# 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 working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction, and half termly in school:

The expected standard of behaviour they should be displaying at school

The school values

The school's key rules and routines – (Be Safe, Be Ready, Be Respectful) (Good Sitting, Good Looking, Good Listening, Good Walking)

That they have a duty to follow the behaviour policy

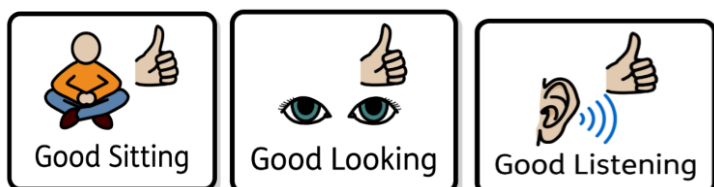
The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The wellbeing support that is available to them to help them meet the behavioural standards

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

10. Promoting Positive Behaviour and Rewards

Learning Behaviours and School Behaviours are taught to support these expectations:



- Good Sitting – sit correctly and attentively for learning activities.
- Good Looking – focus your eyes on the teacher or task to support attention.
- Good Listening – listen carefully to instructions, peers, and adults.
- Good Walking – move safely and calmly around the school, respecting others and the environment.

Staff demonstrate deliberate botheredness by noticing pupils who may be struggling, intervening early, and supporting them to meet these expectations and learning behaviours.

We proactively build positive behaviour by embedding our values, expectations, and learning behaviours into everything we do:

- Relational Teaching: Staff build strong, trusting relationships with pupils based on mutual respect and kindness.
- Positive Reinforcement: Praise, recognition, and celebration of values, expectations, and learning behaviours are embedded in daily practice.
- Emotion Coaching: Staff support pupils to recognise and regulate their emotions with honesty and responsibility.
- Modelling: Adults consistently model the behaviours, expectations, and learning behaviours we expect from children.
- Curriculum and PSHE: Social and emotional learning, including integrity and empathy, is woven into the curriculum.

Positive Reinforcement Examples Are Used for:

- Good Sitting, Looking, Listening or Walking
- Displaying a School Value
- Displaying a School Expectation
- Working well as part of a team
- Going above and beyond
- Personalised achievement, specific to that child

Specific Praise

Recognising achievement through verbal or non-verbal praise.

We know that a wink, thumbs up, smile, pat on the back, sticker and a simple 'I am so proud of _____. Well done' Can go a long way.

"I noticed you showed great responsibility by tidying up without being asked."

Responsibilities

We give our children responsibilities in school such as: classroom jobs, helping younger pupils and our paired reading project. This fosters a sense of ownership, trust, and belonging, which in turn promotes positive behaviour as they feel valued, capable, and motivated to contribute positively to the school community.

House Point

The House Point System runs school wide.

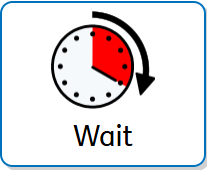
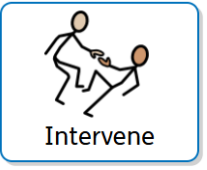
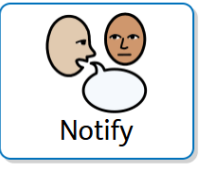
Each child and staff member is a member of a House Team: Bradgate, Beacon, Soar and Swithland.

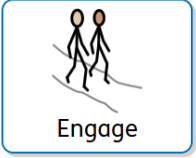
<p>House Points can be awarded through class dojo by all staff in school.</p> <p>House Captains total up the school points each Friday and the winning house is announced in assembly on Friday.</p> <p>Children are rewarded with certificates for reaching nominations of 50. Anyone reaching above 150 house points a half term is invited to hot chocolate with the head teacher.</p> <p>Each term, the winning house team has an afternoon off timetable together.</p>
<p>Young Leaders</p> <p>We recognise the importance of roles in our school which children can be nominated for include:</p> <p>-School Councillor, Eco Warrior, House Captain, Play Leader, Library Leader</p>
<p>Telling Our Families</p> <p>We share good news regularly with parents and carers:</p> <ul style="list-style-type: none"> - At the end of the day - Via a note home
<p>Weekly Celebration Assembly</p> <p>We showcase public recognition in weekly assemblies for positive behaviour, effort, or contribution. These are showcased in our weekly newsletter.</p> <p>These include:</p> <ul style="list-style-type: none"> - Excellence Recognition and Golden Stickers. Work is displayed in our hall. - Values Award written weekly for one child per class, directly linked to the school values, expected behaviours or expectations. - School achievements: sporting competitions, book performances, trips and visits, learning outcomes. - Personal achievements awarded outside school.
<p>Collective Rewards</p> <p>Children may earn marbles, tokens, or stars for positive class behaviour towards a shared goal (e.g. extra outdoor play, story time, or a class celebration).</p>

11. Responding to Challenging Behaviour

When behaviour falls short of expectations, we respond using relational, restorative approaches. Staff follow these steps, often using scripted interventions known as WINE to ensure consistency and clarity:

WINE Framework for Scripted Interventions

 <p>Wait</p>	<p>1. W – Wait – Pause calmly, assess the situation, and allow the child a moment to regulate.</p> <p><i>Pause to regulate yourself and the child before responding.</i></p> <ul style="list-style-type: none"> • “Let’s both take a moment to breathe.” • “I can see you’re upset. Let’s wait until you feel ready to talk.” • “I’ll give you a minute, and then we’ll chat about what happened.” <p>This step is crucial for de-escalation. Avoid rushing in while emotions are high.</p>
 <p>Intervene</p>	<p>2. I – Intervene – Approach the child using a neutral, supportive tone. Use scripted language to address behaviour clearly and calmly, e.g.:</p> <p>Use calm, neutral language to name what you noticed and open the conversation.</p> <ul style="list-style-type: none"> • “I noticed you’re finding it tricky to follow instructions.” • “I can see that something has gone wrong – let’s talk about it together.” • “I’m here to help you make this right. Can you tell me what’s going on?” • “It’s okay to make mistakes. What matters is how we fix them.” <p>Tip: Keep tone gentle and curious, not accusatory. Use “I noticed...” instead of “You did...”</p>
 <p>Notify</p>	<p>3. N – Notify – Make the child aware of the impact of their behaviour on others, linking to school values, expectations, and learning behaviours.</p> <p>Help the child understand the impact of their behaviour – on others, on learning, and on themselves.</p> <ul style="list-style-type: none"> • “When you shouted out, it stopped others from listening. That isn’t respectful.” • “When you left the line, someone got hurt. Being safe means we move carefully with Good Walking” • “Your choice has made your friend feel upset. How do you think they might feel now?” • “That behaviour isn’t showing our value of responsibility. How could we show it next time?”

	TIP: Always connect behaviour back to school values (kindness, respect, honesty, integrity, responsibility) and expectations (Be Safe, Be Ready, Be Respectful).
	<p>4. E - Engage – Engage the child in a restorative conversation to repair harm, problem-solve, and plan how to move forward.</p> <p><i>Guide the child through reflection, restoration, and next steps.</i></p> <ul style="list-style-type: none"> ● “What happened from your point of view?” ● “Who has been affected by what happened?” ● “What can you do to make things right?” ● “What could you do differently next time to show kindness/respect/responsibility?” ● “How can I support you to make a better choice next time?” <p>Tip: End the conversation positively – focus on solutions, growth, and future choices.</p>

Using WINE scripted interventions ensures staff respond consistently, calmly, and relationally, showing deliberate botheredness while helping pupils learn to self-regulate, reflect, and repair relationships.

12. Consequences: Our Behaviour System

As a school, we do all that we can to avoid confrontation and help children to de-escalate situations. When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. When a behavioural incident occurs, we seek those children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour.

All behaviour protocols are used at the Headteacher’s discretion.

This follows a graduated response, where possible.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

Our approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes

them uncomfortable, no matter how 'small' they feel it might be. Pupil's are proactively taught the NSPCC 'Pants rule' yearly as well as SRE sessions regarding consent. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Support Report System

Our support report system follows persistent disruption over a period 2 weeks or more. The support card clearly defines the focused behaviours that need to improve. Alongside this, pastoral support will continue to be provided. A report card is designed as a short intervention, constantly reviewed.

13. Break and Lunchtimes

The same behaviour system will be used at lunchtime as is used in the classroom.

Children will attend the quiet room to reflect on any behaviour deemed unsafe/disrespectful or of they have chosen not to complete classroom learning.

14. Personalised approach

We take a personalised approach, recognising that children come to school with a range of experiences, strengths, and needs. This means we adapt our strategies to support individual pupils, including making reasonable adjustments for those with Special Educational Needs and Disabilities (SEND), so that they can access learning and thrive alongside their peers.

15. Pupil support

Following a sanction, the school will support re-integration and consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

16. Exclusions and Suspensions

Exclusions and suspensions are used at the discretion of the Headteacher, on a case by case basis.

The school can use suspension (breach) and permanent suspension in response to serious breach of the policy or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Reintegration

Following any period of suspension (internal or external), the child is supported to have a restorative reintegration prior to entry back into class. Adequate support for this settling period should be put into place as necessary.

17. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

18. Malicious allegations

The school takes all allegations against staff and pupils seriously and investigates them thoroughly, following appropriate safeguarding and disciplinary procedures. Our priority is always to ensure a safe, respectful, and fair environment for all members of our school community.

19. Positive Handling and Physical Restraint

DfE 2025: Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At Outwoods Edge Primary School, the use of reasonable force is only considered as a last resort to ensure the safety of children, staff, and others. It is applied reasonably, proportionately and only when necessary to manage extreme situations, such as preventing harm, injury, or significant disruption, and is always in line with statutory guidance. Whilst all members of staff have the duty and right to keep our children safe and entitled to a good quality of orderly education, we have trained specific members of our team in the TeamTeach methods.

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
- Damaging property
- Committing an offence

Incidents of reasonable force are:

- 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 the same day

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.

20. Pupil transition

At Outwoods Edge Primary School, we recognise that transitions between year groups, classes, or settings can be challenging for children. During these periods, clear behaviour expectations are communicated and reinforced, alongside our core values, to provide consistency and security. Some children may require additional support or tailored transition plans to help them adapt successfully.

21. Staff development and support

As part of their induction process and ongoing CPD offer, our staff are provided with regular training on managing behaviour.

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management strategies
- Trauma Informed Practice

Section 3: How do we know what we do works?

22. Monitoring

At Outwoods Edge Primary School, the behaviour policy is regularly monitored to ensure it remains effective and relevant. The school will use the results of this analysis to make sure it is

meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

23. Policy Review

This policy will be reviewed at least annually to ensure it reflects best practice and the needs of our school community. Feedback from staff, pupils, and families will inform future updates, ensuring that our vision – *“Every day. Every child. Every future.”* – remains at the heart of our work