

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Willowbrook Mead Primary Academy

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WILLOWBROOK MEAD
PRIMARY ACADEMY

Behaviour Policy

2026-27

Think – Take Part – Transform
Every child thinking, participating and learning.

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Think – Take Part – Transform

Every child thinking, participating and learning.

Think – Every child is thinking about their learning, their choices and the world around them.

Take Part – Every child participates positively, contributes and helps others to learn.

Transform – Every child learns, grows and develops through their experiences at Willowbrook.

1. Our Approach to Behaviour

At Willowbrook Mead Primary Academy, behaviour and learning are inseparable.

Our Behaviour Policy exists to create the conditions in which every child can feel safe, included and able to learn, and every adult can teach and work in a calm, respectful environment.

Our approach combines:

- high expectations;
- positive relationships;
- explicit teaching of behaviour;
- predictable routines and consequences;
- recognition of positive behaviour;
- reflection, restoration and repair;
- reasonable adjustments and graduated support; and
- professional curiosity about the needs that may sit behind behaviour.

Children are expected to take increasing responsibility for their behaviour as they grow and develop.

Adults have an equally important responsibility to create the conditions that enable children to be successful.

2. Aims

This policy aims to:

- create a safe, calm, purposeful and ambitious Learning Climate;
- establish clear and consistent expectations for behaviour;
- ensure that pupils feel that they belong and are valued and included;
- protect learning from disruption;
- explicitly teach pupils the behaviours that enable successful learning;
- develop self-regulation, reflection and responsibility;
- promote positive relationships throughout the school community;
- ensure consequences are clear, proportionate and predictable;
- reduce barriers to participation and learning;
- ensure equitable and inclusive practice; and
- provide increasing support where pupils experience increasing difficulty.

3. Our Behaviour Principles

3.1 High Expectations and Unconditional Regard

Every pupil is entitled to experience high expectations alongside positive relationships, care and belonging. Adults separate the behaviour from the child.

Unconditional regard does not mean unconditional acceptance of behaviour.

We can care deeply about a child while being clear that particular behaviour is unacceptable.

3.2 Behaviour Can Communicate Need

Behaviour can communicate need, difficulty or dysregulation, and adults should remain curious about what may be contributing to it. This does not remove responsibility or the need for appropriate boundaries and consequences.

Understanding behaviour and responding to behaviour are not alternatives: we can do both.

3.3 Equity and Inclusion

We are committed to equality through equitable practice.

Fair does not always mean identical.

Expectations remain ambitious for everybody, while reasonable adjustments and support may differ according to individual need.

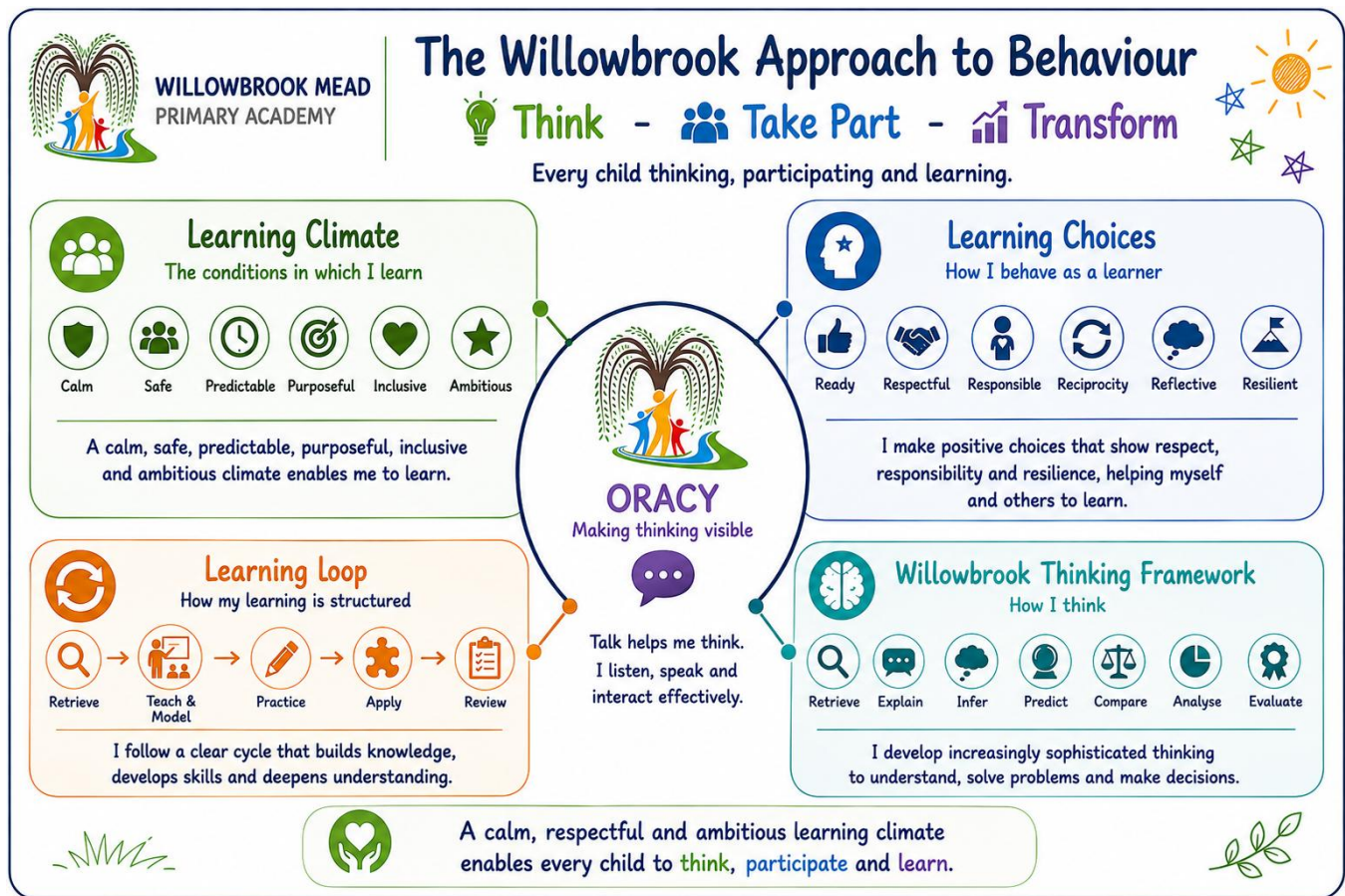
Consistency of principles, not uniformity of practice.

3.4 Adults Set the Climate

Adults model the calm, respectful and regulated behaviour we expect from pupils. Adult responses should be calm, predictable, proportionate and professional. Behaviour should never be managed through humiliation, sarcasm, public confrontation or emotional escalation.

4. Behaviour, Teaching and Learning

Behaviour at Willowbrook sits within our wider approach to Teaching and Learning.



4.1 Learning Climate – The Conditions in Which I Learn

Our Learning Climate should be: Calm • Safe • Predictable • Purposeful • Inclusive • Ambitious. These conditions enable pupils to think, participate and learn.

4.2 Learning Choices – How I Behave as a Learner

Pupils are explicitly taught the Willowbrook Learning Choices: Ready • Respectful • Responsible • Reciprocity • Reflective • Resilient. These provide a shared language through which adults teach, recognise and redirect learning behaviour.

4.3 Learning Loop – How My Learning Is Structured

The Willowbrook Learning Loop: Retrieve → Teach & Model → Practice → Apply → Review provides predictable learning architecture that supports engagement, participation and successful behaviour.

4.4 Willowbrook Thinking Framework – How I Think

Pupils are supported to develop increasingly sophisticated thinking through: Retrieve → Explain → Infer → Predict → Compare → Analyse → Evaluate. Secure knowledge, purposeful thinking and successful participation support positive learning behaviour.

4.5 Oracy – Making Thinking Visible

At Willowbrook: Talk makes thinking visible. Oracy runs through our approach rather than operating as a separate framework. The Oracy Foundations and Oracy Expectations teach pupils how to listen, speak, interact and participate successfully. Adults explicitly teach and reinforce these expectations alongside the Learning Choices.

5. Roles and Responsibilities

Behaviour is a shared responsibility.

The Principal has overall responsibility for establishing and maintaining the school's behaviour culture and ensuring this policy is implemented effectively.

Senior and wider leaders support consistent implementation, monitor behaviour and provide appropriate coaching, challenge and support.

Teachers retain primary responsibility for behaviour within their classrooms. They establish the Learning Climate, explicitly teach expectations and routines, build relationships, respond to behaviour and strengthen universal provision when pupils experience difficulty.

Pastoral, SEND and leadership colleagues add expertise, capacity and support. They do not routinely take responsibility for classroom behaviour away from the teacher.

All staff are responsible for modelling and reinforcing Willowbrook expectations. Pupils are expected to increasingly take responsibility for their choices and their impact on others. Parents/carers are important partners and are expected to support the school's behaviour expectations and work constructively with staff.

6. Teaching Behaviour

At Willowbrook, positive behaviour is taught, modelled, practised, recognised and reinforced.

Adults should not assume that every pupil already knows how to behave successfully in every situation. Routines and expectations should therefore be explicitly taught, including those relating to:

- classrooms and learning;
- movement and transitions;
- listening and speaking;
- playtimes and lunchtimes;
- assemblies and collective worship;
- trips, clubs and enrichment;
- use of shared spaces and resources; and
- interactions with others.

Where expectations are not secure, adults should reteach before simply repeating correction.

7. Relationships and Relational Behaviour Management

Positive relationships are fundamental to successful behaviour management. Adults should know pupils, build trust, notice success and maintain high expectations with warmth and consistency.

Relational behaviour management does not mean avoiding challenge or consequence. Strong relationships allow adults to hold boundaries while maintaining belonging.

Why isn't our universal approach working for this child, today?

The answer is not necessarily to move immediately to Targeted support. Sometimes the appropriate response is to strengthen the universal provision first. This may involve reviewing:

- the Learning Climate;
- routines and expectations;
- teaching and task design;
- relationships;
- communication and language;
- seating or classroom organisation;
- reasonable adjustments; or
- opportunities for successful participation.

Teachers should seek support where needed. However, additional support should strengthen classroom provision rather than routinely transferring responsibility for behaviour to pastoral staff.

8. Recognition and Positive Reinforcement

Recognition helps pupils understand what successful behaviour looks like and strengthens belonging and motivation. Adults should use specific praise, directly identifying the successful behaviour wherever possible.

This should frequently connect to:

- the Willowbrook Learning Choices;
- Oracy Foundations;
- Oracy Expectations;
- successful learning behaviours; and
- effort, improvement and contribution.

Recognition may include specific verbal praise, Dojo points, leadership recognition and postcards sent home. The school also holds termly celebration events to recognise pupils who consistently demonstrate positive behaviour and contribute successfully to school life.

Pupils who are on the Willowbrook Report System at the time of a termly celebration event will not take part in that event. This provides a clear connection between sustained positive behaviour and participation in whole-school celebration.

Recognition should remain genuine, proportionate and focused on helping pupils understand what they have done successfully and why it matters.

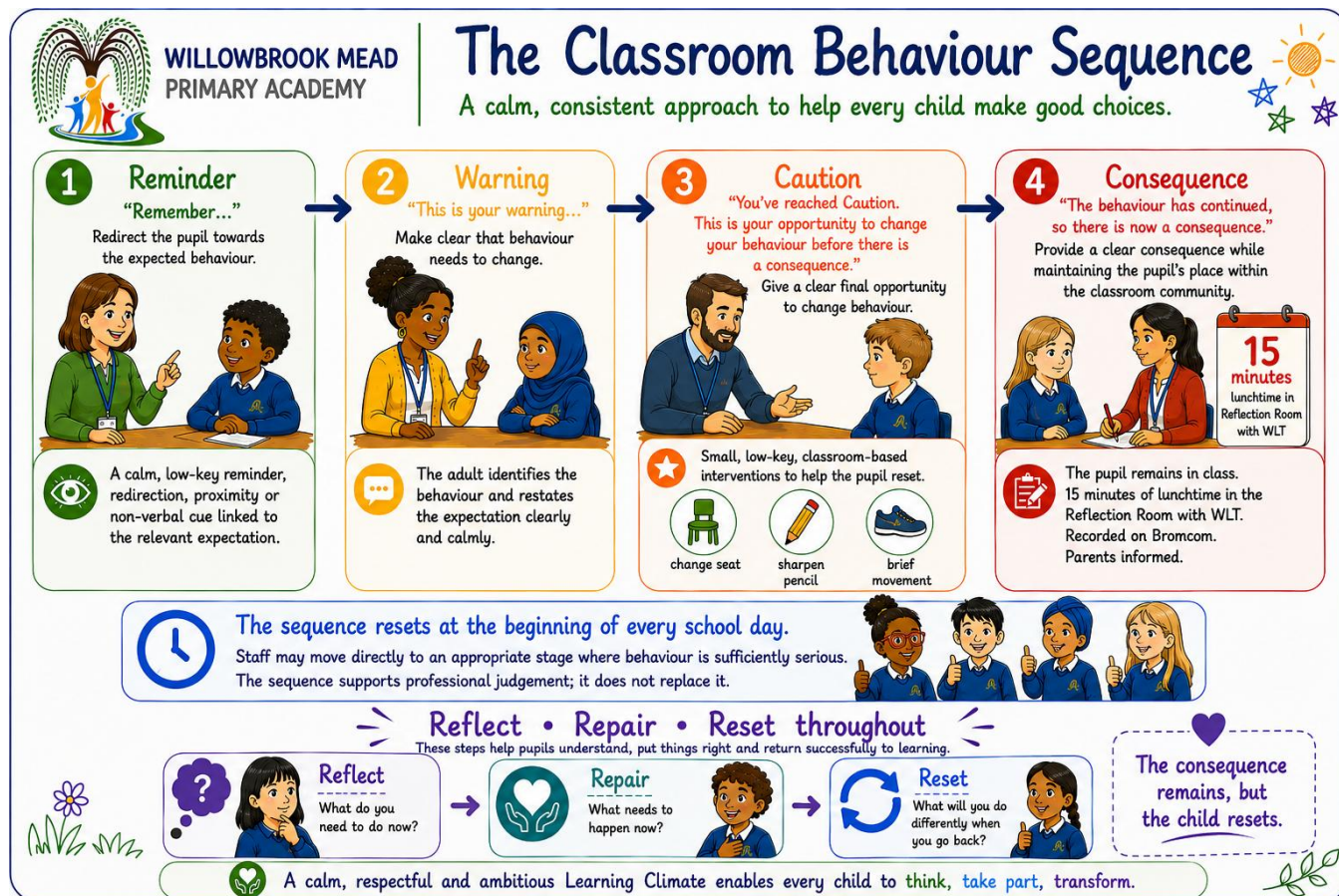
9. Responding to Behaviour: The Classroom Sequence

The Willowbrook classroom behaviour sequence is:

Reminder → Warning → Caution → Consequence
Reflect • Repair • Reset throughout

The sequence provides pupils with clear and predictable opportunities to recognise and change their behaviour before a consequence is applied. Adults should respond calmly, clearly and consistently, using the Willowbrook Learning Choices and agreed teacher language to reinforce expectations.

The sequence formally resets at the beginning of every school day.



Stage	Short restorative / reset prompt
Reminder	"What do you need to do now?"
Warning	"What needs to change?"
Caution	"What needs to happen now?"
Consequence	"What will you do differently when you go back?"

Caution is an opportunity for the pupil to change their behaviour before a consequence is applied. At Caution, adults may make a small classroom-based adjustment to support a successful reset, such as changing the pupil's seat, sharpening a pencil or providing brief purposeful movement.

Where behaviour continues to Consequence, the pupil will spend 15 minutes of lunchtime in the Reflection Room with a member of WLT. The incident will be recorded on Bromcom and parents/carers informed.

A Consequence received during the morning is followed up at lunchtime that day. A Consequence received during the afternoon is followed up at lunchtime on the following school day.

Staff may move directly to an appropriate stage where behaviour is sufficiently serious. The sequence supports professional judgement; it does not replace it.

10. Lunchtime Behaviour

Lunchtime is a new period of responsibility and the lunchtime behaviour sequence resets each day.

Lunchtime Supervisor: Reminder → Warning → Caution

Caution represents the point at which responsibility transfers to the WLT member responsible for behaviour that lunchtime. Lunchtime Supervisors do not issue Consequences.

This arrangement recognises that Lunchtime Supervisors have pupils for a relatively short part of the day and should not be expected to know where every pupil has reached within their classroom behaviour sequence. The WLT member will determine the appropriate response and support required.

11. Reflect • Repair • Reset

Reflection and restoration are not reserved for serious behaviour or Stage Red. They run throughout the behaviour sequence.

Reflect

Help the pupil understand what happened, the choice they made and its impact.

Repair

Where somebody or something has been affected, help the pupil put things right.

Reset

The pupil is supported to return successfully to learning and participation. (Think – Take Part – Transform).

Restorative conversations should be proportionate to the incident and the pupil's age and needs. They may be very brief. Alongside the short prompts used within the classroom behaviour sequence, adults may use broader restorative questions such as:

- What happened?
- Who was affected?
- What needs to happen now?
- What could help next time?

The consequence remains, but the child resets.

Once an incident has been addressed, adults should enable the pupil to make a successful fresh start.

12. Serious Incidents

Some behaviour is sufficiently serious that it would be inappropriate to progress mechanically through each stage of the ordinary behaviour sequence. This may include behaviour that causes or risks significant harm, serious disruption, serious bullying or discrimination, or other behaviour requiring an immediate response.

Staff should use professional judgement and seek leadership support where appropriate.

The behaviour sequence supports professional judgement; it does not replace it.

Serious incidents will be responded to proportionately, taking account of safeguarding, individual circumstances, SEND and reasonable adjustments where relevant.

13. SEND, Additional Needs and Reasonable Adjustments

Willowbrook maintains high expectations for all pupils, including pupils with SEND and additional needs. Some pupils may require reasonable adjustments to enable them to meet those expectations successfully.

Adults should consider:

- SEND needs;
- communication and interaction;
- age and developmental stage;
- safeguarding information; and
- relevant individual circumstances.

Reasonable adjustments may affect how an expectation is taught, communicated or supported, or how a response is implemented. They do not mean that expectations disappear.

Fair does not always mean identical.

The school will work with pupils, families, the SENDCo and other professionals where appropriate to identify barriers and implement effective support.

14. Graduated Behaviour Support

The classroom behaviour sequence answers:

What is the appropriate response to what has happened?

The graduated response asks a different question:

What does this pupil need to be more successful next time?

These two responses work alongside one another.



14.1 Response to Behaviour

Reminder → Warning → Caution → Consequence

Reflect • Repair • Reset throughout

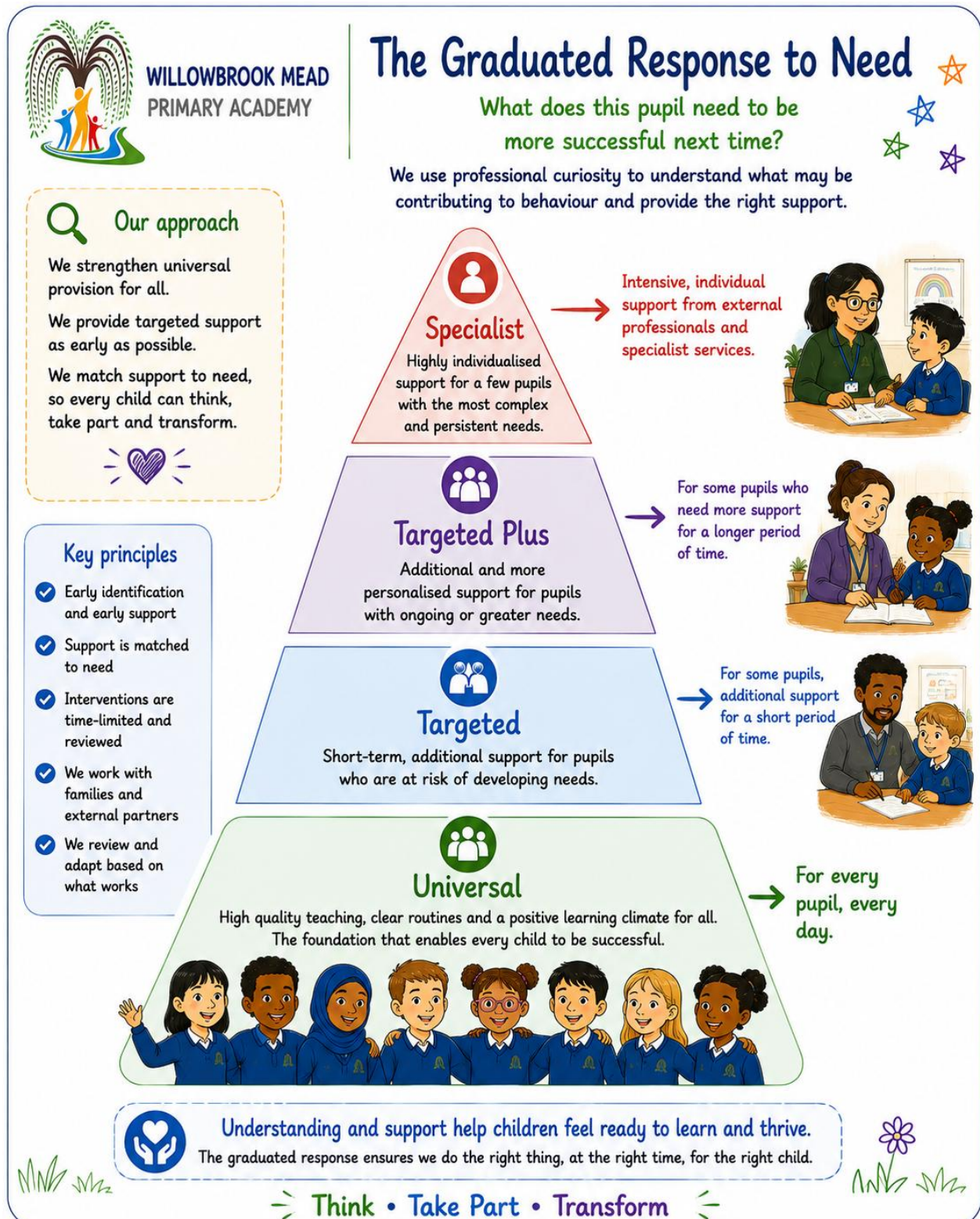
14.2 Response to Need

Strengthen Universal → Targeted → Targeted Plus → Specialist

Repeated difficulty should prompt professional curiosity.

Why isn't our universal approach working for this child, today?

Moving towards additional support should not mean abandoning universal provision. Often the first response should be to strengthen it.



14.3 Universal

The universal offer includes:

- strong relationships;
- effective teaching;
- a calm and predictable Learning Climate;
- explicitly taught Learning Choices;
- clear Oracy Foundations and Expectations;
- consistent routines;
- appropriate reasonable adjustments; and
- calm, relational behaviour management.



14.4 Targeted and Targeted Plus

Where strengthened universal provision is not sufficient, additional support may be introduced. This should be purposeful, proportionate and based upon an understanding of the pupil's needs and patterns of behaviour. Targeted Plus involves greater coordination between relevant staff and, where appropriate, families and other professionals.

14.5 Specialist

Where needs are significant or persistent, specialist assessment, advice or provision may be required. The pupil's class teacher remains an important part of the response throughout.

Additional adults and professionals add expertise and support; responsibility for the pupil is not simply transferred elsewhere.

14.6 The Willowbrook Report System

The Willowbrook Report System provides increased monitoring, accountability, feedback and support where a pupil is experiencing repeated difficulty sustaining successful behaviour.

White Report → Yellow Report → Red Report

As the level of Report increases, both accountability and support increase. Reports are divided into sessions. At the end of each session:

PASS – the pupil successfully sustained the Learning Choices and Oracy Expectations.

FAIL – the pupil reached Consequence, or the point at which a Consequence would ordinarily have been issued.

 WILLOWBROOK MEAD PRIMARY ACADEMY			The Willowbrook Report System Clear communication. Consistent follow-up. Helpful partnerships.	
Report	What happens?		Review	
White  	 Ordinarily, 3 Stage Reds within one school week.	• Session-by-session monitoring and feedback. • No additional consequence. • Adults identify what helps the pupil sustain successful behaviour.	 Ordinarily one week. • 3 Stage Reds → Yellow. • With 2 or fewer, WLT may end or continue White Report for an agreed period.	
Yellow  	 Unsuccessful White Report, or direct entry where senior leaders determine this appropriate.	• Session-by-session monitoring. • Loss of lunchtime free time for the agreed period under WLT supervision. • Targeted support increases. • Brief movement/regulation opportunities may be provided without removing the consequence.	 Maximum one week before review. • 3 Stage Reds → Red. • With 2 or fewer, WLT may end, continue or step down to White.	
Red  	 Unsuccessful Yellow Report, or direct entry where senior leaders determine this appropriate.	• Intensive monitoring and senior oversight. • Loss of lunchtime free time and after-school clubs for the agreed period. • Provision, support and reasonable adjustments are reviewed.	 Maximum one week before review. • With 2 or fewer Stage Reds, WLT may end, continue or step down to Yellow. • 3 Stage Reds trigger immediate senior leadership review.	
 All reports help us understand what is happening and what a pupil may need to be more successful next time.  Together we respond to behaviour and respond to need, helping every child think, take part and transform.				
  Think • Take Part • Transform  				

A pupil does not need to progress through every Report level. Wider Leadership Team members in conjunction with the Principal or Vice Principal may determine that direct entry at Yellow or Red is appropriate because of the seriousness or established pattern of behaviour.

Parents/carers will be informed when their child is placed on Report and when there is a significant change in Report level.

Three Consequences while on Red Report trigger an immediate senior leadership review and meeting with parents/carers. This does not automatically result in a fixed term exclusion.

Possible next steps include adapting or continuing Report, strengthening targeted or specialist support, further professional involvement, consideration of appropriate lawful off-site provision/direction, or consideration of a fixed term exclusion in accordance with Section 16.

Movement through Report is not only upwards. Pupils may leave Report, remain at the same level, step down or move upwards according to progress and professional judgement.

The aim of Report is not to keep a pupil on Report. The aim is to help them succeed without it.

14.7 Teacher Responsibility and Collective Support

Where a pupil experiences repeated difficulty, teachers should seek advice and support rather than manage increasingly complex needs alone. However, support should normally strengthen the teacher's capacity to meet the pupil's needs within high-quality universal provision, rather than automatically removing responsibility from the classroom.

14.8 Review and Impact

Additional support should be reviewed. Adults should ask:

Is this helping the pupil become more successful and increasingly independent?

If not, the response should change.

15. Bullying, Discrimination and Harmful Behaviour

Willowbrook Mead Primary Academy does not tolerate bullying, prejudicial or discriminatory behaviour, misogyny, sexual harassment or other harmful behaviour.

Bullying is generally characterised by behaviour that is repeated, intentionally harmful and involves an imbalance of power. Not every disagreement, friendship difficulty or isolated incident constitutes bullying; however, harmful behaviour will always be taken seriously.

This may include behaviour relating to:

- race;
- religion or belief;
- disability;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- age;
- marriage and civil partnership;
- SEND or additional need; or
- any other prejudice or perceived difference.

The school will listen to pupils; investigate concerns promptly and fairly; protect and support pupils who have experienced harm; apply appropriate consequences; address the behaviour of the pupil responsible; communicate with families where appropriate; record and monitor incidents; and take action to prevent recurrence.

Understanding what may have contributed to harmful behaviour does not lessen our responsibility to protect the person who experienced it.

Sexual harassment, sexual violence and harmful sexual behaviour, including harmful or sexualised behaviour online, will never be dismissed as 'banter', 'just having a laugh' or an inevitable part of growing up. Such behaviour will be challenged and, where it raises a safeguarding concern, managed in accordance with safeguarding procedures and current statutory guidance.

15.1 British Values, Protected Characteristics and Dr Timp

At Willowbrook, positive behaviour includes learning to respect the rights, identities, beliefs and differences of others. Our approach is underpinned by the British Values of:

Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of Different Faiths and Beliefs

Pupils are also taught about the nine Protected Characteristics:

Age • Disability • Gender Reassignment • Marriage and Civil Partnership • Pregnancy and Maternity • Race • Religion or Belief • Sex • Sexual Orientation

Through the curriculum, assemblies and wider school life, pupils learn what these mean and why they matter. Dr Timp is our pupil-friendly way of bringing these ideas together, helping children to understand equality, difference, respect, rights and responsibilities.

These are not simply ideas that pupils learn about. They should be reflected in how members of the Willowbrook community speak to one another, behave towards one another and respond when somebody experiences prejudice, discrimination or harm.



15.2 Preventing Bullying

Willowbrook seeks to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, through the explicit teaching of respectful behaviour; the Learning Choices and Oracy Expectations; teaching about British Values and the Protected Characteristics; a strong culture of belonging and inclusion; appropriate teaching about relationships and online behaviour; active supervision; encouraging pupils to report concerns; and adults identifying and responding to emerging patterns of harmful behaviour before they become established.

16. Fixed Term and Permanent Exclusion

Fixed term and permanent exclusion are serious responses and will be considered in accordance with current statutory guidance.

Only the Principal, Vice Principal or Assistant Principal(s), may orchestrate a fixed term or permanent exclusion.

Decisions will take account of the individual circumstances of the incident and pupil, including relevant safeguarding information, SEND, reasonable adjustments and other factors required by law and statutory guidance.

Fixed term exclusion is not an automatic consequence of reaching or unsuccessfully completing any level of the Willowbrook Report System. Equally, a pupil does not need to have been on Report, or to have progressed through the ordinary behaviour sequence, before a fixed term exclusion is considered where the seriousness of an incident warrants it.

Following a fixed term exclusion, the school will support effective reintegration and consider what may need to change to reduce the likelihood of recurrence. Permanent exclusion will only be considered where the statutory test is met. Any off-site direction, managed move or other pupil movement will be undertaken in accordance with current statutory guidance and relevant Trust procedures.

17. Searching, Screening and Confiscation

Willowbrook follows Department for Education guidance on Searching, Screening and Confiscation. Searching a pupil is a significant action and will be undertaken with regard to the pupil's dignity, safety and safeguarding needs.

17.1 Searching Pupils

Where appropriate, staff should first seek the pupil's cooperation. School staff may search a pupil for an item where the pupil agrees to the search.

Where a pupil does not agree, the Principal, or a member of staff specifically authorised by the Principal, may carry out a search without consent where there are reasonable grounds and the law permits such a search.

Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- mobile phones or communications devices;
- pornographic images; and
- articles reasonably suspected of having been, or being likely to be, used to commit an offence, cause injury or damage property.

Searches will be conducted in accordance with statutory safeguards, including requirements relating to the sex of the person conducting the search and the presence of a witness. A pupil will not be required to remove clothing other than outer clothing. Parents/carers will be informed in accordance with current guidance.

17.2 Confiscation

Staff may confiscate, retain or dispose of pupils' property where permitted by law and current guidance. Actions should be reasonable and proportionate. Illegal or dangerous items, evidence of an offence and items raising safeguarding concerns will be dealt with appropriately, including referral to police or other agencies where necessary.

18. Restrictive Intervention and the Use of Reasonable Force

Restrictive intervention is not part of the Willowbrook behaviour sequence and must never be used as a punishment. Willowbrook seeks to minimise its use through relationships, strong universal provision, reasonable adjustments, prevention and de-escalation.

However, there are circumstances in which physical intervention may be necessary to keep pupils or others safe.

18.1 When Reasonable Force May Be Used

Members of school staff have a legal power to use reasonable force in circumstances permitted by law. This may include preventing a pupil from:

- committing an offence;
- causing injury to themselves or another person; or
- damaging property

Any force must be reasonable, proportionate and no more than necessary for the least amount of time. Where there is an immediate risk of harm, staff are not expected to delay necessary action while other strategies are exhausted.

18.2 Prevention and Individual Need

Where restrictive intervention is foreseeable, the school will seek to understand what contributes to these situations and plan proactively to reduce recurrence. This may include consideration of SEND, communication, sensory or medical needs, reasonable adjustments, triggers, regulation strategies and individual risk assessment.

18.3 Recording, Reporting and Review

Significant incidents involving force will be recorded and parents/carers informed in accordance with current requirements and guidance. Following an incident, the school will consider safety and wellbeing, safeguarding, the pupil's perspective, staff wellbeing and whether provision or planning needs to change.

Restrictive intervention manages an immediate situation; it is not, in itself, a strategy for improving behaviour over time.

19. Behaviour Beyond the School Gate and Online Behaviour

Willowbrook's expectations of respect, responsibility and safety extend beyond the school site. The school may respond to behaviour outside school where it is reasonable and lawful to do so, including behaviour:

- during school-related activities;
- travelling to or from school;
- while wearing school uniform or otherwise identifiable as a Willowbrook pupil;
- that affects the orderly running of the school;
- that threatens another person; or
- that significantly affects the school community.

19.1 Online Behaviour

Where online behaviour affects pupils, staff or the Willowbrook community, the school may respond through behaviour and/or safeguarding procedures. This includes online bullying, discriminatory behaviour, threats, harassment and sharing harmful or inappropriate material. Where online behaviour raises a safeguarding concern, safeguarding procedures take precedence.

19.2 Mobile Phones and Smart Technology

Willowbrook is a mobile phone-free school. Pupils should not ordinarily bring mobile phones to school and may not access or use them during the school day.

If, for emergency purposes only, a parent/carer requires their child to have a mobile phone immediately before or after school, it may be stored in the school office for a temporary period by prior arrangement with the parent/carer. Phones must be switched off before being stored.

Reasonable adjustments or exceptions will be made where required because of individual need. Mobile phones and similar communication-enabled devices are identified as items that may be searched for where there are reasonable grounds to suspect that a pupil possesses one contrary to this policy. Searches will be conducted in accordance with Section 17.

20. Recording, Monitoring and Evaluation

At Willowbrook, behaviour information is used to understand, improve and support, not simply to count incidents.

The school records behaviour through agreed systems:

- significant behaviour incidents are recorded on CPOMS; and
- Consequence incidents are recorded on Bromcom.

Other incidents are recorded in accordance with relevant school procedures.

20.1 Monitoring Behaviour

Leaders regularly review behaviour information to identify patterns and evaluate the effectiveness of the school's approach. This may include patterns relating to individual pupils, classes, year groups, times and locations, Consequences, Reports, bullying and discrimination, fixed term exclusions, SEND and other pupil groups.

Behaviour information should be considered alongside professional knowledge, safeguarding information, attendance, pupil voice and information from families where appropriate.

20.2 From Information to Action

Repeated behaviour is information.

Where patterns emerge, staff and leaders should ask:

What is this information telling us?

This may identify a need to strengthen universal provision, reteach expectations, review the Learning Climate, adjust support, change routines or supervision, provide staff coaching or seek additional expertise.

Patterns should prompt leaders to consider not only what pupils need to do differently, but whether aspects of school provision, adult practice or the behaviour system itself need strengthening.

20.3 Pupil Voice

Pupils' experiences form an important part of evaluating behaviour culture. Leaders will seek to understand whether pupils feel safe and included, understand expectations, experience adults as fair and respectful, know how to report concerns and have confidence that adults will respond.

21. Policy Monitoring and Review

The Principal has overall responsibility for the implementation and effectiveness of this policy. All staff are responsible for understanding and implementing the policy within their role. Leaders will support this through induction, professional development, coaching and ongoing communication.

The Principal and senior leaders will monitor implementation through the processes described in Section 20. The Trust and those responsible for governance will provide appropriate oversight and challenge.

This policy will be reviewed at least annually, and earlier where statutory guidance changes, monitoring identifies a need, school systems change or evaluation shows that aspects of the policy are not having the intended impact. The current policy will be published on the school website.

Review should consider not simply whether procedures have been followed, but whether they are achieving their purpose:

Are pupils safe, included and able to learn?
Are adults able to teach and work in a calm, respectful environment?
Are our pupils increasingly able to Think, Take Part and Transform?

22. References and Statutory Guidance

This policy should be read alongside relevant legislation, statutory guidance and other school and Trust policies.

Department for Education

- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement
- Searching, Screening and Confiscation: Guidance for Schools
- Restrictive Interventions, including the Use of Reasonable Force, in Schools
- Mobile Phones in Schools
- Keeping Children Safe in Education 2026
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- Equality Act 2010: Advice for Schools
- relevant Department for Education guidance relating to preventing and tackling bullying, online safety and child-on-child abuse.

Ofsted

- State-funded School Inspection Toolkit – for use from September 2026, particularly the evaluation areas relating to Inclusion, Attendance and Behaviour, Personal Development and Wellbeing, and Leadership and Governance.

Willowbrook and Trust Documentation

This policy should also be read alongside relevant Willowbrook Mead Primary Academy and The Mead Educational Trust policies and guidance, including:

- Willowbrook Teaching & Learning Guide
- Safeguarding and Child Protection Policy
- SEND Policy and SEND Information Report
- Anti-Bullying guidance/policy, where separate
- Attendance Policy
- Online Safety/Acceptable Use guidance
- Equality information and objectives
- relevant Trust suspension and permanent exclusion procedures
- relevant health, safety and restrictive-intervention procedures.

Where legislation or statutory guidance changes during the lifetime of this policy, Willowbrook will review its practice and policy accordingly.