

BEHAVIOUR MANAGEMENT POLICY

INWOODS SMALL SCHOOL IN EYFS

Last Review Date	31 Mar 2026
Policy Endorsed by	Trustees & School Management Committee
Policy is Maintained by	Inwoods Coordinator
Next Review Date	August 2026
Review Body	School Management Committee

Introduction

The purpose of this policy is to clearly express the approach that Inwoods Small School has to behaviour in the school so that both parents and staff are aware of what is expected. This Policy is written based on the requirements from the [Education \(Independent School Standards\) Regulations 2014](#), particularly Part 3: Welfare, health and safety of pupils Standard 9 (written behaviour policy) and Part 6: Provision of information (policy availability to parents). It also aligns with the schools responsibilities to Keeping Children Safe in Education (KCSIE) and follows the non-statutory advice from the [DfE in 2024](#) on behaviour in schools and the DfE guidance on [Restrictive Interventions, including reasonable force in school \(April 2026\)](#)

At Inwoods we believe that children flourish best when they are free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and the environment. On a day to day basis, we encourage appropriate behaviour in a variety of ways as detailed below. The children are expected to support and engage with the behavioural expectations also helping to hold these on a daily basis in the school community.

Where a behaviour that causes concern or seems to be recurring regularly, we will request a meeting with parents to support the child/ children further. We work with parents to address any recurring unacceptable behaviour, and decide jointly how to respond appropriately. Children's unacceptable behaviour will be handled in ways that are appropriate to their ages and stages of development. The School Management Committee has the overall responsibility for issues concerning behaviour and will access relevant sources of expertise when needed. All the staff keep themselves up-to-date with research and thinking on how to help children understand themselves, and understand how their behaviour can affect others and their learning.

To encourage appropriate behaviour, we aim to

- Provide positive models of behaviour ourselves by treating children, parents and one another with friendliness, care and courtesy.
- Give directions and support to the children in clear and non-reactive ways.
- Help the children find solutions to their problems, e.g. by encouraging listening, friendly communication and sharing.
- Encourage values such as kindness and willingness to share.
- Be consistent in our responses.
- Give attention to the child who has been unfairly treated.
- Help children understand their actions and find calm and clear ways of expressing themselves.
- Always question the behaviour and not reject the child.
- Ensure that the children always feel valued and cared for.

If a child shows unacceptable behaviour, we might

- Affectionately and firmly state clearly the behaviour we observe as being unacceptable and stay with the child.
- Allow the child to cry or share their anger and upset while remaining with the child until s/he has calmed down.
- If necessary, remove the child from the situation to a quiet place to spend some time together with an adult.
- Monitor their behaviour.
- At an appropriate time, talk about the behaviour with the child and their parents.
- Discuss with the school or group as a whole to diminish focus on one person, but to reinforce acceptable behaviour and strategies through lessons such as PSHE.
- Consider starting to put in appropriate consequences for the child to learn that their behaviour is linked to a recognisable response from the staff.

In the event of Misbehaviour

At Inwoods, misbehaviour is any action that goes against our school values, disrupts learning, or affects the safety and wellbeing of others. If the child misbehaves at Inwoods we will meet with parents to discuss what is happening. If the behaviour continues for several days and the above steps have not been helpful, we ask the parent to be available to collect the

child. When the behaviour of a child is consistently disruptive and/or there is a cause for general concern, we will, after discussions with the child's parents on a regular basis, consult with other professionals and implement strategies to target the concerns. Together we might decide if it is necessary to put in a consequence that reflects the impact of their action. If they are constantly disruptive they might be asked to leave an activity they enjoy for a period of time.

Each new child comes to Inwoods on the basis of a term's trial. If at the end of this term the child has not settled, we may suggest that the child needs a different setting with specific support systems to meet his/her needs. It is possible also that a term's trial may be extended if we deem it appropriate. If the child has been at Inwoods longer and a problem arises, every effort will be made with parental support to reintegrate the child into the group. However, if necessary, the parents may be advised to remove the child from the school.

Anti-Bullying

Bullying is any behaviour that causes pain or distress to another and can include name calling, being unfriendly, taunts, gestures, excluding or ignoring, teasing, sarcasm, spreading rumors, abusive comments, comments of a racist nature and physical acts such as pushing, kicking, hitting, etc. It can occur on-line and off-line. The school is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a safe environment. Bullying of any kind is unacceptable and if it does occur, incidents will be dealt with promptly. There should be a climate where pupils intervene themselves and tell staff.

If a child bullies another child or children

- We intervene to stop the child harming another child or children
- We explain to the child doing the bullying that her/his behaviour is not acceptable
- We give reassurance to the child or children who have been bullied
- We help the child who has done the bullying to understand his/her actions
- We give the children involved the chance to talk together and better understand the situation and resolve the hurt
- We do not label children who bully
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour
- The behaviour is logged on Salesforce to create a clear, objective record of the behaviour over time as well as on our Bullying Log

- If a child continues to bully other children, over a longer period of time, professional external help in the form of a school counsellor or child psychologist might be brought in as intervention

See the Anti-bullying Policy for a more detailed overview of the school procedures.

Restrictive Interventions, including Reasonable Force

Restrictive intervention is the umbrella term for measures intended to prevent, restrict or subdue the movement of a pupil or part of their body. This includes reasonable force, restraint and seclusion. The following definitions are useful for clarity;

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Reasonable force: a term used which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides.

Any decision to use a restrictive intervention must be lawful, necessary, proportionate and consistent with the pupil's welfare, dignity, age, size, medical needs, SEND, communication needs and any known trauma or vulnerabilities. The school will seek to minimise the need for restrictive interventions through prevention, early support, de-escalation, relationship-based practice, environmental adjustments and individual planning. Staff should consider whether a less restrictive response is available and likely to be effective before using force, restraint or seclusion. Staff should, where possible, clearly and calmly explain what is happening and what the pupil needs to do.

Schools can use reasonable force in limited circumstances including;

- prevent a pupil causing injury to themselves or others;
- prevent a pupil committing a criminal offence
- prevent serious damage to property
- prevent serious disorder among pupils at the school, whether during a lesson or otherwise; and

- in limited circumstances, prevent a pupil from leaving a place where doing so would risk safety or lead to serious disorder.

Any intervention will be calm, measured and for the shortest time necessary. Force must never be used as a punishment. Staff must not use holds that restrict a pupil's airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen. Ground restraint must be avoided wherever possible and, if a pupil is unintentionally brought to the ground, staff must release or reposition to a safer alternative as quickly as possible. Where appropriate, medical assessment and treatment will be sought as soon as possible.

Each significant incident involving the use of force will be recorded in writing as soon as practicable, and staff should aim to do this on the same day. Parents will be informed in writing as soon as practicable and the school will endeavour to do so no later than the same day. This duty applies even where an intervention has been anticipated in a behaviour support plan.

Seclusion is a non-disciplinary safety measure involving keeping a pupil confined to a place away from others and preventing them from leaving. It may only be used to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment or through threat of punishment. Any space used must be safe and not intimidating, the pupil must be supervised throughout, and the pupil must be allowed to leave as soon as the immediate risk has reduced.

Any significant incident involving force, and any incident of seclusion or restraint, including restraint without direct physical contact, will be recorded on Salesforce as soon as practicable and staff should aim to do so no later than the same day. Records will include, as a minimum: the names of the pupil and staff directly involved; time, date, location and approximate duration; relevant pupil needs or circumstances including SEND status where applicable; what led up to the incident; known triggers; preventative or de-escalation strategies used; why the intervention was assessed as necessary; the type of intervention used and, where relevant, the degree of force; any injuries sustained; post-incident support; and when and how parents were informed.

Following any restrictive intervention, the school will review the incident as soon as practicable to understand what happened, why it happened, the impact on pupils and staff, and how recurrence can be reduced. Where appropriate, this will include a debrief with the pupil and staff involved, support for witnesses, review of behaviour support plans and risk assessments, and consideration of whether further staff training, environmental adjustments or external advice are needed.

Monitoring All Behaviour Incidents

All incidents requiring teacher intervention that are serious will be recorded on Salesforce on the profile relating to the child or children involved, especially those involving aggression, dishonesty, lack of safety, disrespect of property, violence or bullying. If a certain child becomes involved in any of these incidents, they may be carefully observed at all times by a

member of staff. The parent will be informed if their child is being observed in this way. If any resolutions need to be decided, staff will meet with or without the parents to come up with these solutions and inform the parents of the steps to be taken. If appropriate, the child/ren will be involved in these resolutions.

When situations have arisen whereby a child's behaviour is repeatedly unacceptable, requiring holding, consequences and/or anxiety in staff and children, staff will meet with parent/s to agree a procedure(s) that is acceptable for all. This will be written down and the agreement will be kept in the child's file on Salesforce.

Where there is an identified risk that a pupil may require restrictive intervention, the school will work with the pupil, parents and relevant professionals, where appropriate, to develop or review an individual behaviour support plan and risk assessment. Plans should identify triggers, warning signs, preventative and de-escalation strategies, reasonable adjustments, communication approaches, and any agreed increased physical contact together with clear limits on its use. Plans should be reviewed periodically and after any significant incident.

Corporal Punishment and Prohibited Sanctions

The school rejects the use of corporal punishment or the threat of corporal punishment under any circumstances. No punishment will be used that may adversely affect a child's well-being. These are called prohibited sanctions and include:

- Deprivation of food or drink
- Isolation (except for short periods under supervision)
- Ridicule or humiliation
- Requiring children to wear distinctive or inappropriate clothing
- Physical punishment or threat of it
- Corporal punishment "by association" or delegation

Searching, Investigation and Confiscation

The school has a duty of care to ensure that the school and the children on site are safe. This means in very rare instances there might need to be a need to search a child's possessions and to confiscate specific items. Parents and children are clear about what items are banned, they are listed in the Parent / Child Handbook. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the child to turn out his or her pockets or bag and if the child refuses, the teacher can apply an appropriate consequence. Any use of force in relation to a search must be reasonable and may only be used when searching for legally prohibited items, not items merely banned by school rules.

For more information on this please see the Brockwood Park and Inwoods Searching, Investigation and Confiscation Policy.

Monitoring of behaviour Online

The children at Inwoods have very limited access to computers and they have no access to mobile phones while on the school site. When children are using the computers in school they are carefully monitored as stated in the school ICT Use Technology Cookie + E-Safety Policy. Staff and children from Year 3 onwards are also educated about staying safe online. If inappropriate behaviour is found to be happening online appropriate consequences will be followed in a similar way to inappropriate behaviour offline.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

At Inwoods the school tries to consistently encourage high standards of behaviour and provide the necessary support to ensure all children can achieve and thrive both in and out of the classroom, including children with SEND. The staff are aware that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction.

The school will maintain high standards of behaviour while recognising that some pupils with SEND may react to distress, pain, sensory overload, unfamiliar environments, anxiety or communication difficulty through behaviours that challenge. The school will seek to understand underlying triggers, make reasonable adjustments, use staff who know the pupil well, and put in place proactive support to reduce the likelihood of behaviour that could lead to responses from the staff that require strong interventions, such as restrictive intervention.

All children who have a SEN diagnosis or are suspected of a SEN have an Individual Educational Plan to support them in the school, including supporting their social and emotional needs. This is in line with the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

Please see our Special Educational Needs and Learning Support Policy for more detailed information.

EYFS

The welfare requirements of the [EYFS \(Sept 2025\)](#), state that children's behaviour must be managed effectively and in an appropriate way. We aim to encourage good interpersonal skills and help children acquire social empathy. Children need to have set boundaries of behaviour for their own safety and the safety of others. We aim to set boundaries in a way

that helps the child develop a sense of the significance of their own behaviour, both of their environment and those around them.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in exceptional circumstances. Any such intervention, and any incident of seclusion or restraint, will be recorded in writing as soon as practicable and parents will be informed in writing on the same day where possible.

The Inwoods Coordinator is to be kept fully informed, especially if the behaviour of a child continues to be challenging over a period of time. Parents will also always be updated on how any behavioural issues are being addressed.

Malicious Allegations Against Staff

In the very rare occasions where an allegation of wrongdoing is made against a staff member and it turns out to be malicious this behaviour will be treated very seriously and appropriate action, such as asking the family to take the child out of school temporarily and asking them to look for external support such as therapeutic support if required. This process is completed without prejudice to safeguarding duties to investigate concerns. Each case will be treated individually and with sensitivity.

Please see our Safeguarding and Child Protection Policy for more information.

Complaints Procedure

This policy is linked to our Complaints Policy and Procedure. If for any reason a parent feels that a situation related to their child at the school has been mishandled ideally they would contact the School Coordinator to discuss their concerns. Every parent also has the right to complain and should follow the Complaints Policy and Procedure which is available on the school website.