

# Weddington Primary School

## Relationship and Behaviour Policy



### INTENT

The primary goal of this policy is to create a safe, positive, and an inclusive learning culture at Weddington where every child can thrive academically, socially, and emotionally

Weddington aims to promote respectful behaviour, effective communication, and strong partnerships among children, teachers, and parents to foster a supportive school community

Teach appropriate behaviour through positive interventions using our vision and values

Promote self-esteem and self-discipline

To ensure that excellent behaviour is an aspiration for all

To embed excellent relationships through our vision and values

To help learners take control over their behaviour / relationships and be responsible for the outcomes of it



## IMPLEMENTATION

The Weddington Community will ensure all of the following will take place which supports our school motto:

***"Every Child, Every Chance, Every Day"***

Know and understand  
our children and  
influences

Teach learning  
behaviours alongside  
managing misbehaviour

Use classroom  
management strategies  
to support good  
classroom behaviour

Use simple approaches  
as part of your regular  
routine

Use targeted  
approaches to meet the  
needs of individuals at  
Weddington



Mindfulness



Perseverance



Respect



Reflection



Truth



Aspiration



Inspiration



## The 'Weddington Handshake'

To further enhance the relationship between staff and children, the school will be embracing 'shaking hands'. This supports our vision and values and ends the day with a positive.

The purpose of shaking hands will be:

- **Establishing Trust:** Shaking hands is a universal sign of trust and respect, helping both teachers and pupils feel valued in the classroom.

**Personal Connection:** It creates a personal connection, fostering a more comfortable and open environment for communication.

**Demonstrating Respect:** By offering a handshake, teachers show respect for their students, setting a positive example for respectful behaviour.

**Non-Verbal Communication:** It's a form of non-verbal communication that can convey warmth, approachability, and a willingness to connect.

**Equalising Influence:** Shaking hands levels the playing field, reminding both parties that they share mutual responsibility for the learning experience.

**Building Rapport:** It helps in building rapport, as physical touch can be a powerful way to build a positive teacher-pupil relationship.

**Enhancing Attentiveness:** The act of shaking hands can help pupils become more attentive and engaged.

**Positive Behavioural Modelling:** Teachers who model respectful behaviour through handshakes encourage students to mimic similar behaviour.

**Conflict Resolution:** In cases of conflicts or discipline issues, a previously established handshake connection can facilitate more effective resolution.

**Boosting Self-Esteem:** For children, a teacher's handshake can boost self-esteem and confidence, leading to improved behaviour and a better attitude towards learning.

**Cultural Sensitivity:** Teachers can use handshakes as an opportunity to educate students about cultural differences in greetings, promoting cultural sensitivity.

Staff will make sure they shake hands at the end of the day. This will also include any other time, a child or adult deem it appropriate to shake another person's hands. Providing eye contact is also important to show respect. This will be adapted for some of our SEND children if it needs to.



Mindfulness



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Inspiration

Weddington acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response – this will be with the support of families and external agencies.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), Weddington aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

### **Culture, ethos and environment**

The health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

### **Teaching**

The curriculum is used to develop pupils' knowledge about health and wellbeing so all children are engaged and inspired

### **Community engagement**

The school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEN Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour



## WEDDINGTON PRIMARY SCHOOL RULES

The school has 3 basic rules which are common across the school and underpin what we believe and do. These rules are displayed in all classrooms and are known to all the children.

### 1. BE KIND

### 2. BE SAFE

### 3. BE FAIR

Pupils will be taught the school rules from Reception onwards and they will be reminded of them throughout their school life at Weddington.

Children will be taught how to apply the school rules around school e.g. in the playground, the classroom, the dining hall etc.

#### **If pupils follow these rules, we expect them to:**

Stop and listen attentively when adults ask them to

Show respect for others and talk to each other and adults politely

Work hard to the best of their ability

Walk when they are inside the building

Play safely outside

Avoid disagreements and arguments and refer to adults or peers for help

Use calming and problem-solving strategies that are taught to pupils from Reception to Year 6

Accept responsibility for their own behaviour and apologise if necessary

Arrive in school on time each day



All the Staff appreciate that it is important to encourage pupils to follow the school rules so that there is order in school which will enable everyone to reach their full potential. Individual pupils and classes are rewarded in a variety of ways for being good "Weddy Graduates."

## Positive Rewards for Following the School Rules

**Class teachers will have their own reward system** in place to promote positive behaviour e.g. stickers, points, dojo points etc.

**Weddy Graduate certificate** given out weekly Values Assembly

**Values certificates** given out in weekly values assembly

**Weddy Class Pyramid** - Each half term, every class has an empty "class pyramid" and children are awarded **class bricks** by any member of staff for exemplary behaviour anywhere in school. The class who completes their wall first is given an age-appropriate treat. e.g. extra playground, a film etc.

A '**Weddy Postcard**' will be sent home for exceptional pieces of work and behaviour informing parents of their child's success.

**Excellent pieces of work and behaviour** are recognised by teachers and members of the SLT and the Headteacher.

**House points** are given by teachers through Class Dojo. The winning team has the trophy that is awarded every year. All children in the winning house team receive a special badge.

**Pupil Reward** – All children who do not go on the zone board will receive a treat.



## INTENTIONAL UNACCEPTABLE BEHAVIOUR

- There are some kinds of behaviour that are not appropriate at school, and it is important that the children recognise this and are aware of them:
  - Refusing to listen to adults when asked to.
  - Refusing to follow reasonable instructions.
  - Stopping others from working or interfering with others' work.
- Name calling including racial or verbal abuse of any kind including internet bullying
  - Swearing or using offensive and insulting language.
- Bullying (threatening, picking on or intimidating another person, deliberately leaving someone out of an activity).
- Deliberate acts of disrespect (e.g. kissing teeth, pulling faces, ignoring teachers).
  - Stealing or damaging property/deliberate acts of violence.
  - Leaving the classroom, building or grounds without permission.

**For a small number of children at school, there may be additional support provided as they may have barriers to make correct choices due to their particular needs. If this is the case, the school will support by providing a personalised behaviour plan and this Relationship and Behaviour Policy is adapted for their needs.**

## Consequences for not following the school rules

Before the child is placed on the '**Zone Board**', they will be given a verbal warning and an opportunity to modify their behaviour.

**The purpose of class reward systems and excellent teaching and learning will aim for children not to be on the zone board.**

Pupils' names will be placed on the "**Zone Board**" charts in the classroom if behaviour does not improve.





**Yellow Zone Board:**

Consistent and intentional calling out, tapping, fidgeting (disturbing the learning), not sitting properly, not listening and talking when the Teacher is talking, leaving their seat without permission and stopping others from learning. Again, class reward systems will support children from not being on the Yellow Zone Board.

1. Pupil given a warning by the Class Teacher and write the child's name on the Yellow Zone Board.  
Child may miss a break depending on the consistency.

**Amber Zone Board:**

Behaving as above and/or drawing others into negative behaviour. Arguing, not sharing, answering back and use of inappropriate language or escalation of the above.

1. Pupil taken to Key Stage Leader, Deputy Head Teacher or Inclusion Team or Behaviour manager to reflect for an age-appropriate amount of time.
2. Pupil to be sanctioned (losing break or a privilege) by class teacher and this is recorded on CPOMs.
3. Class Teacher must inform parent/carer for children who are placed on the Amber Zone Board.

**Red Zone Board:**

Behaving in any of the ways above and/or displaying violent or aggressive behaviour of any sort, inciting other to behave badly, damaging school property and/or the school environment. Stealing, walking out of the classroom/school, refusing to follow instructions or direction from a member of staff. Racist/sexist remarks/bullying.

1. Pupil taken to the Pastoral Team/Leadership where the child will spend time away from their class
2. SLT, Behaviour Manager, Year Leader and office informed by email with date, time, and rule/s broke.
4. Parents to be called in and spoken to by the Class Teacher and Senior member of staff. To be added onto CPOMS by CT /Senior member of staff.
5. Child to miss a lunchtime/privilege and may be placed in an intervention group to grow their relationship skills with their peers.
6. Children being placed on the Red Zone Board more than once, will miss a whole school privilege e.g. trip or panto etc. SLT to decide.





**Please note:** For children on Yellow or Amber, the names should be rubbed off at lunchtime after speaking with the child to allow for a fresh start in the afternoon and at the end of the day. Amber children should be logged on CPOMS.

This will be appropriate to the age and any additional needs of the child.

**No Sanction will be used that involves:**

Corporal punishment

Deprivation of food or drink at dinnertimes

Withdrawal of medication

Wearing clothing or accessories that degrade the pupil or make them the focal point of ridicule.

All children will start the day afresh and start each day with not having their name on the Zone Board. However, on occasion, as part of a behaviour management strategy or as a response to the severity of the behaviour, staff may skip stages to introduce a more serious sanction as a consequence.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from school.

Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.



## Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour.

The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route unless there is a safety concern.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Identifying any points of agreement to build a rapport.

Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".



### The Governing Board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

### The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
  - The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
  - Reporting to the Governing Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### The SENCO is responsible for:

- Collaborating with the Governing Board, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Overseeing the whole-school approach to mental health, including how this is



reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

### Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

### All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
  - Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
  - Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the Headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.



### Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
  - Reporting any unacceptable behaviour to a member of staff.

### Parents are responsible for:

Supporting their child in adhering to the school rules.

Informing the school of any changes in circumstances which may affect their child's behaviour.

Making sure that the child is in school on time, every day and ready for learning

Making sure that the child is dressed appropriately for school in line with the School's policy

Supporting their child in adhering to the school's behaviour policy

Informing the school of any changes in circumstances that may affect their child's behaviour

Being a good role model for their child on and around the school premises

Discussing any concerns regarding their own child with the class teacher promptly and respectfully

Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)

Getting to know the school's behaviour policy and reinforce it at home where appropriate

RED ZONE ATTEND MEETING at school

### Use of Reasonable Force

See Policy on Physical Intervention and Restraint

Where behaviour threatens the safety of others, the child themselves or property, members of staff are within their rights to use reasonable force to prevent harm. Appropriate techniques will be used from de-escalation voice techniques, to guiding a pupil to safety by the arm, through to the more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Staff will use their professional judgement and training as to whether physical intervention is required. Where physical restraint is used as part of an agreed



behaviour Intervention, a 'Positive Learning Plan' will be drawn up. Records of physical restraint will be completed by the member of staff who intervened and, where restrictive hold has been used, the Bound and Numbered Book will be used. In some cases, it may be necessary to complete an 'Incident and Accident Form' alongside other records.

If an assault is made, on a child or member of staff (either verbal or physical), a written record of the key facts and any witness statements will be completed. Parents will be informed and, in some cases, this may lead to an exclusion.

Support will be provided to both the child and adult should this occur.

Most allegations of abuse against teachers and staff will be handled by the Headteacher using guidance provided by the DfE. Where there are serious allegations of abuse, against teachers and other staff, the Head teacher will contact the Local Authority designated Officer (LADO) for further advice, so that the appropriate evidence is collated.

"STAFF HAVE THE POWER TO USE REASONABLE FORCE TO PREVENT PUPILS COMMITTING AN OFFENCE, INJURING THEMSELVES OR OTHERS, OR DAMAGING PROPERTY AND TO MAINTAIN GOOD ORDER AND DISCIPLINE IN THE CLASSROOM AND SCHOOL SITE."

### Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the child-on-child Abuse section within the Safeguarding policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.





### Smoking, vaping and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

| De-Escalation Principles                  | De-Escalation Script             |
|---|----------------------------------|
| Use the child's name                      | Child's name                     |
| Acknowledge their right to their feelings | I can see something has happened |
| Tell them why you are there               | I am here to help                |
| Offer help                                | Talk and I will listen           |
| Offer a 'get out' (positive phrasing)     | Come with me and.....            |

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

#### The De-Escalation Process (Child in Crisis)

Weddington recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' rather than saying 'kicking off', 'stopping' or 'playing up'.

Staff are trained to follow the process below to ensure that everyone's wellbeing is respected and the child can return to a calm state of mind as quickly as possible. This will include using any specific plans and strategies the child may have e.g. PLP, EHCP etc.





### Good Classroom management is essential

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

- Prioritise the safety of all children by using peripheral vision, placing themselves in positions where all children can be seen at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged and motivated
- Reiterate the school's vision, values and behaviour policy with children and how to achieve these
- Lessons are engaging, challenging and inspiring and all classes have an open, welcoming door
  - Having high expectations of all children
  - Greeting pupils 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
- Addressing concerns regarding misbehaviour with children quietly, fairly and proportionately



**Pupils who struggle the most with achieving consistently positive behaviour will need more support to meet our school's behaviour expectations. Staff can reinforce the behaviour curriculum in every interaction they have with pupils, by:**

Modelling what positive relationships look like, in their interactions with all members of the school community

Acknowledging and praising behaviour that meets the expected standard

Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations

Being clear and consistent in the use of sanctions

| <b>Rights</b><br><b>Children have the right...</b>                | <b>Responsibilities</b><br><b>Children have the responsibility...</b>               |
|---|---|
| To be protected from conflict, cruelty, exploitation and neglect. | To care and respect each other with understanding. Not to bully or harm each other. |
| To a clean environment, at home, at school or wherever they are.  | To do what they can to look after the environment.                                  |
| To be educated.   | To learn as much as they can and help others to learn.                              |
| To freedom of thought and religion.                               | To respect other people's thoughts and religions.                                   |
| To be heard.  | To listen to people.  |
| To proper medical care.   | To take care of themselves.   |
| To be loved and respected.  | To show love and respect to others.   |
| To special care for special needs.                                | To be the best they can be.   |
| To make mistakes.   | To learn from their mistakes.   |



|   |   |
|---|---|
| To be adequately fed.                               | To understand that food and water are to be appreciated in our world and we are fortunate to have enough whilst others do not, therefore we don't waste it. |
| To relax, play and join a wide range of activities. | To include everyone in their games.   |

### This is all to ensure we achieve our vision:

*Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success*

### Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item – good practice would involve contacting parents for a serious issues. The prohibited items are:

**The list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched**

- Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
- Tobacco and cigarette papers. VAPE, MATCHES, LIGHTERS
  - Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:



- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves;  
or
- To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

### Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy

For the purposes of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco



- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

**For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:**

- Lateness
- Low-level disruption and talking in lessons, assembly and other activities led by an adult
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002



- Equality Act 2010
  - Education and Inspections Act 2006
    - Health Act 2006
    - Voyeurism (Offences) Act 2019
  - The School Information (England) Regulations 2008
    - DfE (2016) 'Behaviour and discipline in schools'
    - DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
  - DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
  - DfE (2013) 'Use of reasonable force'
  - DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
  - Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
  - Exclusion Policy
  - Physical Intervention Policy
- child-on-child Abuse Policy (part of Safeguarding Policy)
  - Child Protection and Safeguarding Policy
  - Smoke-Free Policy
  - Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
  - Anti-bullying Policy

## IMPACT

*Weddington's vision is for all to thrive.*

*'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success*

