



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

L.E.A.D. Academy Trust

Positive

Relationship Policy

(Behaviour Policy)

Policy Information

Document name	Positive Relationship Policy (Behaviour Policy)
Date approved	Trust approval September 2025 AGB Approval Spring 2026
Date issued	Autumn 2025
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Introduction

This policy sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Underpinning our policy are the following principles:



Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

- 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 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- 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

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the Trust's underpinning principles and high expectations of all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

Academy Expectations

The Trust expects each academy to:

- Have a whole-school behaviour policy (model policy attached) which details its approach to behaviour management. The academy behaviour policy should include detail on the following:
 - Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
 - Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors;
 - Academy systems and social norms – including rules, routines, and consequence systems;
 - Staff induction, development and support – including regular training for staff on behaviour;
 - Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
 - Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour;
 - Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
 - Banned items – a list of items which are banned by the academy and for which a search can be made
- Include staff in reviewing and contributing towards behaviour policy formation
- Involve pupils in the creation and review of academy codes of conduct
- Provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- Involve parents/carers by communicating well to seek their support
- Make positive recognitions of pupil achievement
- Ensure that if things go wrong, pupils are given the opportunity to put things right.

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:

- Screening and searching pupils (including identifying in the academy items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for academy staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Each academy, in order to instil good behaviour, should therefore:

- Provide an environment conducive to effective learning for all pupils and staff
- Raise and promote self-esteem in all members of the academy community
- Promote consideration and respect for others and the academy environment

- Encourage a shared responsibility between home and the academy
- Define what constitutes acceptable and unacceptable behaviour
- Provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- Encourage all pupils to behave appropriately
- Increase pupil self-esteem, self-confidence and reflectiveness
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both pupil and class teacher
- Help to teach behaviour and establish positive relationships.

Consequences

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

The Trust expects each academy to record both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, the Trust expects the Headteacher to initiate a clear plan of support. Examples may include:

- Behaviour plans
- Pastoral Support Programmes (PSPs) if pupils are at risk of suspension or exclusion
- Use of alternative provision (AP)
- A referral to local partners and external agencies may also be considered if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See [Working Together](#)

Outside agencies may include:

- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

Suspension and Exclusion

Ultimately, a pupil who does not behave in accordance with the standards set may be suspended for a fixed term, or may be permanently excluded from the academy. Situations where suspension or exclusion may be considered include violent assault on another pupil or an adult, inappropriate sexual behaviour, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. (See Suspension and Permanent Exclusion Policy).

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

Safeguarding

L.E.A.D. Academy Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to 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.

Bullying

L.E.A.D. Academy Trust is committed to promoting an anti-bullying/harassment ethos, where bullying and harassment are not tolerated. The Trust takes issues of bullying/harassment seriously and enables all members of the Trust's community to challenge bullying behaviour in order that a supportive, cooperative ethos is maintained. Bullying, especially if left unaddressed, can have a devastating effect on individuals.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Analysis of data
- The AGB, via the SEND Link Governor, annually reviewing progress made and the effectiveness of the policy in their academy
- Trust Board scrutiny of suspension and exclusion data
- Quality Assurance (QA) visits made by Directors of Schools.

Windmill L.E.A.D Academy

Positive

Relationship Policy

(Behaviour Policy)

Review frequency: Annual

Policy/Procedure management log

Document name	Positive Relationship Policy (Behaviour Policy)
Date approved	Approved by AGB Spring 2026
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Aims

Educating Hearts and Minds

At Windmill, our aim is to create a safe, respectful, and inclusive school community where positive relationships enable every child to learn, achieve, and thrive. We **Educate Hearts and Minds** by balancing strong pastoral care with high academic expectations, ensuring that all pupils feel valued, understood, and challenged to do their best.

This policy reflects our shared values of Care, Connection, Compassion, and Courage, which support children to Thrive academically, socially, and emotionally. It is also rooted in children's rights, recognising every pupil's right to be safe in body and mind, to be heard and listened to, and to receive a high-quality education.



This policy has been developed in consultation with pupils, staff, parents, and governors, and aims to:

- Establish a whole-school approach to behaviour that reflects our values and children's rights
- Create a positive, relational culture where high expectations support strong learning and achievement
- Ensure all pupils can learn in a calm, safe, and supportive environment
- Provide clear, consistent expectations for behaviour across the school
- Promote responsibility, respect, and self-regulation in all pupils
- Define and address unacceptable behaviour, including bullying, discrimination, and prejudice

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 2025
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- 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

This policy complies with our funding agreement and articles of association.

Windmill's Core Beliefs:

Educating Hearts and Minds

At Windmill, we believe that **positive relationships are the foundation for learning and achievement**. We **educate hearts and minds** by creating a calm, safe, and respectful environment where every child feels a strong sense of belonging and is supported to succeed academically and personally.

We have high expectations for behaviour, learning, and attitudes, and we believe these expectations are best met through strong relationships, clear boundaries, and consistent, compassionate responses. **As a school, we respect the UN Rights of the child, knowing that every child has the right to feel safe in body, mind and environment, to be heard and listened to, and to receive a high-quality education.** All adults share a collective responsibility to model the behaviours, language, and attitudes we expect of our pupils.

Our approach recognises that behaviour is a form of communication. We are trauma-informed and relational in our practice, seeking first to understand the needs, experiences, and emotions that may influence behaviour, while maintaining clear expectations and accountability. Through this approach, children develop self-regulation, responsibility, resilience, and respect for themselves and others.

Our Positive Relationships Policy is rooted in our **shared values of Care, Connection, Compassion, and Courage, which together enable children to Thrive.**



Our ethos in practice:

- **Prioritises care and safety**
We create calm, predictable environments where children feel emotionally and physically safe, ready to learn, and supported to regulate their behaviour.
- **Builds strong connections**
Every child is known, valued, and listened to. Adults connect before they correct, using PACE approaches to strengthen relationships and support positive behaviour.
- **Responds with compassion**
We are curious, not furious. We use calm, restorative approaches and do not use shouting, humiliation, or 'naming and shaming'. Children are supported to understand the impact of their actions and to repair relationships.

- **Promotes courage and high expectations**
We maintain high expectations for behaviour and learning, encouraging children to take responsibility, persevere through challenge, and learn from mistakes.
- **Supports thriving and achievement**
Positive behaviour supports high-quality learning. We explicitly teach and reinforce behaviour expectations through **The Windmill Way behaviour curriculum**, alongside our academic curriculum, enabling all children to make progress and achieve well.
- **Takes behaviour seriously**
Discrimination, bullying, and prejudice have no place at Windmill and are addressed swiftly, consistently, and in line with our safeguarding responsibilities.
- **Works in partnership**
We value strong collaboration with families and recognise the importance of shared expectations in supporting children's behaviour, wellbeing, and learning.
- **Develops emotional literacy**
Through our myHappyMind curriculum, daily sensory circuits, our PSHE curriculum, plus daily practice, we support children to understand emotions, manage behaviour, and build positive relationships.

All staff are expected to understand and consistently apply this policy. New staff receive training and ongoing support to ensure a shared, relational approach across the school day.

By working together, we create a school community where children understand their rights and respect the rights of others. Through care, connection, compassion and courage, they learn how to build relationships, make positive choices, and grow into confident learners who thrive in school and in life.

Definitions, Expectations, Roles and Responsibilities:

Definitions:

Our Values



Care



Connection



Compassion



Courage



Thrive

We Thrive through Care, Connection, Compassion and Courage

Our values are ordered to show how they build upon one another, with **Care** as the foundation for all behaviour and learning. By embodying our values, we ensure we are responsible members of the school who respect other's rights.





Care

1. Care

We look after others, our learning environment, and ourselves so that everyone can succeed.

What this looks like:

- I take pride in my work and behaviour.
- I present my work neatly and take care with handwriting, layout, and colouring.
- I use strategies to look after my physical and emotional wellbeing.
- I take care of equipment and resources, leaving them ready for someone else to use.
- I keep classrooms and shared spaces tidy.
- I make safe and sensible choices.
- I follow agreed routines that make everyone feel safe.

Adult commitment:

- We set clear expectations for care of learning and the environment.
- We model and teach high standards of presentation.
- We support pupils' wellbeing and personal development.
- We recognise effort, responsibility, and pride in work.

Rights Respected:

*The right to be safe in body and mind
The right to a clean and safe environment
The right to an education*

Why first?

Care underpins everything - safety, wellbeing, readiness to learn, presentation in books, and respect for the environment. Placing it first signals *"this is how we look after ourselves, others, and our learning."* When we feel safe and cared for, we are able to focus, engage, and learn effectively.

2. Connection

We build positive relationships and feel a sense of belonging in our academy.



Connection

What this looks like:

- I greet others politely, use kind words and make them feel welcome.
- I listen carefully and do not interrupt.
- I include others in games and learning.
- I work cooperatively with different people.
- I respect differences and celebrate diversity.
- I ask questions about others and their interests.
- I am curious about other people and their experiences.

Adult commitment:

- We model respectful relationships.
- We create opportunities for teamwork and pupil voice.
- We ensure every pupil feels known and valued.

Rights Respected:

The right to be heard and listened to
The right to play, rest and choose friends
The right to an education

Why second?

Once care is established, pupils can build positive relationships and a sense of belonging. Connection supports collaboration, communication, and engagement in learning, helping us feel confident to participate, share ideas, and learn with others.

 <p>3. Compassion</p> <p><i>We care for others and understand how our actions affect people.</i></p> <p>Compassion</p>	
<p>What this looks like:</p> <ul style="list-style-type: none"> • I use kind and caring words. • I help others without being asked. • I show empathy when someone is upset. • I forgive and try to move on positively. • I look after our school environment. • I take responsibility for my actions. • I try to put things right when I make a mistake. • I treat everyone fairly. • I celebrate our diverse community, taking interest in others' backgrounds and journeys. • I understand that someone's behaviour is a reflection of how they're feeling inside. 	<p>Adult commitment:</p> <ul style="list-style-type: none"> • We 'lend our calm' by responding calmly and fairly to dysregulation. • We help pupils repair relationships and learn from mistakes. • We teach empathy and emotional understanding. • We are curious, not furious.
<p>Rights Respected:</p> <p><i>The right to be safe in body and mind</i> <i>The right to be heard and listened to</i> <i>The right to an education</i></p>	
<p>Why third?</p> <p>Compassion builds on connection by developing empathy, understanding, and responsibility for others. It supports positive behaviour, respectful relationships, and a calm learning environment where everyone feels valued and able to learn.</p>	

4. Courage

We are brave learners who try new things and stand up for what is right.



What this looks like:

- I try my best, even when learning feels challenging.
- I understand mistakes are marvellous because they help me learn.
- I ask for help when I need it.
- I share my ideas and opinions respectfully.
- I stand up for others and myself.
- I make positive choices, even when it is difficult.
- I speak to an adult if something feels wrong.
- I keep going when things are hard.

Adult commitment:

- We encourage positive risk-taking in learning.
- We support pupils to develop confidence and resilience.
- We praise effort, not just outcomes.

Rights Respected:

*The right to an education
The right to be heard and listened to*

Why fourth?

Courage represents aspirational learning behaviours - perseverance, risk-taking, speaking up, and resilience. It enables us to face challenge, learn from mistakes, and stretch ourselves academically and personally.



5. Thrive

We grow, achieve, and become the best we can be - in learning and in life.

What this looks like:

- I am ready to learn and take pride in my work.
- I try to improve my learning by listening to feedback and practising.
- I challenge myself to learn new things and deepen my understanding.
- I celebrate my progress and the progress of others.
- I use what I have learned to solve problems and think carefully.
- I enjoy learning and understand that effort helps me succeed.
- I learn about looking after my health and wellbeing so I can be at my best
- I recognise my strengths and work on areas I want to improve.

Adult commitment:

- We provide high-quality teaching that builds knowledge, skills, and understanding.
- We set high expectations and support every child to achieve their best.
- We give clear feedback that helps pupils improve their learning.
- We recognise and celebrate academic progress, effort, and personal achievement.
- We create learning environments where children feel safe to think deeply and aim high.

Rights Respected:

*The right to an education
The right to be safe in body and mind*

Why fifth?

Thrive represents the **outcome of living all the other values**. When we experience care, connection, compassion, and courage, we are able to thrive academically, socially, and emotionally. This includes achieving well in learning, developing confidence and independence, and taking pride in progress and success.

The Windmill Way

The Windmill Way is our clear and consistent behaviour curriculum, explicitly taught at the start of the autumn term, alongside national curriculum objectives, revisited at the start of the each half term and reinforced throughout the year by all staff. It sets out high expectations for behaviour, ensuring every child understands behaviour that is encouraged (The Windmill Way of Behaving).

It also defines unacceptable and 'zero-tolerance' behaviours and the fair, proportionate consequences that follow. This supports children in understanding the appropriate behaviours expected in a school setting. By teaching and embedding these expectations, we create a safe, respectful, and inclusive school environment where children can thrive.

The Windmill Way Content

The behaviour curriculum is structured into different areas, each focusing on key aspects of school life. Each part of The Windmill Way is taught explicitly through direct instruction, modelling, discussions, and real-life applications. These expectations are regularly revisited to ensure they become habits that shape the way children interact with others and navigate their school environment. Some areas will be applicable at certain times of the day, such as playground and dinnerhall behaviours. Whereas other areas are modelled, reinforced and embedded throughout the school day, such as manners and walking around school. For example, when walking to assembly, children are reminded to greet adults politely, hold doors for others, and show consideration in shared spaces.

The Windmill Way Curriculum Covers:

- **Manners** – Using polite language, showing kindness, and demonstrating respect to all.
- **Moving Around School** – Walking calmly and safely, being mindful of others.
- **Playground Behaviours** – Playing fairly, including others, and resolving conflicts peacefully.
- **Dinner Hall Behaviours** – Using good table manners, speaking respectfully, and tidying up.
- **Learning Behaviours** – Staying focused, listening actively, and trying our best.
- **Looking After the School Environment** – Keeping our school clean, respecting shared spaces, and taking responsibility for resources.
- **Beginning and End of the Day** – Arriving ready to learn and leaving in a calm and respectful manner.
- **Preventing Bullying** – Standing up for others, being kind, and creating an inclusive community.
- **Assemblies** – Showing respect, listening carefully, and participating appropriately.

Teaching The Windmill Way

The curriculum is taught explicitly during the first week in autumn term alongside the National Curriculum subjects.

At the start of each half term, the 'Windmill Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers and support staff will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in various locations and times throughout the school day e.g., at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room,' the process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach unimpeded.

UN Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that protects the rights of all children. It ensures that every child has the right to be safe, healthy, educated, and treated with respect.

At Windmill Academy, these rights form the foundation of our behaviour policy. We encourage pupils to understand their rights and respect the rights of others, fostering a school community built on fairness, kindness, and responsibility. We primarily focus on five Rights of the Child:

- *The right to be safe in body and mind*
- *The right to a clean and safe environment*
- *The right to an education and to let others enjoy learning*
- *The right to be heard and listened to*
- *The right to play, rest and choose friends*

We teach children that everyone has these rights and encourage them to reflect on their own behaviour by using Rights Respecting language. This means we ask, "Are you being Rights Respecting?" and reinforce expectations that align with these principles. These rights and expectations guide the behaviour of both children and adults in our school, ensuring a respectful, safe, and inclusive environment for all.

At Windmill, adults model and uphold children's rights, always acting in their best interests (Article 3).

Restorative Conversations

Restorative conversations are structured, solution-focused discussions used to address behaviour concerns in a calm, respectful, and constructive manner. Rather than simply applying punishment, these conversations help children understand the impact of their actions, take responsibility, and work towards repairing relationships.

They typically follow a reflective approach, asking questions such as:



- What happened?
- How did it affect others?
- What could you do differently next time?
- How can we make things right?

By engaging children in this process, restorative conversations promote empathy, accountability, and long-term behaviour change, fostering a positive and respectful school environment.

At Windmill L.E.A.D Academy, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Breach of the academy rules

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Windmill L.E.A.D Academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs, the academy will investigate the incident fully and will treat each case individually using a balanced and proportionate approach.

At Windmill L.E.A.D Academy, bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

Bullying is, therefore:

- 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: <ul style="list-style-type: none"> • 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
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, this includes harmful online challenges and hoaxes.

Roles and responsibilities

The AGB

The AGB is responsible for:

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

The Headteacher / Head of School

The Headteacher/Head of School is responsible for:

- Reviewing this policy in consultation with pupils, staff, parents, governors, and other stakeholders
- Reviewing and approving this Positive Relationships Policy
- Ensuring that the academy environment promotes positive relationships, high expectations, and a culture where all pupils feel safe, valued, and ready to learn
- Ensuring that staff respond to behaviour in line with this policy and, where appropriate, individual behaviour or support plans
- Monitoring how staff implement this policy to ensure recognition, support, and consequences are applied consistently and fairly to all groups of pupils
- Ensuring that all staff understand the school's behavioural expectations, values, and the importance of maintaining them consistently
- Providing new staff with a clear induction into the academy's relational and behaviour culture, so they understand its expectations, routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour, relationships, and the impact of special educational needs and disabilities (SEND), trauma, and mental health needs on behaviour, so staff can fulfil their responsibilities effectively
- Ensuring this policy works alongside the safeguarding policy to provide pupils with both support and appropriate consequences when needed
- Ensuring that behaviour data is reviewed regularly to identify patterns, support pupils effectively, and ensure no groups are disproportionately impacted

Academy Staff

At Windmill, staff behaviour and practice are underpinned by a trauma-informed, relational approach. Adults prioritise strong relationships, emotional safety, and consistency, recognising behaviour as a form of communication. Staff use PACE strategies and restorative approaches to support regulation, reflection, and learning. High expectations are maintained alongside care and compassion, enabling pupils to develop resilience, confidence, and positive learning behaviours. This approach ensures pupils feel safe, valued, and supported to achieve well academically and socially.

All staff are responsible for:

- Creating calm, safe, and respectful environments where pupils feel secure and ready to learn
- Establishing and maintaining clear, consistent boundaries for acceptable behaviour
- Implementing this policy consistently and in line with the school's values of Care, Connection, Compassion, Courage and Thrive
- Applying appropriate consequences and support in response to behaviour, in line with this policy
- Communicating the academy's expectations, routines, values, and standards through the teaching of behaviour and in every interaction with pupils
- Modelling positive behaviour, respectful communication, and strong relationships at all times
- Providing a personalised and relational approach to the specific behavioural and emotional needs of individual pupils
- Reflecting on how their own behaviour contributes to the academy culture and upholds shared expectations
- Recording behaviour incidents promptly and accurately
- Encouraging and challenging pupils to meet the academy's high expectations for behaviour, attitudes, and learning
- Following the Staff Code of Conduct:

Thriving through Care, Connection, Compassion and Courage

<p>CARE</p> <p><i>Safety, consistency, regulation</i></p> <ul style="list-style-type: none"> • We create calm, predictable environments where children feel emotionally and physically safe • We are consistent, fair, and reliable in our routines and responses • We support regulation before expecting reasoning or learning • We understand behaviour as communication and respond with care, not punishment • We look after our own wellbeing and that of our colleagues <p><i>“Let’s help your body calm down first.”</i></p> <p><i>“You’re safe.”</i></p> <p><i>“We’ll take this one step at a time.”</i></p>	<p>CONNECTION</p> <p><i>Relationships first</i></p> <ul style="list-style-type: none"> • We prioritise positive, trusting relationships with every child • We use PACE approaches (Playfulness, Acceptance, Curiosity, Empathy) in our interactions • We connect before we correct • We ensure every child feels known, valued, and that they belong • We work relationally with families and colleagues <p><i>“I’m glad you’re here.”</i></p> <p><i>“Let’s sort this out together.”</i></p> <p><i>“Help me understand what’s going on for you.”</i></p>
<p>COMPASSION</p> <p><i>Curious, not furious</i></p> <ul style="list-style-type: none"> • We respond with empathy, patience, and understanding • We ‘lend our calm’ by responding calmly and fairly to dysregulation. • We are curious, not furious, asking “<i>What has happened?</i>” rather than “<i>What’s wrong?</i>” • We recognise the impact of trauma, stress, and lived experience • We avoid shaming, blaming, or public humiliation • We treat every child with dignity and respect <p><i>“I can see this is hard right now.”</i></p> <p><i>“Something must have happened - let’s talk.”</i></p> <p><i>“You’re not in trouble; you’re supported.”</i></p>	<p>COURAGE</p> <p><i>High expectations with heart</i></p> <ul style="list-style-type: none"> • We maintain high expectations for learning, behaviour, and personal growth • We encourage perseverance, risk-taking, and learning from mistakes • We praise effort, resilience, and progress, not just outcomes • We reflect on our practice and welcome feedback • We support one another to grow, improve, and be our best <p><i>“You didn’t give up - that matters.”</i></p> <p><i>“Mistakes help us learn.”</i></p> <p><i>“I believe you can do hard things.”</i></p>

Parents and Carers

Parents and carers play a vital role in supporting the academy's behaviour culture. Where possible, they should:

- Familiarise themselves with the behaviour policy and reinforce its expectations at home
- Support their child in meeting the academy's behaviour standards
- Inform the academy of any changes in circumstances that may affect their child's behaviour or wellbeing
- Discuss any behavioural concerns with the class teacher or appropriate member of staff promptly
- Engage with pastoral support and behaviour interventions where required (for example, attending meetings or reviews)
- Raise any concerns about behaviour management directly with the academy, while continuing to work in partnership
- Contribute positively to the life and culture of the academy

The academy is committed to building strong, positive relationships with parents and carers. We will keep them informed about their child's behaviour and work collaboratively to address any concerns.

Pupils

Pupils are expected to follow the academy's behaviour standards and contribute positively to the school community. They will be made aware of the following during their induction into the academy's behaviour culture:

- The expected standards of behaviour
- Their responsibility to follow the behaviour policy
- The academy's key rules and routines
- The rewards available for meeting expectations and the consequences for not meeting them
- The pastoral support available to help them succeed

Through The Windmill Way, pupils will receive explicit teaching on positive attitudes, behaviours and dispositions for learning. This will help them understand the behaviour policy and the wider culture of the academy.

At appropriate times, pupils will be asked to share feedback about their experience of the behaviour culture. This will support the ongoing evaluation and development of the policy.

Expectations:

Classroom Expectations

At Windmill L.E.A.D. Academy, strong behaviour systems are central to achieving the high expectations we set in our classrooms. Our approach is **proactive, not reactive**. By embedding clear routines, positive relationships, and a culture of care, we create calm, purposeful classrooms where disruption is minimised and every child can learn and thrive.

In our classrooms, we expect:

- **Teachers to know their pupils well** – strong relationships and an understanding of individual needs create a positive learning environment.
- **Pupils to feel safe, happy, and successful** – every child should experience a sense of achievement each day.
- **An ambitious and engaging curriculum** – purposeful learning reduces disengagement and low-level disruption.
- **Well-structured teaching** – clear objectives, high expectations, and carefully planned lessons keep children focused.
- **Explicit teaching of attitudes to learning** – resilience, independence, and collaboration are modelled and reinforced.
- **Positive framing from all adults** – solution-focused language helps children make the right choices.
- **Recognition of effort and achievement** – positive reinforcement builds confidence and motivation.
- **A culture of high expectations for all** – consistent standards set the tone for behaviour across the school.
- **Inclusive practice** – all pupils are supported so that their needs are met and they can succeed.
- **Well-organised, stimulating environments** – orderly, inviting classrooms support positive behaviour.
- **Consistent responses to inappropriate behaviour** – fairness and clarity maintain a positive culture.
- **Simple, consistent routines** – predictability helps children feel secure and understand expectations.

Expectations Beyond the Classroom

Positive behaviour is expected at all times throughout the school day. Outside of lessons, we expect all pupils to:

- Be proud members of the school community.
- Treat everyone with kindness and courtesy.
- Engage positively with others and include everyone.
- Move safely and calmly around the school.
- Speak politely, using an appropriate tone and volume.
- Greet staff, visitors, and peers with confidence and respect.

Adaptations

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations.

While this curriculum is intended for all pupils, it will be applied differently depending on age, stage, and individual needs, including those with SEND. For example:

- Some pupils may find eye contact uncomfortable.
- Some may need movement breaks, a fidget tool, or alternative seating to support attention.

Sensitivity and professional judgement must always be applied when teaching the behaviour curriculum.

We believe that pupils who find aspects of learning or school life challenging will benefit most from a **calm, predictable, and caring environment**.

Responding to Behaviour

Classroom Approach

At Windmill L.E.A.D. Academy, our classrooms are calm, purposeful, and relational environments where children feel safe, valued, and ready to learn. Our approach is proactive rather than reactive. We establish clear expectations, consistent routines, and strong relationships so that all pupils experience success and belonging.

In our classrooms, children are engaged in meaningful learning, collaborate with others, and develop confidence in their abilities. We aim for lessons where learning flows without disruption because pupils feel safe, connected, and motivated to succeed.

Our approach is underpinned by the principles of **Certainty, Recognition, and Stimulation**, which reflect our school values of **Care, Connection, Compassion, Courage, and Thrive**.

Certainty – Providing safety, consistency, and predictability (*Linked to Care*)

For children to learn well, they must first feel safe and secure.

We provide certainty through:

- A consistent, fair approach from all adults
- Clear, familiar routines as outlined in *The Windmill Way*
- Predictable lesson structures that build independence
- Visual timetables and supports where needed
- Clearly defined expectations and boundaries
- Reassurance, guidance, and emotional support

This helps children feel safe in body and mind and ready to engage in learning.

Recognition and Validation – Building connection and belonging (*Linked to Connection and Compassion*)

Children thrive when their efforts, progress, and individuality are recognised.

We provide recognition through:

- Celebrating effort, improvement, and kindness
- Showcasing children's work across the school
- Verbal and non-verbal praise
- Values-based awards and certificates
- Positive communication with families
- Genuine engagement, including eye contact, active listening, and warm interactions

This helps every child feel known, valued, and connected.

Stimulation – Encouraging curiosity, challenge, and growth (*Linked to Courage and Thrive*)

Children are motivated when learning is engaging, purposeful, and appropriately challenging.

We provide stimulation through adaptive teaching:

- Learning walls and visual supports
- Retrieval tasks to reinforce prior learning
- Oracy and collaborative discussion
- Strategies that maximise participation
- Effective questioning to deepen thinking
- Technology used with purpose
- Scaffolding, grouping, and adaptive support
- Problem-solving and real-world applications

Through our curriculum, we help pupils develop:

- **Basic skills** in reading, writing, maths, speaking, and technology
- **Active learning behaviours** such as perseverance and collaboration
- **Creative thinking**, including questioning, problem-solving, and making connections

This supports pupils to take risks, grow in confidence, and ultimately **thrive**.

Please see our Teaching and Learning Policy for more information.

Responding to Positive Behaviour

At Windmill L.E.A.D. Academy, we believe that positive behaviour grows from strong relationships, clear expectations, and a culture where every child feels safe, valued, and understood. Our approach is relational and trauma-informed. We recognise that behaviour is a form of communication, and we prioritise connection, consistency, and care in all interactions.

We explicitly teach the expectations outlined in the *Windmill Way* behaviour curriculum. Adults model these expectations and use positive strategies to create certainty, recognition, and stimulation in daily practice. Through this approach, children learn what positive behaviour looks like and feel motivated to meet those expectations.

When a pupil's behaviour meets or exceeds expectations, it is recognised. Positive recognition reinforces our school values and helps to build a strong, supportive culture where effort, kindness, and resilience are celebrated. All recognition is applied consistently and fairly to support routines, expectations, and a sense of belonging.

Everyday Recognition

Positive behaviour is acknowledged through simple, consistent strategies that build confidence and strengthen relationships.

Adults will use:

- Warm, specific verbal praise
- Non-verbal recognition such as smiles, nods, or gestures
- Descriptive feedback in children's work
- Positive communication with families where appropriate

This ensures that recognition is immediate, meaningful, and focused on effort, progress, and character.

Trackit Points

Children can earn **Trackit Points** for demonstrating Windmill's values in their learning and behaviour.

- Points are awarded when pupils embody the school values.
- For exceptional conduct or effort, pupils may receive a **Super Star**, worth four points.
- When awarded points by an adult outside the classroom, children receive a physical star or smiley face to pass to their class teacher, who then records the points.

Trackit Points provide a consistent and visible way to celebrate positive behaviour across the school.

Individual Milestone Awards

As pupils accumulate Trackit Points throughout the year, they receive milestone rewards in Friday celebration assemblies.

- **100 points:** Bronze Certificate
- **1000 points:** Silver Certificate
- **2000 points:** Gold Badge
- **3000 points:** Platinum Badge
- **4000 points:** Diamond Badge

The **Diamond Badge** recognises sustained, exceptional conduct over time. Pupils who achieve this honour:

- Have their name inscribed on the Windmill Honours Board
- Are entered into the end-of-year celebration raffle

This award is intentionally aspirational and reflects consistent demonstration of the school values.

Weekly Values Champions

Each half term, one school value is highlighted each week during Monday assembly. Pupils explore what the value looks like in action and how it supports a positive community.

At the end of the week, two pupils from each class are recognised as **Values Champions**:

- One chosen by classmates through a circle time or reflective activity
- One chosen by classroom staff

Teachers keep a simple record to ensure fairness and inclusivity, while still recognising pupils who consistently demonstrate the values.

Half-Termly Values Cycle

- **Week 1:** Care
- **Week 2:** Connection
- **Week 3:** Compassion
- **Week 4:** Courage
- **Week 5:** Thrive

Values Champion of the Term

In the final week of each half term, all values are revisited and celebrated.

Each class awards two **Values Champion of the Term** badges:

- One chosen by classmates
- One chosen by staff

These awards recognise pupils who:

- Consistently embody the school values, or
- Have made significant personal progress in living out those values

This ensures that recognition is inclusive, meaningful, and focused on growth as well as excellence.

Class Rewards

Collaboration Counts!

At Windmill L.E.A.D. Academy, we believe that children learn best when they feel connected to others and part of a supportive community. Working together helps pupils develop important skills such as cooperation, listening, leadership, and problem-solving. It also strengthens relationships and builds a strong sense of belonging.

To encourage this, each class uses a **“Collaboration Counts!”** reward system. This focuses on celebrating collective effort rather than individual competition, reinforcing our values of **Connection, Compassion, and Courage**.

Each class has a **Collaboration Counts tower**. Together, the teacher and pupils agree a simple, progressive set of class rewards. Adults add tokens to the tower when they notice effective collaboration, such as:

- Working cooperatively during group learning
- Supporting and including others
- Calm and respectful transitions
- Positive behaviour during assemblies or trips
- Whole-class effort in learning or routines

When the tower is filled, the class earns their agreed reward. The tower is then reset, and a new set of rewards is chosen together.

This system helps to:

- Build a sense of teamwork and shared responsibility
- Celebrate collective success
- Reinforce positive relationships
- Support a culture where everyone belongs and can thrive

Responding to Behaviour that Does Not Meet Expectations

At Windmill L.E.A.D. Academy, we understand that behaviour is a form of communication. When behaviour does not meet expectations, our response is guided by our values of **Care, Connection, Compassion, Courage, and Thrive**.

Our priority is always to:

1. Keep everyone safe.
2. Support the child to regulate.
3. Understand what has happened.
4. Restore relationships.
5. Help the child learn more positive ways to respond in the future.

We recognise that children's behaviour is influenced by their experiences, emotions, and developmental stage. Adults respond calmly, consistently, and fairly, using professional judgement to meet the needs of the individual child and the situation.

Behaviour Monitoring and Support Systems

Behaviour incidents are recorded on **Trackit Lights**. This allows staff to:

- Log incidents and responses
- Identify patterns across individuals, classes, and phases
- Plan appropriate support and intervention

All teaching staff and support staff have access to the system. Incidents that occur outside the classroom are passed to the class teacher or SLT to be recorded.

Senior leaders review behaviour data regularly to identify pupils who may need additional support. Where concerns are identified:

- Staff monitor the pupil closely
- Support strategies are introduced
- Parents or carers may be invited to meet with the school
- A behaviour support plan may be developed if needed

The focus is always on **understanding the behaviour and providing support**, rather than simply applying consequences.

Relational and PACE-informed approach

At Windmill, our response to behaviour is rooted in our core values of **Care, Connection, Compassion and Courage**. We understand that behaviour is a form of communication and that children's actions are often influenced by their emotional state, past experiences, and current needs.

Adults use a **relational, trauma-informed approach**, grounded in the principles of **PACE**:

- **Playfulness** – using warmth, humour, and lightness to build connection and reduce anxiety
- **Acceptance** – accepting the child’s feelings and experiences, while not accepting harmful behaviours
- **Curiosity** – seeking to understand what lies beneath the behaviour
- **Empathy** – communicating understanding and care

This approach reflects the expectations outlined in the **Adults’ Code of Conduct** and our school values.

When children are dysregulated, adults recognise that they may not be able to think clearly or make positive choices. In these moments, adults will:

- **Lend their calm** to help the child regulate
- Prioritise safety, connection, and emotional regulation
- Use warm, predictable, and respectful interactions
- Connect before correcting
- Support the child to reflect and repair once they are calm

Staff will use language and strategies that reflect our values, for example:

- “You’re safe. Let’s help your body calm down first.”
- “I’m here to help you.”
- “Help me understand what’s going on for you.”
- “We’ll sort this out together.”

By responding in this way, we help children feel safe, understood, and supported, while still maintaining clear expectations and boundaries.

Our Approach to Misbehaviour

Adults aim to create calm, predictable environments where expectations are clear and consistent. When behaviour falls below expectations, staff respond in a way that:

- Maintains dignity
- Avoids shame or public confrontation
- Restores safety and calm as quickly as possible

The adult’s response will depend on the context and the child’s emotional state.

- **If a child is regulated but making a poor choice**, a clear and calm reminder of expectations may be appropriate.
- **If a child is dysregulated**, the priority is to support regulation before addressing the behaviour.

Effective behaviour management requires adults to be attuned to the child’s emotional state and to use professional judgement at all times.

De-escalation and Regulation

At the earliest signs of distress or dysregulation, adults will use de-escalation strategies to restore calm and prevent escalation.

This may include:

- Calm, supportive language
- Emotion coaching
- Pre-agreed scripts or strategies
- Offering controlled choices
- Providing a short, supported break
- Grounding techniques or sensory tools
- “Happy Breathing” from the myHappyMind curriculum
- Redirection to a neutral task
- Appropriate, gentle humour where suitable

Emotion Coaching

Emotion coaching helps children understand and manage their feelings. Adults:

1. Notice and validate the child’s feelings.
2. Help the child name the emotion.
3. Set clear, safe boundaries.
4. Guide the child towards a better choice.

This turns difficult moments into opportunities for learning and growth.

Clear, Calm Reminders of Expectations

When a child is regulated and able to make choices, staff may use a clear, calm reminder of expectations.

For low-level misbehaviour, the general approach is:

1. **Non-verbal or gentle reminder**
For example: proximity (not intimidating or invading personal space, but, for example, discreetly moving closer to the child), eye contact, or a quiet signal.
2. **Private conversation**
A calm, respectful reminder of the expectation and how the behaviour affects others.
3. **Second reminder with choice**
The adult explains the expected behaviour and the next step if the behaviour continues.
4. **Recorded incident (Trackit orange) with restorative conversation**
The child is given an opportunity to repair their behaviour and return to expectations.
5. **Recorded incident (Trackit yellow) with restorative conversation**
The child is given an opportunity to repair their behaviour and return to expectations.

6. Escalation if behaviour continues (Trackit red)

A more serious response: paired class, parent communication, and additional support as required.

7. Restorative conversation

The adult supports the child to reflect, repair, and rejoin learning.

Every child is given a **fresh start each day**.

Responding to More Serious Behaviour

Some behaviours may require an immediate response to maintain safety. In these cases, it may not be appropriate to move through all steps of the behaviour system.

Examples may include:

- Physical aggression
- Verbal abuse or discriminatory language
- Significant disruption
- Damage to property
- Bullying
- Bringing unsafe items into school

Immediate Adult Response

1. Ensure safety

Remove the child or others from the situation if needed.

2. Support regulation

Use calm language and de-escalation strategies.

3. Seek additional support

Contact a senior leader if required.

4. Record and communicate

Log the incident on Trackit Lights and inform parents or carers.

Consequences and Support

Consequences are used to:

- Maintain safety
- Reinforce boundaries
- Provide time for reflection
- Support learning and repair

They are always:

- Proportionate
- Fair
- Matched to the child's needs

- Accompanied by support and restorative work

Possible responses may include:

- A calm verbal reminder
- Restorative conversation or reflection task
- Short loss of privilege
- Supported reflection time
- Time with a senior leader
- Parental communication or meeting
- Behaviour support plan
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Internal isolation (where appropriate) *See removal from the classroom section
- Putting a pupil 'on report'
- Removal of the pupil from the classroom for an internal seclusion in own academy or another LEAD academy
- Suspension, in line with DfE guidance, in the most serious cases

Permanent exclusion would only be considered in the most extreme circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Restorative Practice

After any incident, a restorative conversation takes place. This helps the child:

- Understand what happened
- Recognise the impact of their behaviour
- Repair relationships
- Make a better choice next time

Adults approach these conversations with curiosity and compassion, not blame or shame.

Fairness and Individual Needs

All pupils are treated equitably. When responding to behaviour, staff consider:

- The child's age and developmental stage
- SEND needs
- Emotional wellbeing
- Any underlying factors influencing behaviour

Decisions are made on a case-by-case basis, balancing fairness with individual support.

Our aim is always to help pupils:

- Feel safe and understood
- Learn from their mistakes
- Rebuild relationships

Plan B

At Windmill, we recognise that while our relational and values-based behaviour approach supports the vast majority of pupils, some children require additional, highly personalised support. These children are identified as needing a 'Plan B' approach.

Plan B is not a punishment or a label; it is a way of ensuring that every child receives the right level of support, structure, and understanding to help them feel safe, succeed, and thrive in school. It reflects our commitment to inclusion and to meeting children where they are in their development.

For these pupils, we:

- Develop a detailed, individual behaviour support plan tailored to the child's needs
- Complete risk assessments and, where appropriate, handling plans to ensure the safety of the child and others
- Put in place clear routines, structures, and consistent adult responses
- Provide additional opportunities for regulation, connection, and emotional support
- Work closely with parents and carers to ensure a shared understanding and consistent approach
- Involve external professionals where appropriate, such as SEND services, educational psychologists, behaviour support teams, or other specialist agencies

These plans are regularly reviewed and adapted as the child's needs change, with the aim of helping them successfully re-engage with the school's universal relational approach over time.

Our Plan B provision reflects our core belief that all behaviour is communication and that every child deserves compassion, high expectations, and the right support to help them succeed.

Playtimes and Lunchtimes

All lunchtime leaders and staff on playtime duty should manage low-level behaviour using the system below.

Step	Stage	Details
1	First warning	The adult will firstly have a quiet/private conversation with the child, asking them if they are respecting rights and explaining to them how they are not if they are unsure. This is the first warning.
2	Second warning	If the behaviour continues, the adult will issue a warning, explaining that the child will progress through to a time out if they continue. This is a second warning.
3	Time out and refer to SLT/record as 'Orange'	Once the child has had a time out, If the behaviour continues, the lunchtime leader will refer the child to the member of SLT on duty. They will decide appropriate course of action. At playtime, the staff on duty and the class teacher can decide if the behaviour warrants being recorded as orange.

Zero Tolerance Behaviour at Playtime and Lunchtime:

Playtimes and lunchtimes are important parts of the school day, where children practise the same values, routines, and expectations that they learn in the classroom. Through the Windmill Way curriculum, all pupils are explicitly taught what respectful, safe, and positive behaviour looks like during social times, as well as which behaviours are considered zero tolerance because they place others at risk.

Our playground is a busy space and, at times, physical space is limited. For this reason, we take a clear, consistent, and safety-first approach to any behaviour that could cause harm.

If a child displays a zero-tolerance behaviour at breaktime:

- They will be calmly and immediately removed from the situation.
- They will spend the remainder of that break in a supervised time-out area on the playground.
- They will miss their outdoor playtime at the next available opportunity that day.
- A restorative conversation will take place to help them understand what happened and how to make safer choices next time.

If a child displays a zero-tolerance behaviour at lunchtime:

- They will be taken inside to a safe, supervised space.
- A senior leader will speak with the child and record the incident.

- The child will miss their outdoor time the following day.
- Parents or carers will be informed.

Throughout this process, adults continue to use a calm, relational approach, focusing on safety, regulation, and reflection rather than punishment. The intention is to help children learn how to play safely, repair any harm caused, and successfully return to the playground with the skills they need to thrive alongside others.

Where some children find the busy playground environment particularly challenging, we will take a supportive and individualised approach. If a child is frequently struggling to follow playground expectations, staff will work together to identify **alternative or transitional provision** that better meets their needs.

This may include:

- Access to a **structured club**, such as Lunchbox Club, for a period of time
- A **smaller, quieter area** of the playground
- Playing with a **reduced group of peers**
- Opportunities to **check in and out** of the playground with a trusted adult

These arrangements are not intended as a punishment, but as a **supportive, temporary measure** to help the child feel safe, regulated, and successful during social times. The aim is always to build the child's confidence, skills, and readiness to return to the wider playground when they are able to do so positively.

Responding to Bullying

At Windmill L.E.A.D. Academy, we recognise that bullying is a serious concern that can affect children's wellbeing, learning, and sense of belonging. Bullying is any behaviour that intentionally harms or upsets another person, repeated or persistent, and can be verbal, physical, social, or online. Our approach is guided by our **values** and is **relational, restorative, and supportive**, aiming to protect those who are targeted while helping those displaying bullying behaviour to change their actions.

Reporting Bullying

- Pupils are encouraged to report bullying to **any trusted adult** in school.
- Parents can report concerns using the **Bullying Report Form**, available in the academy office or send an email to admin@windmillacademy.co.uk.
- All reports will be taken seriously, investigated thoroughly, and responded to **promptly and respectfully**.

Investigation and Support

- The class teacher will initially investigate the incident, completing a **Prejudice/Bullying Form** and logging the incident on **MyConcern**.
- If the situation is not resolved, the **Senior Leadership Team** and the Head of School will become involved.
- Parents of all children involved will be informed and invited to meetings if appropriate.
- Where needed, external agencies may be consulted to provide additional support.

Outcomes

- Children who have displayed bullying behaviour are supported to **understand the impact of their actions**, take responsibility, and repair harm.
- Appropriate restorative actions and consequences may include:
 - A genuine apology: Other consequences such as (a) an apology letter or (b) a written contract may be required.
 - Reflection or restorative conversation
 - Written reflection or behaviour agreement
 - Internal isolation
- Support is provided for pupils who have been bullied to feel safe, heard, and able to thrive.
- In very serious or persistent cases, suspension or exclusion may be considered, in line with DfE guidance.

All cases are monitored to ensure that bullying behaviour does not recur. Once the matter has been resolved, children are encouraged to **move forward positively**, ensuring that relationships can be rebuilt and all pupils feel safe and included.

Prevention

Preventing bullying is central to our ethos. At Windmill, we focus on:

- **A listening, caring, and inclusive culture** where every child feels safe to speak up
- Encouraging discussion and avoiding premature assumptions
- **Restorative and problem-solving approaches** to resolve conflicts
- **Teaching and embedding the Windmill values** through PSHCE, assemblies, and Anti-Bullying Week
- Supporting both the child displaying bullying behaviour and the child who is targeted, helping both develop positive relationships
- **Online safety education** for pupils and guidance for parents to ensure safe and responsible use of technology

Through these approaches, we aim to create a school environment where **everyone feels respected, valued, and empowered to thrive.**

Reasonable Force

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 must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 3) and logged on MyConcern
- Reported to parents

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.

Mobile Phones and Devices

At primary age, pupils are not expected to be bringing mobile phones onto the school site. However, sometimes a parent of a Year 5 or 6 child who walks to and from school home alone may wish for their child to have their mobile phone with them before and after school for safety reasons. If this is the case, the mobile phone must be switched off and handed to the school office as the child comes into school. For safeguarding reasons, mobile phones should not be kept in children's bags or pockets.

The office will store the mobile phone in an envelope with the child's name on, in a locked cupboard. Pupils are not permitted to turn their phones/devices on during the day. Pupils are not permitted to use them during the academy day – any contact from parents should be made through the school office on the school's phone number.

Searching, Screening and Confiscation (see appendix 1 for details)

Any prohibited items (listed in prohibited items) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site Misbehaviour

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

- Taking part in any academy-organised or academy-related activity (e.g. trips)

- Travelling to or from the academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

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 academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Online misbehaviour

The academy 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 academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Suspected Criminal Behaviour

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

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School, Headteacher or designated member of the senior leadership team will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The academy 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.

The academy's response will be:

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

The academy 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.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited period of time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Windmill L.E.A.D Academy are as follows:

- When there has been a serious incident that is deemed to be a 'red' behaviour on Track-It Lights or a repeated escalation over a school day that has become a 'red' behaviour, the pupil would be sent to a 'paired class'. This is another classroom elsewhere in the school where the pupil will be expected to complete their work away from their peers for a set period of time.
- In exceptional circumstances where a pupil is becoming a health and safety risk to themselves or others, a pupil may be placed in a 'calm space' for a limited period to give them an opportunity to amend their behaviour and calm down.
- Pupils who have been removed (either to attend their paired class or for isolation) will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed (either to attend their paired class or for reflection time will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Windmill L.E.A.D. academy are as follows:

- The pupil will be escorted by a teacher or teaching assistant
- If they refuse to go, then a member of the Senior Leadership Team will be called to assist
- If they continue to refuse to go, the pupil's parents will be informed and the consequence will be extended or moved to the following day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher/Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with appropriate staff
- SENCO involvement
- Risk assessments
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- Off-site direction or use of alternative provision with parents'/carers' consent (see off-site and alternative provision policy)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and Permanent Exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

Responding to Misbehaviour from Pupils with Special Educational Needs and/or Disabilities (SEND)

Recognising the Impact of SEND on Behaviour

The academy recognises that a pupil's behaviour may be influenced by a special educational need or disability (SEND). We understand behaviour as a form of communication and aim to respond with care, curiosity, and professional judgement.

When incidents of misbehaviour arise, we will always consider them in relation to a pupil's SEND, although we recognise that not every incident will be directly connected to their needs. Decisions about whether SEND has had an impact will be made on a **case-by-case basis**, taking into account the context, the child's needs, and the circumstances of the behaviour.

When responding to misbehaviour from pupils with SEND, especially where their needs affect behaviour, the academy will balance its legal duties when making decisions about applying the behaviour policy. These duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (**Equality Act 2010**)
- Using our best endeavours to meet the needs of pupils with SEND (**Children and Families Act 2014**)
- If a pupil has an Education, Health and Care (EHC) plan, ensuring that the provision set out in that plan is secured and that the academy co-operates with the local authority and other relevant bodies

Preventative and Adaptive Approaches

As part of meeting these duties, the academy will seek to anticipate likely triggers for dysregulation or misbehaviour and put appropriate support in place to prevent difficulties from escalating.

Any preventative measures will be tailored to the **individual circumstances and needs of the pupil**. These may include:

- Short, planned movement breaks for a pupil who finds it difficult to sit still
- Adjusted seating plans for pupils with visual or hearing impairments
- Adapted uniform expectations for pupils with sensory needs
- Staff training to support understanding of conditions such as autism or ADHD
- Access to separation or sensory spaces where pupils can regulate emotions
- Use of appropriate physical or sensory resources
- Flexible timetabling, including time in or out of class as required once the pupil is regulated

Plan B: Additional Support for Pupils with Complex Needs

For a small number of pupils, the universal relational behaviour approach may not be sufficient on its own. These pupils may require a more individualised “**Plan B**” response to help them feel safe, regulated, and successful in school.

Plan B provision is inclusive and supportive in nature. It recognises that some children need **additional structure, predictability, and adult support** to meet expectations. For these pupils, the academy may put in place:

- A detailed, personalised behaviour support plan
- Risk assessments or positive handling plans where appropriate
- Adapted routines, environments, or expectations
- Regular check-ins with a trusted adult
- Structured or alternative provision at key times of the day
- Targeted interventions to support regulation, communication, or social skills
- Involvement from external professionals and agencies
- Close partnership working with parents and carers

These plans are reviewed regularly and adapted as the child develops. The aim is always to **build skills, strengthen relationships, and increase independence**, so that the pupil can access as much of the universal provision as possible over time.

Across all situations, the academy’s approach remains rooted in our values of **Care, Connection, Compassion, Courage, and Thrive**, ensuring that every child is treated with dignity, fairness, and high expectations.

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

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

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy’s special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

Please contact the SEN Team at Nottingham City Council on: **0115 8764300** or

special.needs@nottinghamcity.gov.uk

Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

This could include measures such as:

- Reintegration meetings
- Regular contact/reviews with parents/carers
- Daily contact with a key adult in school
- Individualised education relating to why the pupil was issued a sanction – e.g. a social story on appropriate touch or additional PSHE on prejudice
- A behaviour support plan written taking on board all partner views
- A report card with personalised behaviour goals

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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

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

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

Pupil Transition

Inducting Incoming Pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour
- Trauma informed training

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher/Head of School and the AGB least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and AGB.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Equality Policy
- Special Educational Needs and Disability (SEND) Policy
- Code of Conduct

Appendix 1 – searching screening and confiscating.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness 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 academy 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 academy premises or where the member of staff has lawful control or charge of the pupil, for example on an academy 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 and explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and 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 the headteacher, 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 but not to search for items that are only identified in the academy rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in prohibited items) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

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 'prohibited items'
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in My Concern.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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 academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. The academy will advocate that any such search happens in the police station or any approved social care setting.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, the police will have to arrange an appropriate adult.

The academy will keep records of strip searches that have been conducted on academy premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. This will not be a member of academy staff.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Electronic devices

Introduction

The changing face of information technologies and ever-increasing learner use of these technologies has meant that the Education Acts were updated to keep pace. Part 2 of the Education Act 2011 (Discipline) introduced changes to the powers afforded to academies by statute to search learners in order to maintain discipline and ensure safety. We are required to ensure we have updated policies which take these changes into account. No such policy can on its own guarantee that the academy will not face legal challenge but having a robust policy which takes account of the Act and applying it in practice will however help to provide us with justification for what it does.

The particular changes we deal with here are the added power to screen, confiscate and search for items 'banned under the academy rules' and the power to 'delete data' stored on confiscated electronic devices.

Items banned under the academy rules are determined and publicised by the Headteacher (section 89 Education and Inspections Act 1996).

An item banned by the academy rules may only be searched for under these new powers if it has been identified in the academy rules as an item that can be searched for. It is therefore important that we have a statement which sets out clearly and unambiguously the items which:

- are banned under the academy rules; and
- are banned AND can be searched for by authorised staff

The act allows authorised persons (usually the police) to examine data on electronic devices if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the authorised person must reasonably suspect that the data or file on the device in question relates to an offence and/or may be used to cause harm, to disrupt teaching or could break the academy rules. If there is a suspected offence, confiscate the item and contact the police.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, **if they think there is a good reason to do so.**

The Headteacher will publicise the academy behaviour policy, in writing, to staff, parents/carers and learners at least once a year. (There should therefore be clear links between the search etc. policy, the behaviour policy and safeguarding policy).

Responsibilities

The Headteacher is responsible for ensuring that the Windmill L.E.A.D Academy policies reflect the requirements contained within the relevant legislation. The formulation of these policies may be delegated to other individuals or groups. The policies will be taken to governors for approval. The Headteacher will authorise those staff who are allowed to carry out searches.

This statement has been written by and will be reviewed by: The Head of School

The Headteacher has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data/files on those devices: [Members of the Core Senior Leadership Team who are also trained DSLs.](#)

Training/Awareness

Members of staff will be made aware of the academy's statement on "Electronic devices – searching, confiscation and deletion":

- at induction
- at regular updating sessions on the academy's online safety / safeguarding / behaviour management policy
- in safeguarding training and briefings

Members of staff authorised by the Headteacher to carry out searches for and of electronic devices and to access and delete data/files from those devices should receive training that is specific and relevant to this role.

Specific training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

Electronic devices statement

[The DfE guidance – Searching, Screening and Confiscation received significant updates in July 2022 \(updated in July 23\) and now states:](#)

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk

- Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so if it (defined earlier in the guidance as)
 - poses a risk to staff or pupils
 - is prohibited, or identified in the academy rules for which a search can be made
 - is evidence in relation to an offence.
- If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the academy's response. Handling such reports or concerns can be especially complicated and academies should follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support academy staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).
- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State
 - In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the academy and disrupt teaching, or be used to commit an offence.
 - In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

The examination of the data/files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the academy open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

Members of staff may require support in judging whether the material is inappropriate or illegal. One or more Senior Leaders should receive additional training to assist with these decisions. Care should be taken not to delete material that might be required in a potential criminal investigation.

The academy should also consider their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting. There should be arrangements in place to support such staff.

A record should be kept of the reasons for the deletion of data/files. (DfE guidance states and other legal advice recommends that there is no legal reason to do this, best practice suggests that the academy can refer to relevant documentation created at the time of any search or data deletion in the event of a learner, parental or

other interested party complaint or legal challenge. Records will also help Windmill Academy to review online safety incidents, learn from what has happened and adapt and report on application of policies as necessary).

Care of Confiscated Devices

Windmill L.E.A.D Academy staff are reminded of the need to ensure the safe keeping of confiscated devices, to avoid the risk of compensation claims for damage/loss of such devices (particularly given the possible high value of some of these devices).

Audit/Monitoring/Reporting/Review

The responsible person, the Head of School, will ensure that full records are kept of incidents involving the searching for and of electronic devices and the deletion of data/files. (a log sheet can be found in the appendices)

These records will be reviewed by the Safeguarding Governor, Annually.

This policy will be reviewed by the head teacher and governors annually and in response to changes in guidance and evidence gained from the records.

Appendix 2 – Bullying incident form (Model)

Bullying incident form

Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: **[Insert staff responsible for anti-bullying.]**

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

Nature of incident: Tick all that apply

- Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal** (e.g. name calling, ridicule, comments)
- Cyber** (e.g. messaging, social media, email)
- Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
- Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property**
- Threat** with a weapon
- Theft or extortion**
- Persistent Bullying**

Form of bullying or incident: Tick all that apply

- Race** – racist bullying
- Sexual orientation – **homophobic**
- Sexual orientation – **biphobic**
- Special educational needs (**SEN**) or **Disability**
- Culture** or **class**
- Gender identity** – transphobic
- Sex** – sexist bullying
- Appearance or health conditions**
- Religion or Belief** related
- Related to home or other personal circumstances
- Other** or non-specific

Details of those involved: record all involved whether adults, pupils or visitors.

	Name	Age/Year group	Form/class	Other relevant information (e.g. gender, SEN, disability, religion)
Target of bullying/incident				
Person/s responsible for bullying/incident				

Details of incident

Date		Place:		Time:	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness					
Action taken					
Details of others involved or notified					
Date for review					

Appendix 3 – Physical Restraint Log (Model)

Physical restraint form

Name of child		Date of Birth	
Class		Year Group	
SEND (If yes, state need)		Date of Incident	
Place where incident occurred		Time Incident commenced	
Time Incident concluded		Approximate time being handled	
Name/s of staff involved:			
Name/s of staff witnesses:			
Names of pupil witnesses:			

Reason for Intervention							
Immediate danger to personal injury to self		Immediate danger to injury to another person					
Disruption to others		Fighting		Assault		Verbal threats	Accidental
To avoid damage to property		To prevent/interrupt absconding				Off site	Within grounds
Description of Incident							

Pupil Voice if appropriate:

De-escalation Techniques Used					
Verbal Advice/Support		Humour		Directed Time out	
Reassurance		Time out offered			
Calm Talking		Distraction			
Neutral tone/body language		Step Away		Other (specify)	

Describe restraint methods used
Describe any injuries received to pupil or restrainer and medical attention required

What actions are being taken to support this child in future. Describe them here or refer to any SEN action plans that are being put in place.

Form completed by		Signed		Date	
Witness (if required)		Signed		Date	
Headteacher		Signed		Date	
Time and date parents were informed		Parents handed a copy of the form Yes/No		Date form handed to parents	