

Woodpecker Court

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Woodpecker Court
"Where learning meets the outdoors"

Woodpecker Court Behaviour Policy and Statement of Behaviour Principles V7

Relationships, Respect, Resilience

Routine

Version control

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-provision approach to maintaining high standards of behaviour that reflect the values of the provision
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. 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](#)
- [Behaviour in provisions: advice for principals and provision staff 2022](#)
- [Searching, screening and confiscation at provision 2018](#)
- [Searching, screening and confiscation: advice for provisions 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- Use of reasonable force in provisions
- [Supporting students with medical conditions at provision](#)
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a provision's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires provisions to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give provisions the authority to confiscate students' property

3. Definitions

At Woodpecker Court behaviour management is approached with consideration to the fact that our students have additional needs, and many have found education difficult or traumatic in the past. Some of our students have experienced trauma, and therefore a forceful approach with raised voices is to be avoided, unless it is necessary to be heard in a difficult situation.

Woodpecker Court has a behaviour triangle diagram that is available in all rooms, alongside our sanction ladder. This will often be referred to, so that students can see a consistent approach to behaviour management and know what to expect if a situation escalates.

The triangle has multiple layers. This enables a number of interventions to take place before a situation escalates to senior leadership and allows for the staff to rotate in and out of a situation. Changing the face is often an effective way of managing a situation.

On all occasions when managing behaviour we try to keep the situation calm, remove the source of the behaviour, or remove the student from the situation, and seek resolution. To prevent the behaviour triangle from becoming exhausted, the sanction ladder will be used at periodic times as a student moves through the behaviour triangle. Only the most critical incidents that escalate rapidly will see the behaviour triangle and sanction ladder overridden by the situation.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the provision rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects have 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 student)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumors, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

To see how Woodpecker Court manages incidents of bullying please see the Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Advisory Board

The advisory board is updated on the behaviour policy's effectiveness and advises the principal in its implementation.

5.2 The Principal

The principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the provision environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the provision's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the provision's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the provision culture and how they can uphold provision rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the provision's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the provision's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the provision's behaviour policy
- Inform the provision of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the provision directly, whilst continuing to work in partnership with the provision
- Take part in the life of the provision and its culture

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

5.5 Students

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

- The expected standard of behaviour they should be displaying at provision

- That they have a duty to follow the behaviour policy
- The provision's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

6. Provision behaviour curriculum

At Woodpecker Court we promote positive behaviours through consistent application of our ethos. Our "three Rs" of Respect, Relationships and Resilience, underpinned by Routine, is reinforced constantly. It is demonstrated within curriculum, in pre and over teach whole provision briefings, and through the "thought for the day". We constantly affirm that Woodpecker Court is a calm, purposeful learning environment. We are honest with students when behaviour is poor and reset the cohort with positive affirmation when needed. PSHE and our Student Passport mentoring system teach positive behaviours for learning and life.

At Woodpecker Court we expect high standards of positive behaviours. We promote common courtesy and manners. We challenge anger, poor language or negativity quickly, effectively and consistently. Behaviour for learning is established through the same routines, expectations and lesson structure in classroom and non-classroom-based lessons. Parental engagement is essential and expected by Woodpecker Court. We focus on positive calls home.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the provision
- Treat the provision buildings and provision property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the provision into disrepute, including when outside provision or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Students are allowed to have mobile phones with them on-site
- There are plans in place to mitigate the risks of distraction, disruption, bullying and abuse

- Students can turn their phones on
- Students can use them during the provision day, in down time, not in lessons or briefings
- Woodpecker Court cannot be held liable for the cost or repair or replacement in the case of loss or damage to any belongings.
- Students are given the option to place their mobile phone or smart watch into a clear plastic phone box during a lesson in any learning environment, this is to promote independence and personal accountability.
- Woodpecker Court reserves the right to remove a mobile phone from a student as a one off or regularly, to be stored in a secure location and returned at the end of the day, where a student's possession of a phone becomes a persistent problem.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum and the expectations notice board in every room.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

We will consider whether a student'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.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the provision's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the provision's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence via the Arbor parent portal
- Certificates, prize ceremonies or special assemblies
- Whole mentor group rewards

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The provision may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after provision
- Loss of privileges – for instance, the loss of a prized responsibility
- Provision-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Referral to Flexi-Learn
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Flexi-Learn is a bespoke program that is subject to a referral from the Pastoral care manager. This program is designed to support the student to engage with the provision by creating a bespoke timetable to support with embedding relationships. The Flexi-Learn program gives the student the support of a key worker who will meet with the student and parent/carer at regular intervals to feedback how the program is going. Flexi-Learn is subject to review and helps to triangulate our approach to support the student back in to engaging with their curriculum.

Flexi-Learn consists of supported allocated time scheduled with the student's keyworker. This typically will be project based, to fulfill the need for and importance of achievement, despite adversity. For example, they can range from planning, creating and enjoying their favourite dish in the kitchen, supporting with the health needs and movement of animals on our farm, to building a project in the workshop. This bespoke plan alongside the embedding of the 3 R's, relationships, respect, resilience all underpinned by routine.

Personal circumstances of the student 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.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching a student

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; 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 principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the provision rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the provision premises or where the member of staff has lawful control or charge of the student, for example on a provision 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

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

If they still refuse to co-operate, the member of staff will contact a member of the senior leadership team, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 in section 3, but not to search for items that are only identified in the provision rules.

- The authorised member of staff may use a metal detector to assist with the search.
- An authorised member of staff may search a student'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 students' possessions

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the provision rules.

An authorised member of staff can search a student's possessions when the student 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 student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the provision's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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 provision has taken, including any sanctions that have been applied to their young person

Support after a search

Irrespective of whether any items are found as the result of any search, the provision will consider whether the student 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 provision'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 provision 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 provision, staff will assess and balance the risk of a potential strip search on the student'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 provision premises, the decision on whether to conduct a strip search lies solely with them. The provision will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

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

The student's parents will always be informed by a staff member once a strip search has taken place. The provision will keep records of strip searches that have been conducted on provision 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 student, except in urgent cases where there is risk of serious harm to the student or others.

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

- The student 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 student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student 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 student
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the provision will consider whether the student 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 provision'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 student(s) who have been strip searched more than once and/or groups of students 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.

Screening

Woodpecker Court reserves the right to screen students on entry if it is believed to be necessary to keep students and staff safe from potential harm. This involves the use of a handheld metal detector, which will be passed over the body of a student and if deemed necessary a search of external clothing and possessions.

- We reserve the right to refuse entry to the site of a student who refuses to comply with a screening request.
- Care will be afforded to students with SEND. Time will be taken to carefully explain the purpose

and what is being done, possibly demonstrating the process first.

7.7 Off-site misbehaviour

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

- Taking part in any provision-organised or provision-related activity (e.g. provision trips)
- Travelling to or from provision
- Wearing provision uniform
- In any other way identifiable as a student of our provision
- Including students who are on pre-agreed external work experience where they are representing Woodpecker Court

Sanctions may also be applied where a student 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 provision
- Poses a threat to another student
- Could adversely affect the reputation of the provision

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

7.8 Online misbehaviour

The provision can issue behaviour sanctions to students for online misbehaviour when:

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

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

7.9 Suspected criminal behaviour

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

When establishing the facts, the provision 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, a member of the senior leadership team will make the report.

The provision will not interfere with any police action taken. However, the provision 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The provision will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The provision's response will be:

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

The provision 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

7.11 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 provision will consider whether to discipline the student in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the provision (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student 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 provision will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy and Safeguarding Procedures for Managing Allegations Against Staff policy for more information on responding to allegations of abuse against staff or other students.

8. Serious sanctions

8.1 Detention

Senior leaders and Tutors have authority to set detentions.

Students can be issued with detentions during break, after provision or on weekends during term time.

The provision will decide whether it is necessary to inform the student's parents.

When imposing a detention, the provision will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

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

Students 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.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by the Head of Pastoral Care or a nominated substitute and will be removed for the minimum amount of time necessary.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The provision will consider what support is needed to help a student 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 provision will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Student support units
- Multi-agency assessment

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 student in the behaviour log.

8.3 Suspension and permanent exclusions

The provision can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-provision sanctions and interventions. The Provision will use a suspension prevention flowchart (appendix 7) to ensure that any decision to suspend or exclude is balanced and proportionate and all steps have been considered and implemented when appropriate to reduce suspension.

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

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The provision recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the provision will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the provision's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the provision must co-operate with the local authority and other bodies

As part of meeting these duties, the provision will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the provision will take into account:

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

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

The provision will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The provision's special educational needs coordinator (SENCO) may evaluate a student 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 student, 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.

9.4 Students with an education, health and care (EHC) plan

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

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

10. Supporting students following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead or a member of the pastoral team
- Bespoke timetabling
- Adaptations to the learning environment
- Restorative Justice

11. Student transition

11.1 Inducting incoming students

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

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

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

- The needs of the students at the provision
- How SEND and mental health needs impact behaviour
- De-escalation and behaviour management techniques

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating provision behaviour

The provision will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their

perceptions and experiences of the provision behaviour culture

The data will be analysed every term by Dominic Meehan, the Principal.

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

- At provision level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The provision will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the provision will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Pastoral Care Manager on behalf of the principal and the Advisory Board at 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 Board.

14. Links with other policies

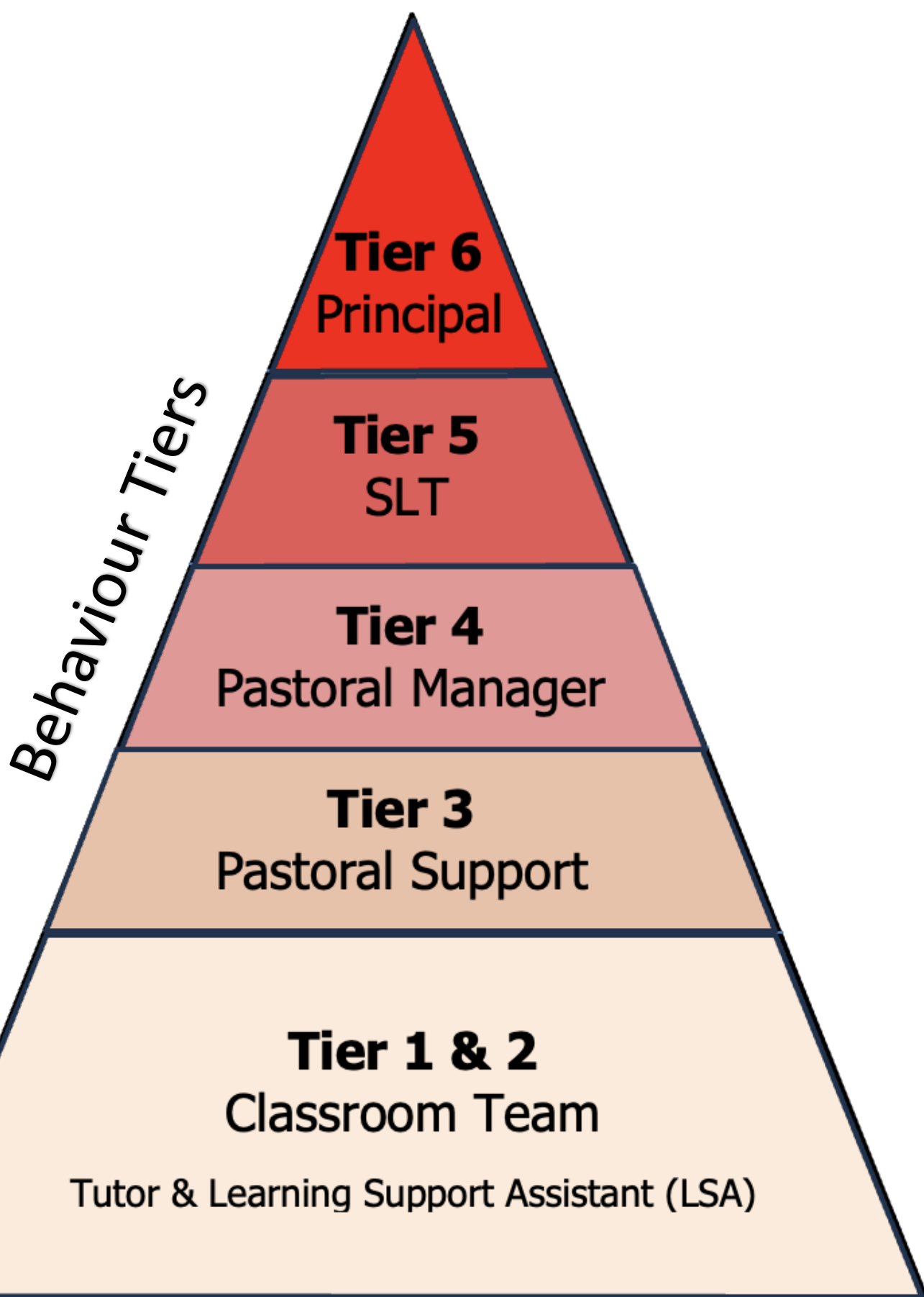
This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling and Use of Reasonable Force policy
- Mobile, Smart Technology and use of Social Media policy
- Rewards policy

15. Time out

Time out may be initiated by a member of staff or a student where it is considered helpful to prevent a situation from escalating, or as a strategy for deescalating after an incident. Time out must be mutually agreed between staff and student, for an agreed length of time, at an agreed location that is close enough for distant supervision. Time out may be extended if the member of staff considers it appropriate. At all times, the access to learning is paramount. Time out should be kept to a minimum, ensuring its use is appropriate to prevent more learning time being lost. The time out is to be logged on a timeout card.

	Student:..... Staff:..... Time out:..... Time in:..... Location:.....
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The use of restorative approaches at Woodpecker Court

The approach will require all staff working with our students to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their in the project community. The principles and use of Restorative Approaches will be a regular feature in the project's Continuing Professional Development programme, both at the beginning of the provision year and where appropriate at other times.

In addition to this, a team of trained staff will be identified to use the model to resolve more difficult problems in a formal and structured manner. These staff will have been trained to apply Restorative Approaches to conferences with the "Wrong-doer and the Harmed", with the aim of creating restoration and reparation between those involved.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgmental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How to use the Restorative Questions:

The **Restorative Approach model** can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual member of staff takes initiative and leads process.

Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the BT for the students concerned.

Formal RJ Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a de-brief after the conference and a follow-up session. This process must be led by a trained conference facilitator.

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the

intervention will close, and an alternative resolution will be implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the project's sanctions may be negotiated or applied to the wrong doer.

N.B. Restorative Justice Interventions should be recorded as appropriate on the provision's behaviour tracking system (Arbor) – Safeguarding (Edu key).

Behaviour Principles Statement

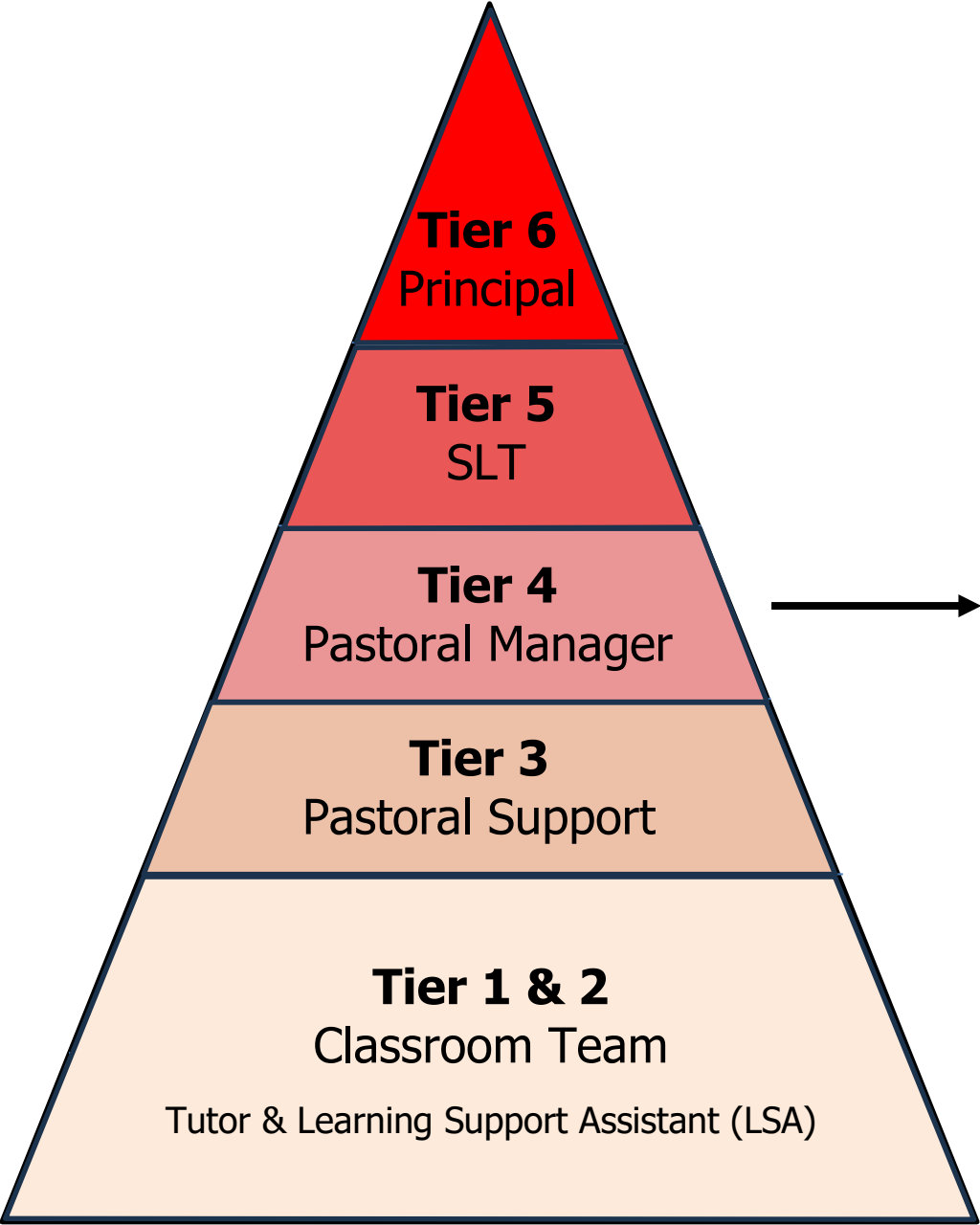
- Every student is taught that they have the right to feel safe, valued and respected and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with both the behaviour and positive handling policy
- The behaviour policy has been shared and is clear to all students, parents/carers and staff
- The exclusions policy explains clearly how they are used at Woodpecker Court
- Students are helped to take responsibility for their actions
- Parents/Carers are involved in discussions about behaviour incidents and are updated as to outcomes and sanctions



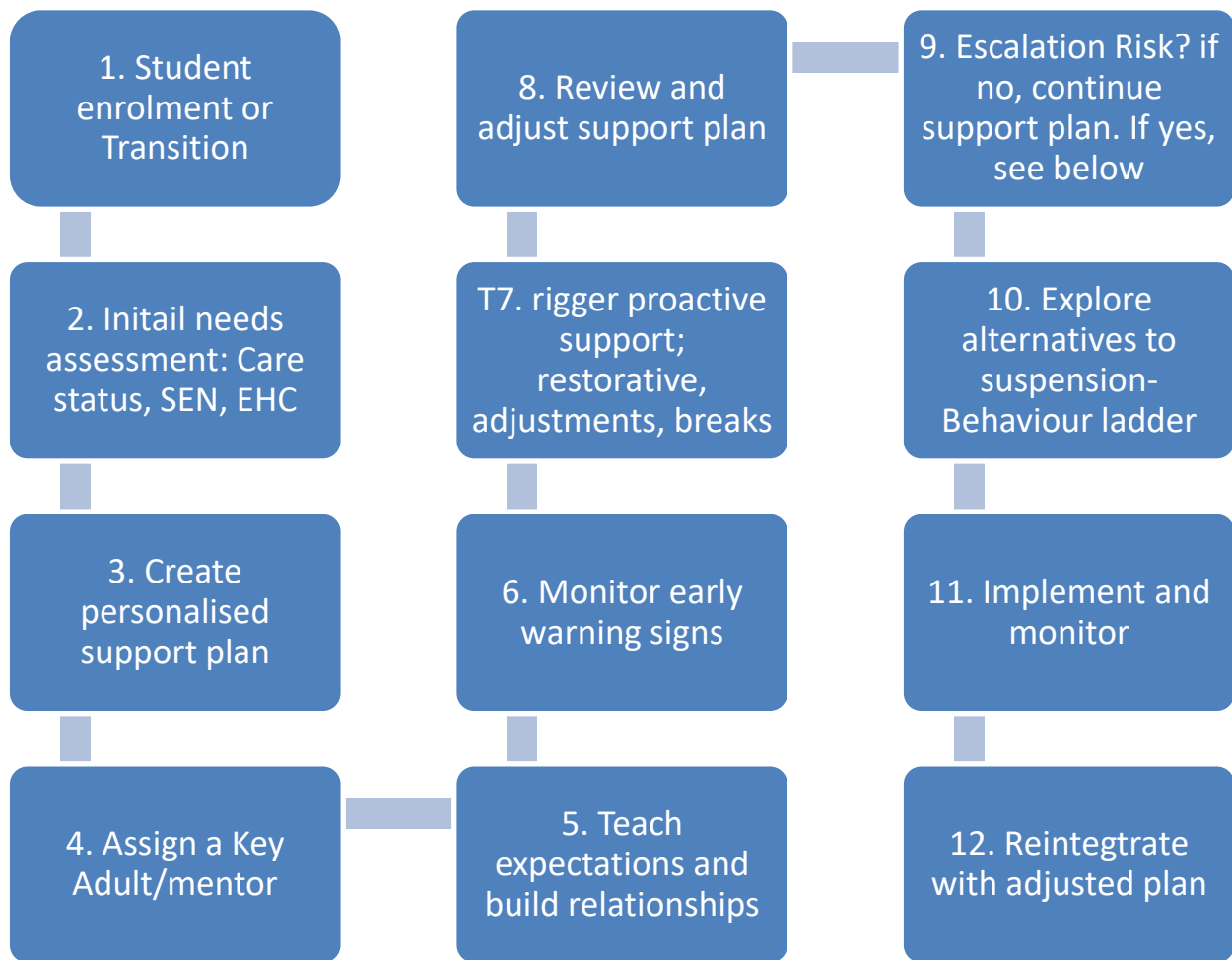


LEARNING **EXPECTATIONS**

- ☒ Follow WPC Ethos (3 Rs)
- ☒ Wear the correct uniform
- ☒ Respect personal space
- ☒ Always choose kindness
- ☐ Inappropriate language
- ☐ Mobile phones in sessions
- ☐ Swearing
- ☐ Disrupting learning



Suspension	Sanction implimented by Principal
Internal Suspension & Restorative Justice	
Community Payback	Sanction suggested by SLT, implimented by Principal/ Patsoral Manager
Parental Meeting	
Report Card (Reporting Pastoral SLT)	
Lunch Time Detention	Sanction implimented by Tutor



Suspension Prevention Framework

Purpose: This framework outlines the proactive steps Woodpecker Court takes to prevent suspensions and promote inclusive, supportive behaviour management. It is rooted in relational practice, trauma-informed care, and legal duties under SEND and equality legislation.

1. Student Enrolment or Transition

Upon joining Woodpecker Court each student undergoes a structured transition process. This includes gathering information from previous settings, families, and professionals to ensure continuity of support.

2. Initial Needs Assessment

staff review each students:

- Special Educational Needs and Disabilities (SEND)
- Education, Health and Care (EHC) Plan
- Care status (e.g. looked-after, previously looked-after)
- Mental health and trauma history This informs a holistic understanding of the student's strengths and vulnerabilities.

3. Personalised Support Plan

A bespoke plan is created in collaboration with the student, family, and relevant professionals. It includes:

- Curriculum adaptations
- Communication strategies
- Environmental adjustments
- Emotional regulation tools
- Crisis and risk management protocols

4. Key Adult / Mentor Assignment

Each student is paired with a trusted adult who provides regular check-ins, emotional support, and advocacy. This relationship is central to early intervention and co-regulation. Referral to Flexi-Learn where students are provided with a key worker and access to small group working with that key worker on a specific project, this promotes inclusion, relationship building and good ethos.

5. Teaching Expectations & Building Relationships

Staff explicitly teach routines, expectations, and social norms using accessible formats. Positive relationships are prioritised to foster trust and engagement. For example, pre teach and over teach.

6. Monitoring for Early Warning Signs

Staff are trained to identify early indicators of distress or dysregulation, such as:

- Changes in attendance
- Withdrawal or agitation
- Refusal to engage
- Escalating behaviour patterns

7. Proactive Support Activation

When early signs are observed, staff initiate support measures such as:

- Restorative conversations
- Sensory breaks or movement
- Timetable adjustments
- Increased adult presence
- Peer mediation or mentoring

8. Review and Adaptation

Support plans are reviewed regularly and adapted in response to student feedback, incident data, and multi-agency input. This ensures relevance and effectiveness.

9. Escalation Risk Assessment

If behaviour continues to escalate, staff assess whether suspension is being considered. Before any exclusionary measure is taken, alternatives must be explored.

10. Alternatives to Suspension

Where possible, the following are implemented:

- Supervised space or time-out with support
- Temporary timetable change
- Restorative meeting with affected parties
- Enhanced support or intervention plan
- Multi-agency review
- Internal isolation
- Restorative community work within the provision

11. Implementation and Monitoring

Any alternative strategy is documented, monitored, and reviewed. Staff maintain contact with the student and ensure continuity of learning and wellbeing support.

12. Reintegration

Following any period of absence or intervention, a reintegration meeting is held. The student's plan is updated to reflect new strategies, adjustments, and goals.