WIMBLEDON CHASE PRIMARY SCHOOL

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

A Trauma-Informed Relational Approach to Supporting Behaviour Policy

September 2026

1. Introduction

"In schools where all feel that they belong, the behaviour "agenda" is owned by everyone. Staff and pupils know what it is: have helped shape it; think it's fair. There is a common language and shared set of practices. Entering into these schools is a warm and welcoming experience."
(*Place and Belonging in school: why it matters today*: Riley et al 2020)

At Wimbledon Chase, we want our school to be a warm and welcoming place where everyone feels that they belong. We want our children to be happy, safe and secure learners, able to explore, take risks in their learning and develop positive relationships with others. We recognise that safe, trusting and consistent relationships are the foundation for emotional regulation, engagement in learning and positive behaviour.

Our approach is rooted in the belief that behaviour is communication and needs to be understood within the context of a child's developmental, emotional and relational experiences. We seek to understand rather than judge, recognising that children who have experienced adversity, trauma or disrupted relationships may respond differently to emotional cues and expectations. Adults have an important role in providing co-regulation, modelling calm and respectful behaviour, and creating the safety and consistency that children need to develop their own capacity to regulate and make positive choices.

We promote a trauma-informed, relational approach across the whole school, underpinned by empathy, inclusion, curiosity and unconditional positive regard. We value every child and family, recognise and celebrate individual differences, and seek to ensure that children and adults feel seen, heard and valued. We recognise that relationships take time to build and maintain, and that they will sometimes need to be repaired. Our approach therefore places an emphasis on connection and repair alongside clear boundaries, expectations and appropriate consequences. We use restorative practice as a means to guide us in this.

Through its aims and content, this policy sets out how we will foster a strong sense of belonging and cultivate positive, respectful relationships through a consistent, evidence-based and research-informed approach to behaviour. It provides a shared framework for all staff, ensuring that our responses are warm, calm and non-judgemental, while maintaining clear boundaries and supporting children to understand themselves, regulate their emotions and develop the skills they need to flourish.

2. Aims

This policy aims to:

- **Create a whole-school culture of belonging, connection and positive relationships**, enabling all children to learn through our Cornerstone Curriculum in a calm, safe and supportive environment.
- **Establish a consistent, trauma-informed and relational approach to support behaviour**, rooted in empathy, curiosity, inclusion, unconditional positive regard and clear, respectful boundaries, and reflecting Wimbledon Chase values, our Cornerstone aims and our commitment as a Rights Respecting School.
- **Support children to develop emotional regulation and self-awareness**, recognising that behaviour is a form of communication and that children's behaviour needs to be understood within the context of their developmental, emotional and relational experiences.
- **Set out clear expectations for behaviour**, including how our Cornerstone Behaviour Principles are upheld, our Wimbledon Chase Way Behaviour Curriculum is taught, and adults respond to unwanted or dysregulated behaviours with calmness, consistency, curiosity and a focus on repair.
- **Recognise and respond to individual needs**, including those of children with SEND and those who may present with complex or persistent patterns of behaviour, adapting our approach where appropriate to support inclusion and positive outcomes.
- **Promote relational safety and repair**, ensuring that responses to unwanted behaviour maintain dignity, strengthen relationships and support children to learn, reflect, regulate and make positive choices, while providing clear and appropriate consequences where necessary.
- **Define and address behaviours that cause harm or impact on the rights and safety of others**, including bullying, discrimination and other forms of harmful behaviour



3. Wimbledon Chase as a Rights Respecting School

As a Rights Respecting School all governors, staff, student teachers and volunteers have a duty to uphold Children's Rights as defined by the United Nations in relation to behaviour. These rights are of particular relevance.

- Article 3 - The best interests of the child
- Article 13 - The freedom of expression
- Article 14 - The freedom of thought, belief and religion.
- Article 15 - The freedom of association
- Article 19 - The protection from violence, abuse and neglect
- Article 28 - The right to education
- Article 29 - The right to the goals of education
- Article 31 - The right to leisure, play and culture

3.1 Wimbledon Chase Principles of Understanding and Supporting Behaviour

Our approach is rooted in the belief that relationships are central to understanding and responding to behaviour. Our values of kindness, respect, inclusion, equality, positivity and safety underpin a consistent, trauma-informed and relational approach across our school.

Developing Relationships

We build safe, trusting and consistent relationships through empathy, curiosity, inclusion and unconditional positive regard. We understand that behaviour is communication and seek to understand each child's individual developmental, emotional and relational needs. Connection comes before correction.

Responding and Calming

We respond to behaviour with warmth, calmness and consistency, maintaining clear and respectful boundaries. Through co-regulation, rational detachment and a non-judgemental approach, we support children when they are distressed or dysregulated and recognise when a change of adult may be helpful.

Repairing and Restoring

We recognise that relationships can be challenged and need to be repaired. We help children to reflect, take responsibility and restore relationships where harm has occurred. Our focus is on repair and learning alongside appropriate consequences.

A Positive and Inclusive Culture

We want every child and adult to feel safe, valued, respected and that they belong. All adults model the relationships and behaviours we want to see and share responsibility for creating a consistent, inclusive and relational culture in which children can flourish.

4. The Wimbledon Chase Way

The Wimbledon Chase Way is how we have shaped and embedded our relational approach in the life of our school. It brings together our values, curriculum and commitment to belonging, providing a shared framework for how we teach, model, recognise and respond to behaviour. It builds on the principles set out above and translates them into the everyday experience of children and adults at Wimbledon Chase.

4.1 Belonging

Wimbledon Chase is a large, diverse and multicultural community. We believe that children and adults thrive when they feel that they belong, are valued and are proud to be part of their school community. A strong sense of belonging supports children to engage positively in school life, contribute to their community and develop the behaviours that enable everyone to learn and flourish. We therefore seek to create a culture of kindness, respect, inclusion and responsibility for one another.

4.2 The Wimbledon Chase Way Behaviour Curriculum

Our WImbledon Chase Way Behaviour Curriculum teaches the behaviours children need for learning, relationships and life in the wider community. It reflects our values and relational approach, recognising that behaviour is communication and that some children may need additional support, connection and opportunities to develop their emotional and relational skills.

Behaviour is taught explicitly through lessons, assemblies, intervention groups and individual conversations, as well as through the everyday routines, interactions and relationships that shape school life. Adults model the behaviours we want to see, use curiosity and encouragement, and recognise behaviours that exemplify our Cornerstone Rules. Our approach is informed by evidence, including the Education Endowment Foundation's *Improving Behaviour in Schools* (2019).

4.3 Rights Respecting School

As a Rights Respecting School, we uphold children's rights through the way we teach, model and respond to behaviour. We maintain high expectations while recognising individual needs and ensuring that children are treated with dignity, fairness and respect. Through consistent routines, positive recognition and relational responses, we support children to understand their responsibilities, make positive choices and contribute to a safe and respectful school community.

5. Expectations and our six Cornerstone Rules

Our six fundamental Cornerstone Rules for positive behaviour are integral to The Wimbledon Chase Way and to ensuring that children's right to learn is not disrupted.



6. Staff as excellent Role Models

We ask our staff to act as excellent role-models of the Cornerstone Rules so that habits of good behaviour are modelled on a daily basis. We expect all adult-child relationships in school to be based on mutual respect, so that the principles of a Rights Respecting School are adhered to **(Teachers' Standards 1)**

Staff must be approachable and there to help. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change. **(TS7)**

At Wimbledon Chase we ask for adults (staff, governors and visitors) to amplify the following behaviours **(TS Part Two):**

- **Calmness**
- **Warmth and confidence**
- **Humour**
- **Empathy**
- **Consistency**
- **Curiosity**
- **Unconditional positive regard**
- **Reflective practice**
- **Recognising and reinforcing positive behaviour**
- **Seeking connection and repair**
- **De-escalation**
- **Emotion Coaching**

At Wimbledon Chase, the following behaviours are not consistent with our relational approach and should be challenged when displayed by adults in our community:

- **Aggression or intimidation**
- **Shouting or raised voices**
- **Dismissive or judgemental language**
- **Escalating or entering into power struggles**
- **Humiliation or shaming**
- **Sarcasm or ridicule**
- **Public criticism or confrontation**

7. Behaviours That Cause Harm or Impact on the Rights and Safety of Others

Alongside our high expectations and positive approach to behaviour, we recognise that some behaviours cause harm, compromise safety or significantly affect the rights and wellbeing of others. These require a clear, consistent and proportionate response.

Wherever possible, adults will seek to understand what is driving the behaviour and respond with calmness, curiosity and connection.Responses will maintain clear boundaries and expectations while recognising individual needs and circumstances.Where appropriate, children will have opportunities for reflection, repair and learning.

7.1 These behaviours include:

- Not following our Cornerstone Rules, particularly where this impacts on the safety, dignity, rights or learning of others.
- Significant disruption to learning or the wider school community.
- Aggressive, threatening or physically harmful behaviour, including fighting or deliberately hurting others.
- Bullying, including off-site and cyber-bullying. See **Appendix A** for a definition of bullying.
- Racist, homophobic, gender-based, disability-based or sexually-based harassment or discrimination, including behaviour occurring off-site or online.
- Child-on-child abuse, which will be addressed in accordance with our Safeguarding Policy. Further detail can be found in **Appendix B.**
- Stealing or involvement in illegal activity.
- Bringing, possessing or using banned items, as defined in **Appendix C.**

In responding to these behaviours, we will maintain relational safety alongside clear boundaries and accountability. Serious incidents will be managed in line with safeguarding, legal and statutory requirements, and appropriate consequences may be applied where necessary.
Where searching for banned items and their confiscation is deemed appropriate, this will be conducted in accordance with the DfE's latest guidance on Searching, Screening and Confiscation and as detailed **in Appendix C**

8. Principles and Practices

The Wimbledon Chase Way: Reward the Positive and Chance to Change

The principles behind this approach are that:

- Adults are excellent role models
- In their interactions with children, all adults will

IDENTIFY the behaviour we expect
Explicitly **TEACH** behaviour
MODEL the behaviour we are expecting
PRACTISE behaviour
ACTIVELY NOTICE excellent behaviour
CREATE conditions for excellent behaviour

- **All children are supported to develop the skills they need to regulate, communicate and behave positively.** They are given opportunities to understand what has happened, learn from their behaviour, put things right and understand its impact on others.

- ➢ Children do not "move down" or lose rewards they have already earned because of later behaviour. We maintain clear boundaries and expectations while continuing to notice and recognise positive behaviour and progress.
- ➢ Adults use the least intrusive approach needed, starting with connection, encouragement and reminders before moving to more direct responses when needed.
- ➢ When children display behaviour that causes harm or affects the safety, rights or learning of others, adults respond calmly and consistently, helping children to understand what has happened, develop their ability to respond differently and, where appropriate, repair any harm.
- ➢ Adults use calm, clear and respectful language when redirecting or challenging behaviour. We remain regulated and professional, avoiding power struggles and keeping the relationship at the centre of our response.

9. Reward the Positive

9.1 Teaching Routines

We are committed to making our school a safe environment for children and adults. We want to give children the tools they need in order to build happy, fulfilled lives. The certainty of routines helps children navigate their time at school and also allows adults to lead from our school values, not from emotions. Having clearly defined rules, routines and rituals will help us to remain consistent on difficult days. This provides security, children feel safe and secure in classrooms that are predictable.

When teaching routines we:

- Do not assume that children know how to behave; regardless of age, teach them the rules that operate in the classroom and precise routines and rituals for individual activities.
- Use positive language when drafting rules and routines; identify the behaviours that are wanted rather than those which are not
- Teach the children routines for formal learning activities (Voice 21 strategies, independent work, group collaboration, showing whiteboards etc.)
- Teach the children class rituals for classroom organisation and informal activities (entering the classroom, tidying, answering questions).
- Use acknowledgement and positive reinforcement to embed rules, routines and rituals.

How to teach a routine:

- Establish the routine and run it through with the children first
- Ask questions to check their understanding of the routine
- Show them where the routine can be found
- Catch learners doing the right thing
- Peg their behaviour back to the routine
- Consider making a tally next to the routine of how many times you have caught your class doing the right thing
- Celebrate the success of your class in following the routine

9.2 Recognise, Praise and Celebrate

The language around behaviour should remain positive at all times. We firmly believe in the power of meaningful, specific, personal direct praise. Notice excellent behaviour; tell children what you are praising and why.

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. We use language such as "dysregulated" or "dysregulation" to describe when a young person is unable to contain their emotions.

Praise is important, at Wimbledon Chase we have a variety of praise systems to build self-esteem:

- Staff are encouraged to provide specific verbal and written praise for good learning, effort or behaviour. When giving praise we ask for adults to be alert to their own bias and actively address it.
- Children who have done great learning may be asked to share their learning with the Headteacher, SLT, other teachers and classes.
- Teachers are encouraged to share positive feedback about a child's behaviour – either by the phone, face-to-face, email or using notes home to parents to celebrate appropriate behaviour.

9.3 Specific Praise

Academic research has proved that the more a person repeats their positive qualities, the more they believe it and the more their self-esteem grows. In addition, the positive conversation counteracts any negative labelling this child may be attracting. Examples are:

"We have noticed that you are very helpful with young children"
"We've noticed that you have great self-control and always stay calm under pressure"
"We've noticed that you always have a big smile and a positive greeting for everyone"

9.4 Whole Class Rewards see Appendix D for a range of rewards

The class will work together towards a whole class reward through adults rewarding good behaviour through the system used by the teacher. The frequency of the reward will depend upon the needs of the class. This will be discussed with the Phase Lead. Some children's rewards rewards may be different from the rest of the class and in line with their own behaviour plan.

9.5 Individual Rewards

At Wimbledon Chase we want children to develop the intrinsic motivation to behaviour well. However, If appropriate or needed children can be rewarded for positive behaviour habits. The system used in class can be devised by the teacher. The frequency of the reward will depend upon the needs of the class. This will be discussed with the Phase Lead and the child's parents.

9.6 Wider Recognition

In addition to whole class and individual rewards, staff may choose to recognise and reward good behaviour within the wider community.

This could be, but is not limited to:

- A recognition visit to another teacher, adult or member of SLT
- Sharing positive news with the wider school community for instance in the newsletter or on social media if appropriate.
- Recognition in assemblies
- Being given a role of responsibility
- Extra playtime for groups, classes, years or phase

10. Chance to Change Approach

Our **Chance to Change** approach is rooted in our trauma-informed, relational understanding of behaviour. We recognise that children's capacity to regulate, communicate and respond to boundaries can be affected by their developmental stage, emotional state, relationships and previous experiences. We therefore seek to understand behaviour in context and respond in ways that promote safety, connection, regulation and learning.

In practice, adults draw on a range of evidence-informed approaches, including:

- **The Social Discipline Window** – balancing high expectations and clear boundaries with high levels of support, connection and encouragement.
- **The Window of Tolerance** – recognising when a child is regulated and ready to learn, and adapting our response when they are becoming overwhelmed, hyper-aroused or withdrawn.
- **The Shield of Shame** – recognising that shame can affect how children respond to correction, and avoiding responses that increase shame or threaten a child's sense of belonging.
- **Emotion Coaching** – helping children recognise, understand and communicate their emotions while maintaining clear boundaries around behaviour.
- **Distraction and de-escalation** – using calm, proportionate strategies to reduce escalation and support children to regain regulation.
- **Connection before correction** – remembering that a child is more able to hear, reflect and learn when they feel safe, understood and connected to the adult.

We consider a child's developmental stage and individual needs rather than relying solely on chronological age when deciding how best to respond. This is particularly important for children with SEND, developmental differences or experiences of trauma and adversity.

Our **Ordinarily Available Provision** provides the first layer of support within the classroom. This includes predictable routines, clear expectations, positive relationships, co-regulation, visual and verbal prompts, movement and regulation opportunities, emotion coaching and appropriate adaptations to support individual needs.

These principles underpin our use of logical consequences, *Reminder, Redirect and Space to Regulate*, and the *Respectful, Reasonable and Reflective* approach. Adults use the least intrusive response necessary, maintaining clear boundaries while keeping relationships at the fore.

11. Chance to Change Approach with Regard to SEND

11.1 Recognising the Impact of SEND on Behaviour

- The school recognises that SEND may affect how a child communicates, regulates and responds to situations. As a school with an Additionally Resourced Provision for children with Speech and Language needs, we are committed to inclusive practice and will make reasonable adjustments to our approach where necessary.
- When behaviour needs to be addressed, we will consider the individual circumstances and any relevant SEND needs, while recognising that not all behaviour will be related to a child's SEND. The impact of SEND will be considered on a case-by-case basis.
- When responding to behaviour from children with SEND, particularly where their SEND may affect their behaviour, the school will balance its legal duties and responsibilities when making decisions about applying this policy.

11.2 Adapting sanctions for children with SEND

When considering a behavioural consequence for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?
-

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the. Our SEND policy and **Appendix E** give further details of our legal duties and preventative measures.

13. Chance to Change Steps

<table>
<tr><td colspan="2">Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!</td></tr>
<tr><td>REMINDER
Consistent Language

"I've noticed … (state the behaviour). This is a REMINDER of our Wimbledon Chase Way. We need to … (state the expected behaviour). You can put this right now. Thank you."

Example: "I've noticed you're running. Our Wimbledon Chase Way is about keeping everyone safe. Show me sensible walking. Thank you."</td><td>If a child displays unwanted behaviour, they are quietly reminded of the expected behaviour, either verbally or through an unobtrusive non-verbal prompt.
Give the child take-up time and avoid further discussion unless needed.</td></tr>
</table>

<table>
<tr>
<td>REDIRECT
Consistent Language

“I’ve noticed that … (state the behaviour). We’ve talked about this already. Our Wimbledon Chase Way is to … (state the expected behaviour). I’m going to help you get back on track. You can … (state the next step). If this continues, we will need to … (state the clear boundary or consequence). Thank you.”

Example: “I’ve noticed you’re building a tower instead of starting your work. Our Wimbledon Chase Way is to be positive and ready to learn. I’m going to help you get started. Begin with this question and I’ll come back to check on you. If the work isn’t completed, we will need to find time to finish it. Thank you.”</td>
<td>.Adults look for opportunities to notice and recognise positive behaviour, whilst holding clear, calm and consistent boundaries.</td>
</tr>
<tr>
<td colspan="2">SPACE TO REGULATE
If a child continues to display unwanted or dysregulated behaviour, they may be given time and space to regulate and reset. This may take place within the classroom or, where appropriate, in another class.
A logical consequence may be given in response to the behaviour. Parents will be informed where appropriate and the incident recorded on CPOMS. The consequence may include moving within the class or to another class, depending on the circumstances.</td>
</tr>
<tr>
<td>MOVE WITHIN CLASSROOM
Consistent Language
“I’ve noticed … (state the behaviour). This is a reminder of our Wimbledon Chase Way. You need some time and space to reset. Please go to … (designated area). I’ll come and check in with you in two minutes. Thank you.”

Example: “I’ve noticed some unkind language. Our Wimbledon Chase Way is about being respectful. Take some time in the quiet area to reset, and I’ll come and check in with you in two minutes. Thank you.”</td>
<td>• Child moves to a designated area of the classroom.
• Usually 5–10 minutes to regulate and reset without further disruption.
• Child may complete an appropriate activity, such as calming, reflection or continuing their work.
• When ready, the child returns to learning. If further support is needed, the child may move to another classroom.
For regular occurrences:
• Discussion with SLT and/or SENDCO to consider specific behaviour intervention or additional support.</td>
</tr>
</table>

MOVE TO ANOTHER CLASS Consistent Language "I've noticed that things are continuing to feel difficult. We need to keep everyone safe and ready to learn, so I'm going to help you have some time and space in … (class/space). I'll come and speak with you at the end of the lesson. Thank you." Do not describe the child's behaviour to another adult in front of the child.	Child is supported to move to the designated colleague/class, with a follow-up check that they have arrived safely. • The child works independently for the remainder of the lesson where appropriate, with work or an agreed activity provided by the class teacher. • Where appropriate, a related consequence may be given. • The child returns to class when they are ready and able to re-engage safely. If further support is needed, SLT should be involved. **For regular occurrences:** • Discussion with Phase Lead and/or SENDCO to consider behaviour intervention and/or additional support. • Monitor patterns to identify possible causes, triggers and appropriate targets. • Teacher contacts parents/carers where behaviour is a continuing concern.

Further consequences in the classroom

Repeated or **serious** behaviours will require further logical consequences.

I. Whilst the school aims for a consistent approach in delivering logical consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences.

Senior Leadership Team involvement

I. The child will usually be referred to the Senior Leadership Team in the following order:

Phase Lead → Deputy Head → Headteacher

II. If the incident is serious, then the child may be referred to the Deputy Head or the Headteacher in the first instance. The child's behaviour will be discussed with the child and the Assistant SENDCo and/or Inclusion Lead will be included if appropriate. Possible outcomes could be, but are not limited to:

Explaining referral to SLT
Consistent Language

"I've noticed that things are continuing to feel difficult. We need to make sure everyone is safe and able to learn, so I'm going to ask for some additional support. I will contact … (name) and you will go to … / with them. I'll come and speak with you … (when). Thank you."

Do not describe the child's behaviour to other adults in front of the child.

- Child is escorted to or collected by an appropriate adult.
- The child may work in a quieter space, from the remainder of the lesson up to a half day, depending on the circumstances and their needs.
- A related logical consequence or withdrawal of a privilege may be appropriate.
- The teacher provides work or an appropriate activity as soon as possible after the child moves.
- **For regular occurrences:**
- Discussion with Phase Lead, SENDCO and/or Headteacher as appropriate.
- Parents informed by the teacher, Phase Lead or SLT, depending on the nature of the incident.
- Where appropriate, work with parents/carers to understand possible causes and consider additional or alternative strategies.
- Referral to appropriate external services or multi-agency support, such as NHS Educaiton Wellbeing Service, MSSIS, or Educational Psychologist, where required.

Possible Outcomes of SLT referral

Reflection Time with SLT

Where appropriate, an SLT member will support the child through a **restorative conversation**. The focus will be on understanding what has happened, considering its impact on others and identifying strategies to repair the situation and move forward.

A **logical consequence** may be applied where appropriate, such as the loss of a privilege. The child will then return to class with support to re-engage positively with learning and the wider school community.

Out-of-Class or Off-the-Playground Time

Where a period of time out of class or off the playground is considered necessary, this will be agreed by SLT and used to provide the child with time and space to **regulate, reflect and reset**.

A **Reflection Form** may be used to support this process and will be kept in the child's class. Following an out-of-class consequence, the child will return to class with clear expectations and support to re-engage positively.The adults will look for opportunities to **notice and recognise positive behaviour**, enabling the child to feel reintegrated and unashamed.

Parent Meeting

Where behaviour is a continuing concern, a meeting with parents may be arranged to:

- review the child's behaviour and identify patterns or possible underlying factors;
- develop or review **individual targets and strategies**;
- consider reasonable adjustments or additional support where appropriate;
- agree consistent approaches between home and school; and
- identify whether further assessment, intervention or external support may be beneficial.

13.1 Chance to change in the playground

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

REMINDER

Consistent Language

"I've noticed … (state the behaviour). This is a **REMINDER** of our Wimbledon Chase Way. We need to … (state the expected behaviour). You can put this right now. Thank you."

Example: "I've noticed you're on top of the towers. Our Wimbledon Chase Way is about keeping everyone safe. Show me sensible playing. Thank you."

- ➢ If a child displays unwanted behaviour, they are quietly reminded of the expected behaviour, either verbally or through an unobtrusive non-verbal prompt.
- ➢ Adults consider the child's developmental stage and level of regulation when responding.
- ➢ Give the child take-up time and avoid further discussion unless needed.
- ➢ Look for opportunities to notice and reinforce positive behaviour as soon as the child is ready to re-engage.

REDIRECT **Consistent Language** "I've noticed … (state the behaviour). We've talked about this already. Our Wimbledon Chase Way is to … (state the expected behaviour). I'm going to help you get back on track. Please stand next to me for 2–5 minutes so you have some time and space to reset. Remember when you … (refer to an example of positive behaviour)? That is the behaviour we're looking for. I know you can get back on track. If the behaviour continues, you will need to … (state the clear boundary or consequence, e.g. move to the quiet area or have some time off the playground). Thank you."	The child's name may be noted in the **playground behaviour log** Adults will look for opportunities to **notice and reinforce positive behaviour**, supporting the child to re-engage positively .
Further Steps Repeated or serious behaviours that impact on the safety, rights or wellbeing of others may require a further logical consequence and a bespoke approach. Where appropriate, SLT will become involved, following the process outlined in the relevant section of this policy. Responses will remain calm, proportionate and relational, taking account of the child's developmental stage, individual needs and level of regulation. Where possible, children will be supported to understand the impact of their behaviour, repair any harm and have a clear opportunity to re-engage positively.	

14. Summary of The Wimbledon Chase Way Behaviour Approach:

Reward the Positive and Chance to Change



Reward the Positive

All children are recognised and rewarded for positive behaviour through the class's Reward the Positive system. Adults actively notice and reinforce behaviours that reflect our Wimbledon Chase Way.

Chance to Change

Remind

If a child displays unwanted behaviour, they are quietly reminded of the expected behaviour, either verbally or through an unobtrusive non-verbal prompt. Adults give the child **take-up time** to respond.

Redirect

If the behaviour continues, the child is calmly redirected and reminded of the expected behaviour and clear boundary. On the playground, the child may stand next to an adult for **no more than 5 minutes** as a logical consequence. Adults continue to look for opportunities to notice and reinforce positive behaviour.

Space to Regulate

If the child continues to display unwanted or dysregulated behaviour, they may be given **time and space to regulate and reset**. This may involve moving within the classroom or, where appropriate, to another class. A logical consequence may be given, and a **restorative conversation** facilitated when the child is ready. The behaviour will be recorded on CPOMS and parents/carers informed where appropriate.

Further Steps

Where **repeated or serious behaviour** continues to impact on the safety, rights or learning of others, **SLT will become involved**.

SLT will follow a similar process to the classroom consequences outlined above, taking account of the child's **developmental stage, individual needs, SEND and level of regulation**. The focus will remain on **regulation, reflection, repair and learning**, alongside clear and proportionate boundaries and consequences where necessary.

15. Repair, Reintegration and Moving Forward

The purpose of restorative practice at Wimbledon Chase is to repair relationships, restore a sense of belonging and help children move forward positively following an incident or period of difficulty. Restorative practice is not an additional punishment or simply a requirement to say sorry. It provides an opportunity for children to understand what has happened, consider its impact and identify what is needed to put things right.

15.1 Restorative Conversations

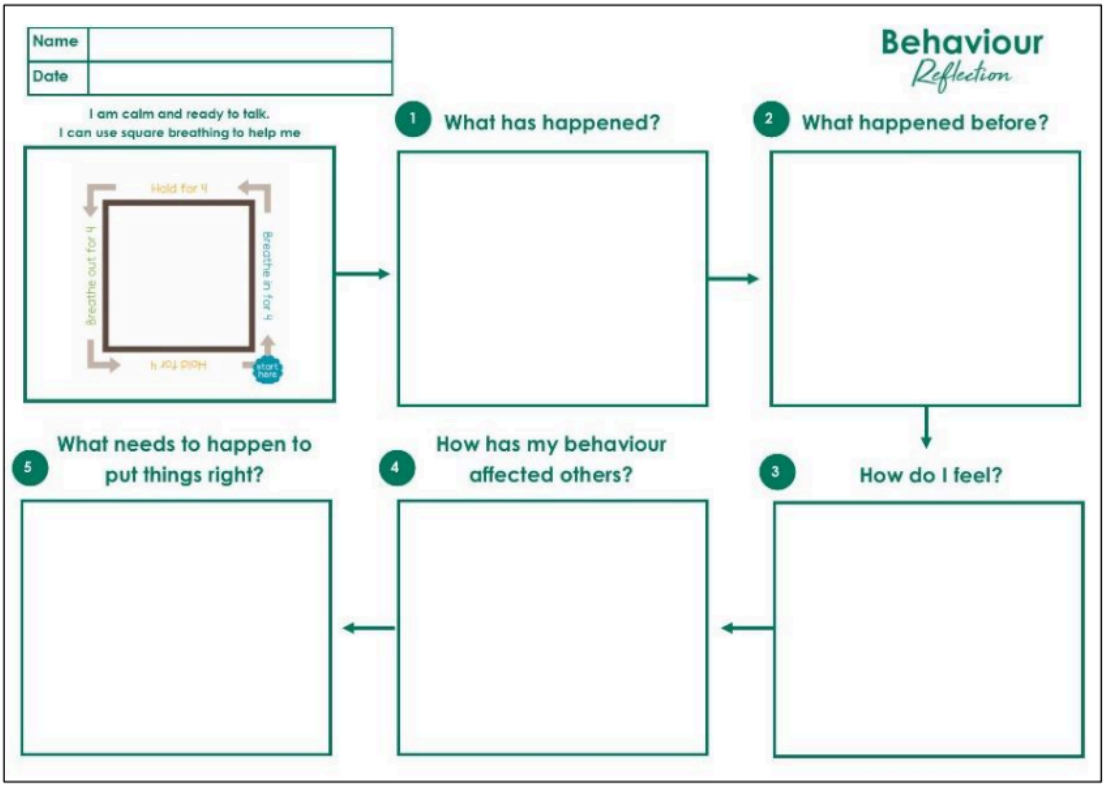
The focus of our behaviour interventions is to enable children to become emotionally ready to return to their learning. A restorative conversation, where appropriate, should take place at the earliest opportunity with the child and their teacher. A member of SLT can help facilitate this where appropriate.

Adults should consider the child's developmental stage, individual needs and level of regulation when deciding when and how a restorative conversation should take place. Children need to be within their Window of Tolerance and sufficiently calm and focussed to reflect and engage. Attempting a restorative conversation when a child is dysregulated is unlikely to be effective and may increase feelings of shame. Adults should therefore be mindful of the Shield of Shame, ensuring that conversations maintain the child's dignity, sense of belonging and connection with the adult.

A restorative conversation should support the child to:

- ➢ understand what happened and what may have contributed to their behaviour;
- ➢ consider the impact of their behaviour on themselves and others;
- ➢ take responsibility without being shamed or labelled;
- ➢ identify what they need to help them move forward; and
- ➢ consider what they can do differently or what support they may need in future.

The child or the adult can use the restorative **script** below:



15.2 Repairing Peer Relationships

Restorative practice can also support children to repair relationships with peers following conflict, unkindness or behaviour that has caused harm. This should be carefully managed by an adult and should not be used as an automatic response to every incident.

Before bringing children together, the adult should consider whether both children feel safe, are emotionally ready and are within their Window of Tolerance. The adult should also consider the developmental stage and individual needs of each child, the nature and seriousness of the incident, the balance of power between the children and whether meeting together is likely to support or hinder repair.

Children should not be required to participate in a restorative meeting with another child where this would compromise their emotional or physical safety.

Where appropriate, children may be supported to talk about:

- ➢ what happened from their own perspective;
- ➢ how the situation made them feel;
- ➢ the impact the incident had on them and others;
- ➢ what they need from one another or from adults; and
- ➢ what would help them to move forward and feel safe and comfortable.

Restorative practice provides an opportunity for both children to express what they need in order to move forward. An apology will often form part of this process where it is meaningful and appropriate, but it should not be treated as the purpose or required outcome. An apology may not always be appropriate or practicable, particularly where a child is not ready to offer one or the other child does not want or need to receive one.

Repair is about restoring safety, dignity and relationships rather than securing an apology.
Where direct restorative work is not appropriate, adults may support repair in other ways, including separate conversations, agreed actions, changes to routines or additional adult support.

15.3 Supporting Reintegration

Following a period of dysregulation, time away from the classroom or a significant incident, children should be supported to reintegrate positively into their class and the wider school community. Adults should provide a clear opportunity to reconnect, re-establish expectations and recognise positive behaviour, enabling the child to return without shame.
Where additional support is required, this may include:

- ➢ Reintegration meetings
- ➢ Meet and Greet sessions in the morning
- ➢ Providing a buddy or mentor
- ➢ Daily contact with a member of SLT
- ➢ Personalised behaviour goals
- ➢ Daily contact with parents/carers

- ➢ The involvement of an external agency
- ➢ The introduction of a targeted intervention

The aim is always to help children **regulate, reconnect, repair and re-engage**, while maintaining clear and consistent expectations for behaviour.

16. Safeguarding

The school recognises that behaviour can be a way in which children communicate that they are in distress and so changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's unacceptable behaviour 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 Safeguarding Policy for more information.

17. Physical Interventions

In the rare circumstances where a physical intervention is necessary, it will be used as an act of care and never as punishment. Any intervention will be necessary, proportionate and the minimum required, with the safety, dignity and wellbeing of the child at the centre. Trained adults will follow the procedures outlined in our Crisis Prevention Intervention training.

18. Harmful behaviour occurring off-site and online

Where a child demonstrates behaviour which causes harm off-site, when representing the school or online, the school will respond in accordance with this policy. **Responses will be proportionate, relational and take account of the circumstances of the incident.** Logical consequences may be applied where appropriate. **Appendix F** gives further details.

19. Sexual harassment and sexual violence

At Wimbledon Chase we promote tolerance, respect and equality irrespective of gender or sexuality. Our RSHE and PSHE Policy supports our aims of teaching children about the qualities and benefits of healthy relationships. The school teaches the concept of consent through age-appropriate lessons so that children can keep themselves and others safe. See **Appendix B.**

The school will ensure that all incidents of sexual harassment and/or violence are **taken seriously, responded to appropriately and never ignored.** Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to Early Help
    - Refer to Children's Social Care
    - Report to the police

Please refer to the Safeguarding Policy for more information.

21. Suspected criminal behaviour

If a child over the legal age of criminal responsibility is suspected of criminal behaviour, the school will follow the process detailed in **Appendix G**, whilst continuing to consider the child's individual circumstances, safety and wellbeing.

22. Malicious allegations

Where an allegation against a member of staff is found to have been deliberately invented or malicious, the school will consider the circumstances and reasons for this behaviour and how best to respond. Any consequences will be considered in accordance with this policy and relevant guidance. See Appendix F.

23. Suspension and Permanent Exclusion

At Wimbledon Chase Primary we are committed to inclusive practices that support the needs of all our children. We work in partnership with parents to ensure that all children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence.
Suspension or permanent exclusion is therefore considered a **last resort**. However, where behaviour causes serious disruption or raises significant concerns about the safety and wellbeing of others, the Headteacher will follow the suspension and permanent exclusion procedures set out in the Merton Local Authority guidance and the school's Suspension and Permanent Exclusion Policy.

24. Child Transition

24.1 Inducting incoming children

The school will support incoming children to understand our behaviour expectations by explaining the **Reward the Positive** and **Chance to Change** approaches to children and their families. A Home-School Agreement will outline the Cornerstone Rules. At the start of a new school year, class teachers will explain classroom routines, expectations and the class recognition system to parents at Meet the Teacher sessions.

24.2 Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff hold transition meetings to share information that will help children to feel safe, secure and ready to learn.

Where appropriate, relevant information about a child's behaviour, individual needs and effective support strategies may be shared with the relevant staff at the start of the term or year to ensure continuity of support.

24.3 Preparing for secondary school

To support a positive transition to secondary school, close relationships are developed with the schools to which most of our children transfer. Children who may benefit from additional support with behaviour or emotional regulation are identified early and, where appropriate, a **bespoke transition programme** is developed.

25. Roles and Responsibilities of Members of the School Community

25.1 The Governing Body

The Governing Body and the Whole School and Community Committee are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing the **Trauma-Informed Relational Approach Policy** in conjunction with the Headteacher
- Monitoring the effectiveness of the policy and its implementation across the school
- Holding the Headteacher to account for ensuring that **The Wimbledon Chase Way** is embedded consistently across the school

25.2 The Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for:

- Reviewing and approving this policy in conjunction with the Governing Body and Whole School and Community Committee
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment promotes **The Wimbledon Chase Way**, including positive relationships, belonging, safety and respect
- Ensuring that staff respond to behaviour in a consistent, effective and relational way
- Monitoring that the policy is implemented consistently and equitably for all groups of children
- Ensuring that all staff understand **The Wimbledon Chase Way**, including our expectations, routines, values and relational approach
- Providing new staff with a clear induction into the school's culture, including **The Wimbledon Chase Way** and the principles and practices within this policy
- Providing appropriate training and ongoing CPD in trauma-informed and relational approaches, including the impact of SEND and mental health needs on behaviour
- Providing staff with the **emotional containment and support** needed to successfully implement the relational approach described in this policy
- Ensuring that staff have access to wellbeing support following behaviour incidents where needed
- Ensuring this policy works alongside the Safeguarding Policy to provide children with both appropriate boundaries and support
- Reviewing behaviour data regularly to ensure that no groups of children are being disproportionately impacted by this policy

25.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for all children **(TS1)**
- Developing positive, respectful relationships with their class and the individual children they teach **(TS1)**
- Establishing and maintaining clear boundaries that reflect **The Wimbledon Chase Way (TS1,7)**
- Implementing this policy consistently, whilst responding to individual children's needs **(TS1,7)**
- Communicating and modelling the school's expectations, routines, values and standards through explicit teaching and in every interaction with children **(TS1,7)**
- Providing a personalised approach to the behavioural needs of particular children **(TS1,5,7)**
- Considering the impact of their own behaviour on relationships and the wider school culture, and how they can uphold **The Wimbledon Chase Way (TS1,7,8 & Part Two)**
- Attending training and ongoing CPD opportunities in relation to trauma-informed and relational approaches
- Recording behaviour incidents promptly on CPOMS and in line with the Safeguarding Policy where appropriate **(TS7)**
- Asking for support when it is needed **(TS8)**

25.4 Parents

We work in partnership with children and their families to develop a sense of belonging and a shared understanding of **The Wimbledon Chase Way**. Our approach to behaviour is a shared responsibility, and we value the contribution that families make to helping children understand, practise and embed our values and expectations.

Parents, where possible, should:

- Get to know the Trauma-Informed Relational Approach Policy and The Wimbledon Chase Way, and reinforce these at home where appropriate
- Support their child in meeting the school's expectations
- Understand that the school uses Logical Consequences as part of its response to behaviour that impacts on the safety, rights or learning of others
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss behavioural concerns with the class teacher promptly
- Take part in pastoral work following concerns about behaviour, for example attending reviews of specific behaviour interventions
- Raise concerns about the management of behaviour directly with the school, whilst continuing to work in partnership with us
- Take part in the life of the school and its culture

The school will endeavour to build strong, trusting partnerships with parents and carers, keeping them informed and working alongside them to understand their child's behaviour, identify what may help and support positive change. Communication may take place at the start or end of the school day, through home-school diaries, email, telephone calls or meetings, either in person or virtually.

25.5 Children

We aim to provide a safe environment in which children are listened to and feel confident in talking about issues that concern them. Children are involved in establishing, discussing, clarifying and embedding class rules and charters that reflect **The Wimbledon Chase Way**.
We believe that **all children can learn and develop positive behaviour**, whilst recognising that some children may need additional support, adaptations and opportunities to develop the skills needed to achieve this. We recognise the limits of our expertise and welcome the support of outside agencies where appropriate.

Children will be made aware, through age-appropriate means, that:

- There are expected standards of behaviour at school, reflected in **The Wimbledon Chase Way**, this policy and their Home-School Agreement
- They have a responsibility to follow the Cornerstone Rules and established routines
- They have a responsibility to follow their class rules and routines and understand the class recognition and consequence systems
- Bullying of any kind will not be tolerated
- Support is available to help them meet behavioural expectations
- They will be given opportunities to reflect on their experiences of **The Wimbledon Chase Way** and the school's approach, and to provide feedback to support the evaluation, improvement and implementation of this policy.

26. Monitoring this policy

This behaviour policy will be reviewed by the headteacher, Behaviour Lead, Behaviour Working Party Governing Body and Whole School and Community Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Whole School and Community Committee Chair and the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body and Whole School and Community Committee annually.

27. Legislation, Guidance and Research

This **Trauma-Informed Relational Approach to Support Behaviour Policy** has regard to the following legislation, statutory guidance, research and professional literature:

- **Section 175 of the Education Act 2002**, which places a duty on schools to safeguard and promote the welfare of children.
- **Sections 88–94 of the Education and Inspections Act 2006**, which set out schools' duties and powers in relation to promoting positive behaviour, regulating conduct and establishing behaviour policies and disciplinary measures.
- **Department for Education guidance on what maintained schools must publish online**, including requirements relating to the publication of the school's behaviour policy.
- **Keeping Children Safe in Education 2026**, statutory guidance for schools and colleges on safeguarding and promoting the welfare of children.

- **Behaviour in schools: advice for headteachers and school staff (2024)**, which provides guidance on establishing and maintaining a positive whole-school approach to behaviour.
- **Searching, screening and confiscation in schools (2023)**.
- **Equality Act 2010: advice for schools**.
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026)**.
- **Restrictive interventions, including the use of reasonable force, in schools (2026)**.
- **Supporting pupils with medical conditions at school**.
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**.
- **Working Together to Safeguard Children 2026**.
- **How to develop a Trauma-Informed Relationship Based Approach to Behaviour - Merton Schools Guidance (2025)**
- **Improving Behaviour in Schools**, including the Education Endowment Foundation evidence base and resources supporting the development of a positive whole-school behaviour culture.
- **Aspects of *When the Adults Change, Everything Changes* (Paul Dix, 2017)**, which have informed aspects of our relational approach, particularly the importance of adult behaviour, relationships, consistency and school culture.

28. Links with other policies

This policy document has been written with reference to and should be read in conjunction with the Home-School Agreement and the following policies:

- Anti-Bullying
- Equalities Policies
- Mobile phone
- Online safety
- Physical Intervention Policy
- PSHE and RSE
- Staff Code of Conduct
- Safeguarding
- SEND
- Mental Health and Wellbeing Policy - Pupil and Staff
- Suspension and Exclusion
- Uniform

Name/Signature of Chair of Governors: Fiona Hunter **Date: September 2026**

Name/Signature of Head teacher: Caroline Gibbins **Date: September 2026**

Review date: September 2027

Appendix A

Bullying
Bullying is behaviour that is repeated, intentional and harmful, involving an imbalance of power that makes it difficult for the person experiencing it to defend themselves. Bullying can be physical, verbal, relational, sexual, discriminatory or take place online. Full details of the school's approach to bullying can be found in the Anti-Bullying Policy

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

Bullying can include:

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: · Racial · Faith-based · 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
TYPE OF BULLYING	DEFINITION
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

Appendix B
Child-on-child sexual violence and sexual harassment

Wimbledon Chase, we promote respectful, safe and healthy relationships and make clear that sexual violence, sexual harassment and harmful sexual behaviour are never acceptable. Our PSHE policy and our Relationships and Sex Education Policy support our aims of teaching our children the qualities and benefits of healthy relationships. The school teaches the concept of consent through age appropriate lessons so that our children can keep themselves and others safe.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- 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. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - ➢ Manage the incident internally
  - ➢ Refer to early help
  - ➢ Refer to children's social care
  - ➢ Report to the police

Please refer to our child protection and safeguarding policy for more information
The school will take appropriate action in response to harmful or inappropriate behaviour, in accordance with the circumstances of the individual case and the school's safeguarding procedures.

Further guidance
The school will follow the procedures set out in the current version of Keeping children safe in education (KCSIE), particularly Part Five, when responding to reports or concerns about child-on-child sexual violence, sexual harassment or harmful sexual behaviour.

Appendix C
Banned items, confiscation and searches
Items prohibited by law and which may be searched for using statutory search powers include:

- knives and weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause injury or damage to property.

In addition, Wimbledon Chase Primary School identifies the following items as prohibited under its school rules and, where appropriate, these may be searched for in accordance with the DfE's searching guidance: As a primary school, there are certain items which children are not allowed to bring into school. These are:

- Mobile Phones unless in line with the school child Mobile Phone Policy
- Smart watches which have access to the internet and/or a camera
- Sharp objects such as scissors or staplers from home
- Medicines
- Matches or lighters

These items are prohibited

- Tippex and other forms of liquid paper
- Personal items of high financial value
- Money unless it is for planned school event

Confiscation and searches
In the rare circumstances that searching for items and their confiscation is deemed appropriate then it will be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Physical

- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil and will be from the Senior Leadership Team. There will be another senior member staff present as a witness to the search.
- A member of the Senior Leadership Team of a different sex to the pupil can carry out a search without another member of staff as a witness in **exceptional circumstances** if
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and r remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team or the DSL to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified Appendix C, but not to search for items that are only identified in the school rules.
An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
Outer clothing includes:
Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
Hats, scarves, gloves, shoes, boots

Informing the designated safeguarding lead (DSL)

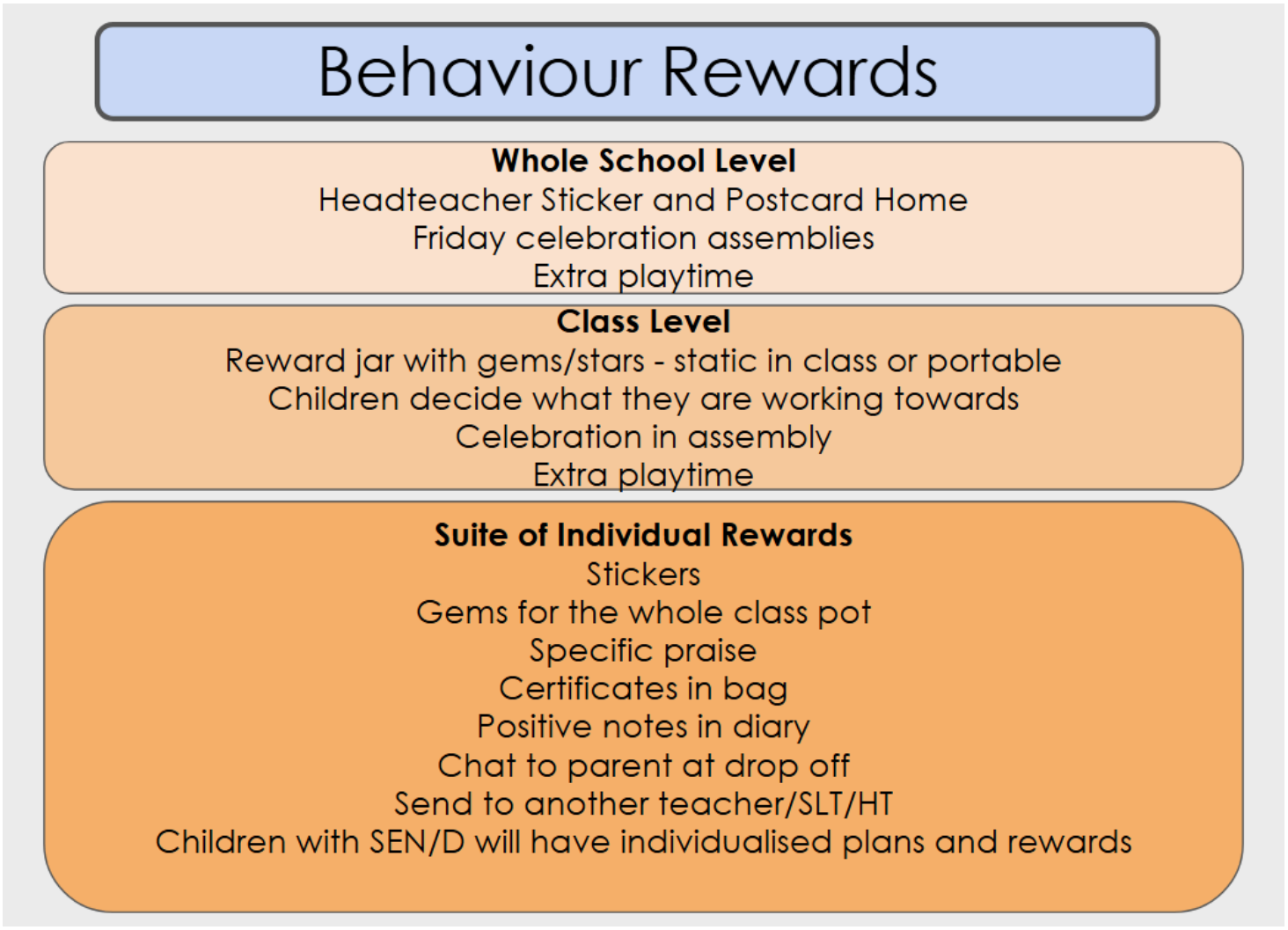
The staff member who carried out the search should inform the DSL without delay:
Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
If they believe that a search has revealed a safeguarding risk
All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Any strip search will be carried out only by the police and in accordance with current DfE guidance, relevant legislation and the school's safeguarding procedures, with the safety, dignity and wellbeing of the child at the centre of our response.
Strip search

Appendix D


Behaviour Rewards
Whole School Level
Headteacher Sticker and Postcard Home
Friday celebration assemblies
Extra playtime
Class Level
Reward jar with gems/stars - static in class or portable
Children decide what they are working towards
Celebration in assembly
Extra playtime
Suite of Individual Rewards
Stickers
Gems for the whole class pot
Specific praise
Certificates in bag
Positive notes in diary
Chat to parent at drop off
Send to another teacher/SLT/HT
Children with SEN/D will have individualised plans and rewards

Appendix E

Adapting Practice with regard to SEND

The school will:

- Take reasonable steps to avoid substantial disadvantage to disabled pupils arising from our policies or practices, in accordance with the Equality Act 2010.
- Use our best endeavours to secure the special educational provision required by pupils with SEND, in accordance with the Children and Families Act 2014 and SEND Code of Practice.
- Secure the provision specified in an EHCP and work with the local authority and other agencies as required.
- Seek to understand what may be driving behaviour, considering whether SEND, unmet needs or other circumstances may be contributing, and respond with curiosity, connection and appropriate support alongside clear boundaries and expectations.
- Anticipate likely barriers and triggers and, where appropriate, make reasonable adjustments to prevent difficulties and enable pupils to participate successfully.
- Consider whether reasonable adjustments to our responses or sanctions are necessary and lawful.
- Preventative and supportive approaches may include movement breaks, adapted seating, sensory or regulation spaces, adjustments to uniform, appropriate learning tasks, visual supports and staff training.
- Where behaviour indicates that a pupil's needs may not be fully understood or met, the SENDCO and Inclusion Lead will consider whether further assessment, advice or support is required, working with parents and relevant professionals.
- For pupils with an EHCP, concerns about behaviour will be discussed with parents and, where appropriate, the local authority; an early annual review may be requested where the plan may need to be amended.

Appendix F

Behaviour occurring off-site and online

The same expectations of kindness, respect and safety apply to behaviour on and off the school premises, including online.

The school may respond to behaviour occurring outside school where it:

- takes place during a school-organised activity, while travelling to or from school, or when a child is identifiable as a member of WCPS;
- poses a threat or causes harm to another child or affects the orderly running of the school; or
- adversely affects the school community.

Where appropriate, the school may use logical consequences or sanctions, provided these are lawful, reasonable and proportionate to the circumstances. Responses will consider individual needs and circumstances and seek to understand what is driving the behaviour, while maintaining clear boundaries and expectations.

Online behaviour

Online behaviour that causes harm, threatens others, affects the school environment or raises a safeguarding concern will be addressed in accordance with the same principles as behaviour offline. Where an incident involves bullying, sexual harassment, nude or semi-nude images, or other safeguarding concerns, staff will follow the Child Protection and Safeguarding Policy and refer to the DSL without delay. KCSIE 2026 applies to safeguarding concerns occurring both online and outside the school premises.

Appendix G

Suspected criminal behaviour

Where a pupil is suspected of behaviour that may constitute a criminal offence, the school will make an initial assessment of whether the matter should be reported to the police. The school will gather sufficient information to establish the facts, preserve relevant evidence and, where appropriate, consult the DSL. Where a matter is reported to the police, the school will co-operate with the police and ensure that any school investigation or logical consequences do not interfere with police action. Where appropriate, the DSL will make a referral to children's social care.

Malicious allegations

Where an allegation against a member of staff or another pupil is found to have been deliberately invented or malicious, the school may consider appropriate action in accordance with this policy. **An allegation that is unsubstantiated, unfounded or withdrawn will not, in itself, be treated as malicious.** The school will consider whether the child making an allegation may require safeguarding or pastoral support and will consider the wellbeing of all those involved. Allegations involving staff will be managed in accordance with the **Child Protection and Safeguarding Policy**, including consultation with the LADO where appropriate.