



Thinking Schools Academy Trust

***"Transforming Life Chances"***

**Behaviour Policy: Conduct and Relationships**

**Goodwin Academy**



This policy was adopted in September 2026
---

This policy is to be reviewed in September 2027
---

## Contents

TSAT Principles of Behaviour and Culture	3
Vision	4
Aims	4
Trauma informed framework	5
PACE approach	5
Relational practice and our mantras	6
Roles and Responsibilities	7
Success criteria	10
Rewards	10
Student conduct	12
Strategies for staff for developing positive student conduct and relationships	13
Supporting behaviour: A graduated response - RESET	14
Restorative Justice	15
Consequences	16
Points system	17
Support for students: Universal, Targeted, Specialist	18
Report system	18
Response to behaviour: Repair, Reflection and Support	19
Separation for safeguarding incidents	20
Responding to Incidents of Racism, Homo/Bi/Transphobia and Behaviour of a Sexual Nature	21
Non negotiables	21
Out of class conduct concerns	21
Student conduct outside the school gates	21
SEN: Reasonable adjustments	22
Searching and confiscation guidance	24
Use of Reasonable Force & Seclusion	25
CCTV	25
Mobile phones, headphones and smart devices	26
The use of Social media	26
Linked policies	27
Statutory guidance	27
Appendix	28

## TSAT Principles of Behaviour and Culture



# TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



Transforming Life Chances

## Vision

At Goodwin Academy, we aim to provide an exciting and engaging learning environment that looks to nurture the whole child. We will do this by supporting their needs, teaching them to become confident, independent learners who can thrive in a changing and demanding world and are proud of their achievements. We will encourage their creative talents and guide them to make informed choices about their future.

We are committed to being a trauma-informed school where all students feel:

- Safe
- Connected
- Supported to manage emotions
- Able to learn from experiences

We recognise that behaviour is a form of communication, experiences of trauma and adversity can impact how students engage, respond and learn and positive relationships are the foundation for success.

Our approach ensures every student is understood as an individual, with the aim that they become confident, independent learners, reflective decision-makers, respectful and resilient members of society. Our conduct and relationships policy will underpin this and support our students to become inquisitive, respectful, honest, responsible, resilient members of their school and wider society who celebrate and embrace diversity.

As a rights respecting school, it is our aim to embed these values in daily academy life, facilitating our transforming life chances agenda.

We will ensure that our vision of 'Child first' is embedded in everything we do to ensure every child learns, every child achieves, and every child is looking forward and has ambitious aspirations for their future.

## Aims

- To ensure all students feel safe, valued and fully supported within a nurturing community, where their experiences are understood and responded to with care.
- To create calm, predictable and attuned learning environments that enable all students to feel secure and ready to learn, recognising and meeting individual needs through our universal offer.
- To foster a culture where respect is built through positive, relational interactions, with adults modelling empathy, curiosity and understanding in all communication.
- To support the emotional wellbeing and sense of safety of all members of the community, recognising the importance of co-regulation and responsive care.
- To prioritise strong, trusting relationships across the school community, understanding that connection is central to engagement, behaviour and learning.

## Trauma-Informed Framework

All practice is underpinned by:

### Protect

We prioritise emotional and physical safety through:

- Predictable routines
- Clear expectations
- Consistent adult responses
- Calm, purposeful environments

### Relate

We build strong, trusting relationships by:

- Valuing connection before correction
- Showing unconditional positive regard
- Repairing relationships after incidents

### Regulate

We support students to manage their emotions by:

- Recognising dysregulation
- Providing time, space and strategies
- Co-regulating before expecting self-regulation

### Reflect

We guide students to:

- Understand their behaviour and its impact
- Develop self-awareness
- Make better choices in future

## PACE Approach (Staff Practice Model)

All staff use **PACE** in interactions with students:

- **Playful** – using warmth and appropriate humour to reduce anxiety
- **Acceptance** – separating the child from the behaviour (“I accept you, not the behaviour”)
- **Curious** – seeking to understand before judging (“I wonder what was going on...”)
- **Empathetic** – validating feelings and experiences

This ensures students feel heard, understood and supported.

## Relational Practice and our mantras

Three simple mantras underpin everything that we believe about conduct and relationships at Goodwin Academy

- **'Connect before you correct'**

Relationships come first. Underpinning our policy is the fundamental focus we place on building positive, professional relationships with our students. They are the foundation for everything. To support this, staff will:

- Greet students positively
- Notice effort and improvement
- Restore relationships following conflict

- **'What you permit, you promote'**

All staff at Goodwin Academy apply our policies consistently and ensure that they are modelling what exceptional conduct and relationships look like to our school community.

- **'Conduct and relationships are a team sport'**

Student conduct and relationships are the responsibility of all staff who work at Goodwin Academy. All staff understand the importance of teaching our students how to behave, building positive, supportive relationships, identifying positive and negative conduct and supporting our students to make the right choices.

## Roles and Responsibilities

### Governing Body (AGB)

- Ensure the school provides a safe, inclusive and non-discriminatory environment.
- Hold leaders accountable for embedding a relational, trauma-informed approach.
- Review and monitor the policy, its impact and to ensure it is fair and meets the needs of all students.
- Consider staff and student wellbeing in all decisions.

### Headteacher

- Create a culture where safety, relationships and wellbeing are central.
- Ensure all staff understand behaviour as communication of need.
- Provide training so staff can support regulation through calm, consistent approaches.
- Ensure the policy is applied fairly, consistently and with empathy.
- Lead on decisions with a focus on restoring safety, connection and learning.
- Communicate the policy, our ethos and monitor its effectiveness across the Academy

### Deputy Headteacher

- Ensure curriculum and provision meet the needs of all learners.
- Oversee support systems to help students feel safe, connected and ready to learn.
- Support consistent implementation of trauma-informed practice.

### Senior Leadership Team

- Model PACE: Playfulness, Acceptance, Curiosity, Empathy and policy implementation in all interactions.
- Ensure consistency, fairness and predictable responses.
- Use information to identify need early and plan support.
- Prioritise staff wellbeing, recognising regulation is supported through adults.

### Assistant Head (Conduct & Relationships)

- Lead day-to-day practice ensuring a relational, supportive approach.
- Train staff to respond to behaviour with curiosity, not judgement (PACE).
- Monitor patterns to ensure equity and early intervention.
- Develop clear routines that help students feel safe and able to regulate.
- Be responsible for the operational implementation and reviewing the impact of this policy

### Senior Student Pastoral Officers

- Support staff to respond consistently and de-escalate effectively.
- Work with families to build understanding and connection.
- Deliver targeted support that helps students develop regulation skills.
- Monitor responses to ensure they are fair and meet individual need.

### **Head of Year**

- Build a strong, supportive year group community.
- Identify students needing support and act early to reduce escalation.
- Work with families to strengthen relationships and shared understanding.
- Use data to guide targeted support and intervention.
- To be accountable for the behaviour of their Year group

### **Inclusion Team**

- Provide consistent adult support and safe spaces.
- Help students co-regulate during moments of difficulty.
- Maintain strong communication with families.
- Support reflection and restoration after incidents.

### **Form Tutors**

- Be a key trusted adult, building strong daily connections and a sense of belonging.
- Create predictable routines that support safety and readiness.
- Support students to set goals and reflect on progress.
- Model PACE in all interactions.
- To be accountable for the behaviour of their Tutor group and monitor their behaviour across their lessons

### **Curriculum Leaders**

- Support staff to create calm, structured learning environments.
- Review behaviour patterns with curiosity to identify need.
- Lead teams to respond to behaviour with consistency and empathy.
- To be accountable for the behaviour in all lessons in their subject

### **All Staff**

- Build safe, consistent, trusting relationships.
- Plan for students' needs and apply adaptive practice through the universal offer principles
- Recognise and respond to dysregulation before addressing behaviour.
- Use PACE:
  - *Playfulness* (reduce threat)
  - *Acceptance* (non-judgement)
  - *Curiosity* ("wondering" about behaviour)
  - *Empathy* (understanding feelings)
- Provide calm, predictable responses to reduce escalation.
- Support students to reflect, repair and have a fresh start.
- Understand that behaviour is communication and development is ongoing.
- Model positive relationships, including taking responsibility and repairing when needed.
- Strengthen an inclusive, trauma-informed culture of belonging and respect.
- To be accountable for the behaviour of their class

## **Students**

The Goodwin Academy Home Agreement clearly sets out and communicates the expectations of the Goodwin Academy to students. Students will:

- Abide by the Home Academy Agreement
- Report any incidents of disruption, violence, bullying and any form of harassment.
- Be supported to feel safe, respected and ready to learn.
- Learn how to build positive relationships with others.
- Develop skills to manage emotions and behaviour.
- Take part in reflection and restoration to learn from experiences.
- Seek help when needed and contribute to a safe community.
- Contribute to our community by upholding our values of inclusion and belonging.

## **Parents and Carers**

The Goodwin Academy Home Agreement clearly sets out and communicates the expectations of the Goodwin Academy to parents/carers. Parents / carers will:

- Work in partnership with the school to support safety, wellbeing and learning.
- Build open communication with staff to support understanding of their child's needs.
- Support routines that help their child feel secure and regulated.
- Share important information to help the school respond effectively.
- Support the Academy Conduct & Relationships policy.
- Work in partnership with the Academy to assist in maintaining high standards of behaviour.
- Take responsibility for the behaviour of their child both inside the Academy and in the wider community.

## Success criteria

- Students and staff consistently report feeling safe, supported and emotionally secure within the Academy.
- Calm, respectful and relational interactions are evident across the Academy, with staff modelling PACE (playfulness, acceptance, curiosity, empathy) in daily practice.
- Students, staff and parents feel a strong sense of belonging and connection to the Academy community.
- Classrooms are calm, predictable and structured, enabling students to feel ready to learn and able to regulate.
- Students are increasingly able to engage in learning, sustain attention and make progress, supported through co-regulation and clear routine.
- Incidents of dysregulation are infrequent and responded to with calm, consistent and relational approaches, supporting students to reflect, repair and improve over time.
- Recognition and encouragement are used frequently to reinforce positive behaviours, relationships and effort.
- There is a reduction in suspensions, with any use focused on restoring safety and providing time for reflection, repair and reintegration planning .
- Students have regular access to relational and targeted support, which is responsive and impactful.
- Students understand how to seek support and trust adults to respond with care and understanding.
- Students demonstrate readiness and self-respect through presentation and participation, supported by clear routines and expectations.
- Parents and carers work in partnership with the Academy, supporting routines, expectations and approaches to relationships and behaviour.

## Rewards

We actively recognise positive conduct through:

- Praise and verbal recognition
- Rewards systems (e.g. BEST rewards)
- Communication with home
- Celebration events

Recognition focuses on:

- Brilliance
- Enrichment
- Society
- Thinking

# STUDENT REWARDS

Reward	Description	Staff process and display	Staff responsible
<b>BEST Rewards</b>	Staff to award BEST rewards in lessons to students who demonstrate 'Being Their BEST'.	Staff to record on Arbor.	All Staff
<b>BEST Postcards</b>	Students receive postcards home as a recognition of successful engagement with elements of the BEST agenda.	Staff via main office.	All Staff
<b>BEST phone call</b>	Staff to make positive contact with student's home following outstanding work.	Staff to contact home and record on Arbor.	All Staff
<b>End of term Year group celebration</b>	Tutors to nominate students for Star of the Term certificates.	Parent /Carers and students invited to attend termly celebration event	Head of Year
<b>Attendance rewards</b>	Students with 100% attendance, improved attendance and 100% during attendance challenges receive rewards and recognition	Attendance Improvement Co-ordinator to identify these students.	Deputy Head / Attendance Improvement Co-ordinator
<b>Pin badge award</b>	Students to receive a pin badge as they achieve a set number of BEST rewards. <ul style="list-style-type: none"> <li>• Bronze 500 rewards</li> <li>• Silver 1000 rewards</li> <li>• Gold 1500 rewards</li> <li>• Platinum 2000 rewards</li> </ul>	Rewards tracked each term and pin badges awarded in termly celebration assembly.	Head of Year
<b>Headteacher's Letters of Praise</b>	Staff to identify students to receive a letter home from the Headteacher for special commendation.	Staff to identify work and pass on to Headteacher's PA. Photo to be taken and letter sent home.	Headteacher's PA
<b>Recognition in Headteacher's Bulletin</b>	Recognition of students through the termly newsletter or social media.	Staff to identify work and pass to Headteacher's PA for inclusion in Headteacher's Bulletin.	Headteacher's PA
<b>End of Year BEST Awards</b>	Subjects to nominate outstanding students for the end of year awards celebration.	Head of Year to coordinate during Term 6	Heads of Year
<b>End of Year BEST rewards event</b>	To celebrate our students' successes across the year, will be rewarded with an end of year event.	Assistant Head – Conduct & Relationships to coordinate during Term 6.	Assistant Head (Conduct & Relationships)

## Student conduct

At Goodwin Academy, we believe that promoting positive conduct and relationships and allowing students opportunities to correct poor conduct, supports them to develop as reflective, independent learners.

To support our students to be successful, we have clear expectations of student conduct in and outside of the classrooms.

<b>Ready to learn</b>	<b>Respectful to all</b>	<b>Safe at all times</b>
<ul style="list-style-type: none"><li>• Wearing your uniform correctly and with pride</li><li>• Arriving to every lesson, on time with the correct equipment</li><li>• All phones, smart watches or headphones to be pouched before entering school site</li></ul>	<ul style="list-style-type: none"><li>• No swearing or derogatory language</li><li>• Follow instructions straight away – turn and talk</li><li>• Be kind and report unkindness</li><li>• Respect our environment - clean up your rubbish, don't graffiti, sit and eat food in designated areas</li><li>• No chewing gum at any time</li><li>• Demonstrate respect and acceptance of people from all backgrounds</li></ul>	<ul style="list-style-type: none"><li>• Walk purposefully to lessons - no running, no pushing, no pausing</li><li>• Be in the right place, at the right time</li><li>• Allow staff to help you - turn and talk</li><li>• Keep hands and feet to yourself</li><li>• Ensure your behaviour does not put yourself or others in danger</li><li>• Make sure you are registered every lesson throughout the day</li></ul>

## Strategies for staff for developing positive student conduct and relationships

- Offer support
- Choice, chance, consequence: Give the student the choice when discussing negative conduct, offer them a chance to make the right choice, issue a consequence if they do not make the right choice
- Allow the student to stand outside the classroom to reflect on their conduct
- Praise the student for correcting their conduct
- Have a 'Restorative justice' conversation with the student guiding them about what they did wrong, the impact of their actions and how to improve their conduct.
- Use the school conduct system to promote positive conduct and relationships
- Clearly outline the consequences if their negative conduct continues
- Request 'On call' support to help the student remain in the classroom
- Use the school transfer system
- Call the student's parent / carer to discuss your concerns
- Discuss your concerns about the student's conduct or your relationship with the student with their Tutor
- Discuss concerns with your Curriculum Leader
- Use the conduct report system
- Lunchtime Reflection
- Afterschool Reflection
- SLT Reflection
- 'Harbour' Isolation

## Supporting Behaviour: A graduated response – RESET

Students will be given opportunities to correct their conduct within the classroom through our RESET System:

- **R – Remind**  
Students will be given a calm reminder of the expectations around classroom conduct using PACE language to re-establish a positive connection
- **E – Encourage**  
Staff will have a private conversation with the student offering support or a choice.
- **S – Support**  
To prevent the student from being transferred from the classroom, Teachers can allow the student time to regulate inside the classroom or request on call support to help the student correct their conduct and return successfully to the classroom. Safe spaces can also be used where needed. If the negative conduct continues, the student will be issued a RESET reminder and **-3 points**; this will lead to a **restorative conversation** with the teacher about their conduct and any support they may require.
- **E – Exit (Transfer)**  
If the student's conduct continues to disturb the learning environment – this can lead to the student being transferred to another classroom. The student will be issued a **second RESET reminder and -1 point**; this will lead to a **restorative conversation** with the teacher about their conduct and any support they may require.
- **T – Talk, Repair & Reflect**  
After removal or incidents, we prioritise repairing relationships, restoring dignity and rebuilding trust. **Restorative conversations are structured and supported by staff.**

### Commented [WB1]: SMART

#### S – Support & Connect

Calm reminder using PACE language; reinforce expectations positively.

#### M – Meet & Talk

Private conversation, offer choice/support, first warning, restorative follow-up.

#### A – Allow Regulation

Time/space to regulate, safe space or on-call support if needed.

#### R – Relocate

Move the student if behaviour continues to disrupt learning.

#### T – Talk, Repair & Reflect

Structured restorative conversation to rebuild relationships and move forward.

### RESET

#### R – Remind & Connect

Calm, PACE-informed reminder of expectations; re-establish positive connection.

#### E – Engage Support

Private conversation, offer choice/support, first warning and restorative follow-up.

#### S – Self-Regulate

Opportunity to regulate in class, use a safe space, or access on-call support.

#### E – Exit (Relocate)

Transfer to another classroom if behaviour continues to disrupt learning.

#### T – Talk, Repair & Reflect

Structured restorative conversation to rebuild relationships and expectations.

## Restorative justice

Restorative justice promotes inclusiveness, relationship-building and problem-solving, through conflict resolution that bring two or more parties together to address wrongdoing.

We believe wholeheartedly in the power of relationships for positive change and seek to repair any relationships damaged as a result of negative conduct.

### The 5 'R's of Restorative Justice:

1. Relationship
2. Respect
3. Responsibility
4. Repair
5. Reintegration

### How do you have a restorative conversation with a student?

- Send a strong message of care to the student.
- Give the student an opportunity to say 'What happened' and give the student a voice.
- Listen without interrupting.
- Communicate to the student how it made you feel.
- Rebuild and strengthen relationships

### Key questions:

- What happened?
- What were you thinking and feeling at the time?
- What led up to that moment?
- Who has been affected and in what way?
- How do you think they felt?
- What do you need right now?
- What might help you avoid a similar situation in the future?
- How would you like to move forward?

## Consequences

Consequences are:

- Proportionate
- Predictable
- Supportive, not punitive

They aim to:

- Teach better choices
- Repair harm
- Maintain community safety

Sanction	Action	Follow up
Rule reminder	No further action	No follow up
RESET reminder	3 negative points issued	<b>Teacher to record details</b> of 'Rule reminder', 'Encouragement' and 'Support offered'. <b>Restorative conversation</b> <b>Work for completion to be provided to the Reflection Room by the Teacher.</b>
2 <sup>nd</sup> RESET reminder	1 negative point issued Transfer on call to collect student	<b>Teacher</b> to provide Reflection work <b>Restorative conversation</b> at the end of the day
Failed Transfer	1 point issued	<b>Work in Harbour</b> <b>Restorative conversation</b>

- Reflections are set and completed within 24 hours to provide timely opportunities for students to understand the impact of their behaviour, repair relationships and receive support to make positive choices moving forward.
- Students who do not attend their Reflection will have their Reflection escalated.
- Teachers can bypass the afterschool Reflection and set their own appropriate sanction. For example: A student has defaced a desk in their classroom – the sanction could be for the student to clean the desks or if a student disrespects their environment by dropping litter – an appropriate sanction would be litter picking duty. The member of staff can collect the student from their Reflection to complete the sanction with them.

## Points system

We utilise a points-based system to record positive and negative conduct and a relational approach to educating our students about making positive conduct choices.

### Daily points rewards:

Ready to Learn, Respectful, Safe	1 point
Homework completed	1 point
Positive phone call	3 points
Brilliance	5 points
Enrichment	5 points
Society	5 points
Thinking	5 points
Bookworm	5 points

### Daily points sanctions:

3 negative points	30-minute after school Reflection
4 negative points	45-minute after school Reflection
5+ negative points *	1 hour after school Reflection
Serious incidents / persistent poor conduct	1 x day in Harbour (8:40am – 3:35pm)

## Support for students: Universal, Targeted, Specialist

### Occasional negative conduct: Universal

- Teacher/ Tutor support - Restorative conversations / contact home

### Regular negative conduct: Targeted

- Teacher support – Meeting with parents
- Tutor support – Report / conversations / contact home
- HOY support – Report / Timetable review / Restorative conversations / contact home
- Pastoral support – check-ins / pass / 1:1 or group support
- Internal interventions

### Persistent negative conduct: Targeted+

- Referral for external agency support
- Direction off site (2 week or 6 week)

### Persistent, continuing negative conduct: Specialist

- Multi agency meeting
- Managed move
- Referral to Pupil referral unit (PRU)

### Report system:

Where students' conduct is a cause for concern, they will be put onto an Academy report card. The purpose of our Academy report system is to track and communicate a student's conduct with their parent / carer, helping to reinforce positive behaviour and address areas needing improvement.

Report
Tutor
HOY
SLT link
Deputy Head
Head teacher

## Response to behaviour: Repair, Reflection and Support

### Transfer

The purpose of a transfer is to restore a sense of safety and calm for all learners and staff when a student is experiencing heightened dysregulation. This removes immediate pressures that may be overwhelming the student or the classroom environment.

During this process, staff prioritise connection through calm, consistent communication and ensure the student is supported to transition safely to an alternative learning space. An on-call member of staff will escort the student, providing reassurance and predictability.

In the new environment, the focus is on supporting the student to regulate and re-engage with learning through clear structure and appropriate support.

Following two transfers in one day, the student will access *The Harbour*, where additional regulation support can be provided for the remainder of the day. Staff will later consider patterns and triggers to inform future support and provision.

### 'The Harbour' – Internal Exclusion Unit

The Harbour provides a safe, predictable space where students can be supported when they are experiencing ongoing dysregulation or difficulty meeting expectations.

Within The Harbour, staff prioritise strong, attuned relationships, offering consistent adult presence and opportunities for connection. Students are supported to co-regulate, using structured routines and calm interactions to help them regain emotional equilibrium.

Students continue to access their curriculum through planned work, ensuring continued engagement with learning. Alongside this, staff will reflect on the student's needs, patterns of behaviour, and possible underlying causes to inform future support and reduce the need for further escalation.

### Alternative External Inclusion

Alternative External Inclusion is used where a student requires a temporary change of environment to maintain safety and stability within the school community.

A supported transition to another setting allows the student to experience consistent expectations and build positive relational experiences with new adults. Students are expected to maintain routines, including uniform and readiness for learning, to support a sense of normality and structure.

The external placement provides an opportunity for the student to reset, reflect, and re-establish regulatory strategies in a different context. A member of staff maintains contact to support continuity.

A 'Return to Learn' meeting with parents/carers and staff focuses on understanding what the behaviour communicated, strengthening relationships, and planning supportive adjustments.

### Suspensions

Suspension may be used where a student's behaviour indicates a significant breakdown in safety and regulation, and where other supportive strategies have not yet been sufficient.

Before any decision is made, the school ensures a fair, relational process, including listening carefully to the student's voice and experience. This recognises that behaviour is a form of communication. A suspension provides a period for calm, reduced stimulation, and reset, supporting the student to regain capacity for learning. Each decision is made in consideration of the individual context and needs of the student.

A structured 'Return to Learn' meeting supports reintegration, focusing on repairing relationships, rebuilding trust, and identifying strategies to meet the student's needs moving forward. Where appropriate, students may initially access The Harbour to support a gradual and supported return.

#### Directed time out placement

A directed time-out placement is a temporary arrangement where a pupil remains on roll at their school but is educated at another setting for a limited period.

This may be used to provide additional support, an opportunity to reset or targeted intervention to help address behaviour and support re-engagement with education. It can include education at another school, an alternative provision setting or a combination of different locations.

If a pupil has an Education, Health and Care (EHC) plan, the local authority must be informed before the placement is arranged.

The placement includes an opportunity for the student and staff to reflect on barriers to engagement and identify supportive strategies for reintegration. A return meeting ensures a supported transition back into the school community.

#### Managed move:

A managed move is a transfer of a student from one school to another, arranged with the agreement of all parties. A managed move can offer a fresh start in a new environment. The process focuses on building positive, trusting relationships with staff and peers, alongside providing structured support to develop regulation, establish routines and improve readiness for learning.

This approach may be used where a change in environment is considered to be in the student's best interests, helping to remove barriers to engagement and promote long-term success in education.

A managed move must be voluntary and agreed by all parties, including both schools and parents or carers.

The placement should be carefully planned and reviewed to ensure it meets the student's needs, with both schools working together to reflect on progress, strengths, and any ongoing barriers.

Where a student has an Education, Health and Care (EHC) plan, the local authority must be informed, and any move must follow the statutory process for amending the plan.

The placement is carefully reviewed to ensure it meets the student's needs.

#### Permanent exclusion

Permanent exclusion is a last-resort response, used only where there has been a serious and sustained breakdown in safety that cannot be addressed within the current setting.

This decision is made with careful consideration, recognising the importance of relationships, individual context, and the student's experiences. It reflects that, despite significant support, the school is unable to meet the student's needs safely within its community.

Throughout this process, the school aims to ensure that future provision is identified that can better support the student's regulation, engagement, and wellbeing. The school will follow government guidance on the use of suspensions and permanent exclusion: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions)

### **Separation for safeguarding purposes**

Safeguarding separation may be used when pupils must be kept apart to manage a risk of harm. This can include temporarily preventing a pupil from attending school if the risk cannot be safely managed on site. It is not a disciplinary sanction and must not replace suspension or permanent exclusion. It should only be used in exceptional cases where there is a clear safeguarding concern, such as following an allegation of harm.

Any separation must be proportionate, time-limited and regularly reviewed. The academy will arrange suitable education during this period, and the local authority's duty to provide education may apply.

It should not be used simply to allow time to investigate behaviour incidents. Schools should use internal systems wherever possible and only use separation when essential to manage risk.

## **Responding to Incidents of Racism, Homo/Bi/Transphobia, Ableism and Behaviour of a Sexual Nature**

The school is committed to providing a safe, inclusive environment where all members of the community are treated with dignity and respect. Any incident involving racism, homophobia, or behaviour of a sexual nature will be treated as a serious breach of the school's behaviour expectations. Staff must respond promptly and consistently, challenging discriminatory language or actions and ensuring that the affected pupil(s) are supported. All incidents must be recorded and reported to the designated safeguarding lead or senior member of staff. Appropriate sanctions and restorative actions will be applied in line with the school's behaviour and safeguarding policies. Educational interventions will also be used to promote understanding, respect, and the values of equality and diversity across the school community.

### **Non-negotiables**

All staff and students deserve the right to feel safe at School. The following is a list of negative conduct that are not allowed, tolerated or condoned at Goodwin Academy. If anyone exhibits any of the following, they will immediately be issued with a sanction:

- Swearing or using derogatory or defamatory language towards others
- Physical violence towards others
- Bringing any prohibited item onto school site

### **Out of class conduct concerns**

As members of our community, it is important that staff and students model respectful conduct during break time, lunchtime and when on the school corridors.

Where students demonstrate negative conduct during these times, staff will warn students about their conduct and where appropriate issue an 'Out of lesson' sanction.

### **Student conduct outside the school gates**

Goodwin Academy can choose to discipline students for inappropriate conduct outside of the school premises whilst travelling to and from the school and wearing school uniform. Any form of inappropriate conduct which could adversely affect the reputation of the school will result in an appropriate sanction being issued in-line with the Conduct and relationships Policy.

## **SEN: Reasonable adjustments**

As an inclusive mainstream academy with a higher-than-average percentage of students with SEN or AEN, we respect and recognise the needs of all of our student and use our best endeavours to make reasonable adjustments when required. We have high expectations of the conduct of all of our students but do understand that challenging behaviour can be a form of communication and as such processes for students with SEN, AEN or trauma may be adjusted and the pastoral Team work closely with the SEN team to ensure our support is in line with their needs. We will personalise support strategies, adapt expectations where appropriate and work with external agencies.

### **When concerns about conduct are raised for a student with SEN/AEN/Red rated ACE scores, the following steps should be taken:**

- Review of provision and support in class and within interventions. Consideration given as to what additional support can be implemented.
- Review of Student passport to ensure supportive measures are in place consistently and communicated to all staff.
- Timetable review to establish where the issues lie and to investigate possible triggers and also to identify where behaviour management is effective so that strategies can be shared.
- Identify positive adults and safe spaces.

### **Strategies and resources that may be considered to support conduct include, but are not limited to:**

- Use of a concentrator object/fiddle toy
- Movement breaks
- Time out/reset pass
- Workstation
- Work printed out
- Additional adult support
- Individual Behaviour Management Plan
- Positive behaviour card
- 5 mins early/5 mins late pass
- Clean slate – fresh starts
- Social stories
- Take work to SEN room to complete
- Uniform adjustments

### **Interventions that may be considered to support conduct include, but are not limited to:**

- ADHD workbook
- Zones of Regulation
- Anxiety management plan
- Anger management plan
- Talkabout/Socially Speaking
- Well-being and self esteem
- Mentoring
- Sensory Circuits
- Check ins

**The following adjustments to sanctions can be considered to support a student with SEN / AEN / Red rated ACE scores:**

- Immediate sanctions
- Scribe for statements
- Opportunity for face-to-face restorative conversation in place of a Reflection/period of isolation.
- Logical consequence instead of Reflection/isolation
- Isolation in a different location
- Scaffolding of sanctions
- Take up time
- Reduced or altered periods of isolation
- Opportunities for clean slates and fresh starts.
- Reflective work prior to a restorative conversation.

## Searching and confiscation guidance

The aim of this guidance is to explain the school's powers of searching pupils so that school staff have the confidence to use them.

### Searching Pupils

School staff can search a pupil for any item, if the pupil agrees. In addition, the Headteacher, or any member of staff authorised by them, has a legal right to search pupils (and bags and lockers) without consent, when there are reasonable grounds for suspecting that a pupil has certain prohibited items. These items are knives and other weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Headteacher or delegated members of staff can search a pupil on school premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. School staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. The school is not legally required to inform parents before the search takes place. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and, in the time available, it is not reasonably practicable to summon another member of staff.

### Confiscation of property

The school reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to the following:

- Any item specified in the school rules such as a mobile phone, music player and electronic device.
- Any item of incorrect uniform, such as a hoodie, scarf or coat.
- Any illegal substance, weapon or imitation weapon.
- Any item that poses a threat to others.
- Any items of inappropriate jewellery.

Confiscated items may be retained for a period of time or until a Parent/Carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Where the person conducting the search finds an electronic device, the school rules allow students to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data if they think there is a good reason to. When an incident involves nudes or semi nudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy). Any data or files may be erased if necessary.

## Use of Reasonable Force & Seclusion

### Definition of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' Reasonable Force is lawful under Section 93 of the Education and Inspections Act 2006. Reasonable Force must be proportionate, necessary and reasonable.

### When Force May Be Used

Staff may use reasonable force to:

- Prevent a pupil from committing a criminal offence.
- Prevent a pupil from injuring themselves or others.
- Prevent serious damage to property.
- Maintain good order and discipline where necessary.

### When Force Must NOT Be Used

- As a form of punishment.
- In a way that is disproportionate or carries a significant risk of causing harm.
- Where alternative, safer de-escalation techniques are available.

### Use of Seclusion

The school recognises seclusion as a restrictive intervention that must only be used in exceptional circumstances, consistent with DfE guidance on restrictive interventions.

- Seclusion may only occur when it is necessary to keep the pupil or others safe, and other de-escalation strategies have been exhausted.
- The pupil must be kept under continuous supervision.
- Seclusion must never be used as a punishment or for the convenience of staff.

### Recording & Reporting: Reasonable Force and Seclusion

In line with DfE statutory expectations (DfE restrictive intervention guidance, April 2026), following any incident involving the use of reasonable force, seclusion or non-force restrictive interventions:

- Staff must immediately alert:
  - The Assistant Head: Conduct & Relationships
  - The Designated Safeguarding Lead
  - The Headteacher
- Staff must complete a Positive Handling Form on the same day as the incident.
- The completed form must be sent to the Assistant Head - Conduct & Relationships.

### CCTV

In some circumstances, subject to the Trust's CCTV policy, Goodwin Academy may use CCTV of an incident to help a pupil understand their behaviour and the effects that it has on the wider school community. This will only be used where it is proportionate to do so and in situations where the senior leaders believe that it will be of assistance to the pupil concerned.

## Mobile phones, headphones and smart devices

Allowing access to mobile phones introduces complexity and risks, including distraction, disruption, bullying and abuse. Goodwin Academy will operate as a mobile-free zone. This means that students will not be allowed to use their mobile phones, or any other personal electronic devices including earphones, smart watches and any other similar device that allows communication or recording at all on school premises, including at break times and lunch times. Students must not be seen with any of these devices at all, anywhere on the school premises. Their mobile phones should also not be heard and if evidence of mobile phone activity on school premises emerges, sanctions will be applied.

Mobile phones, headphones and smart watches must be put into the student's pouch every morning prior to arrival onto site. If a student is found to have a phone, headphones or smart watch that has not been pouched, this will be confiscated in line with our policy and only the student's parent / carer can collect the item.

- On the first occasion, the device will be held in the school's Student Services for one week.
- On the second occasion, it will be held for the remainder of the half term.

It is the choice of students to bring a mobile phone or similar device to school. By choosing to do so, students and parents agree to comply fully with these expectations.

**Sixth Form:** Sixth Form students may use mobile phones in the Sixth Form Common Room only.

## The Use of Social Media

Students are not expected to participate in any form of social media or online communications, both within the school and in the wider community that may put themselves at risk or bring the school into disrepute. Students who participate in online interactions must remember that their posts reflect on themselves, their families and the school.

The expectations set out apply to any form of interaction with peers or adults that occur online.

Students are expected to abide by the following:

- To protect the privacy of students and staff. Students will not, under any circumstances create digital video recordings of Goodwin Academy community members either on or outside of the school grounds including travelling to and from the school.
- Students may not use social media to publish disparaging or harassing remarks about Goodwin Academy community members.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not bring the school into disrepute.

Parents/Carers are recommended to:

- Monitor the use of their child's social media.
- Not engage in any activity on social media that comments on individual staff or students.

- Not to engage in social media conversations with children.
- Report any concerns over inappropriate use of social media to the provider, the Police if necessary and inform their child's Tutor.

Failure to abide by this policy with result in disciplinary action and may include the reporting of any concerns to the Police or other outside agencies.

### **Linked policies**

This policy aims to produce a consistent school response to any bullying incidents that may occur. It should be read in conjunction with the following policies and procedures:

- Anti-Bullying Policy (To be reviewed September 2026)
- Attendance Policy (To be reviewed July 2026)
- Suspension and permanent exclusion from school policy (To be reviewed September 2026)
- Positive handling guidance (To be reviewed December 2026)
- Safeguarding and Child Protection Policy (which contains the Peer-on-Peer abuse framework and online safety guidance – To be reviewed September 2026)
- Equality Policy (To be reviewed September 2026)
- Goodwin Academy dress code guidance

### **Statutory guidance**

This policy was written with regard to the following statutory guidance:

- Children and Families Act 2014
- The Equality Act 2010
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

## **Appendix:**

### **Appendix 1 - Home Academy Agreement**

By choosing Goodwin Academy, you become part of an inclusive community that values belonging, respect, and a commitment to learning. By accepting a place, you agree to follow this Home–Academy agreement.

#### **As a Goodwin student, I agree to:**

- Actively engage with my learning and opportunities within the classroom and outside the classroom whilst also supporting others to do so too.
- Be an organised learner ensuring I arrive to school and lessons every day on time, prepared and wearing the correct uniform.
- Persist to achieve 100% attendance.
- Ensure my conduct at all times including in school, in the community and whilst travelling to and from school is respectful and safe.
- Be an active member of the school community and report to a member of staff when someone does not meet demonstrate respectful or safe conduct.
- Use words and demonstrate actions that show respect towards other people and their ethnicity, race, gender identity, sexual identity, religion, disability or family background.
- Ensure a safe community by not bringing banned items into the Academy and not engage in any form of physical violence or playfighting.
- Respect our environment by eating and drinking in the designated areas and disposing of litter into appropriate bins provided.

#### **As a Parents/Carer of a Goodwin Student, I will:**

- Ensure my child is fully equipped for learning and abides by the uniform policy every day; I understand my child may be sent home if they do not meet the uniform expectations.
- Ensure my child arrives on time every day, not take holidays in term time and contact the Academy on the first day of my child's absence.
- Encourage my child to treat all members of the Academy and local community with respect and courtesy.
- Support the Academy in promoting and upholding the highest standards of behaviour at all times and support my child to understand the need to follow the Academy Behaviour Policy and the values of the Academy.
- Support the Academy if a sanction has been issued because of non-compliance with the Academy Behaviour Policy.
- Attend all meetings about my child, respond to all communications and be involved in the wider life of the Academy.
- Encourage my child to complete out of class learning to the best of their ability and provide a regular time and quiet environment for out of class learning.
- Encourage my child to participate in extra-curricular and enrichment activities and opportunities.
- Inform the Academy of any issues or concerns that will impact negatively on your child's learning and/or attendance.

**The Academy will:**

- Provide a learning environment that is stimulating, safe and caring, which develops thinking skills and habits of learning.
- Make sure all lessons are well prepared and appropriate to each student's needs to develop their full potential.
- Offer an ambitious curriculum.
- Set a regular planned programme of home learning that will be monitored and reviewed regularly.
- Let parents/carers know how their child is progressing and make parental contact if we are concerned about their child's standard of work, behaviour, personal welfare, punctuality or attendance.
- Welcome parents/carers into the life of the Academy and keep them informed about work planned for their child.
- Offer a range of additional activities/clubs to enrich every student's experience of life at the Academy.
- Celebrate and recognise the success of students.
- Deal with any concerns promptly in line with the complaints policy.

Appendix 2 - BEST reward poster



**GOODWIN  
ACADEMY**

# BE YOUR BEST!

— Ready to Learn • Respectful • Safe —

<h2 style="font-size: 48px; margin: 0;">B</h2> <p style="font-weight: bold; margin: 0;">BRILLIANCE</p>	<p><b>SHOW YOUR BRILLIANCE BY BEING READY TO LEARN.</b></p> <ul style="list-style-type: none"> <li>★ Arrive prepared and organised.</li> <li>★ Listen carefully and follow instructions.</li> <li>★ Ask questions and share your ideas.</li> <li>★ Take pride in your learning.</li> </ul>	
<h2 style="font-size: 48px; margin: 0;">E</h2> <p style="font-weight: bold; margin: 0;">ENRICHMENT</p>	<p><b>ENRICH YOUR LEARNING AND THE LEARNING OF OTHERS.</b></p> <ul style="list-style-type: none"> <li>★ Join in and contribute positively.</li> <li>★ Encourage and support your classmates.</li> <li>★ Challenge yourself to learn something new.</li> <li>★ Make the most of every opportunity.</li> </ul>	
<h2 style="font-size: 48px; margin: 0;">S</h2> <p style="font-weight: bold; margin: 0;">SOCIETY</p>	<p><b>BE A RESPECTFUL MEMBER OF OUR SCHOOL SOCIETY.</b></p> <ul style="list-style-type: none"> <li>★ Treat everyone with kindness and respect.</li> <li>★ Work cooperatively with others.</li> <li>★ Use good manners and positive language.</li> <li>★ Help create a safe and welcoming environment.</li> </ul>	
<h2 style="font-size: 48px; margin: 0;">T</h2> <p style="font-weight: bold; margin: 0;">THINKING</p>	<p><b>USE YOUR THINKING TO ACHIEVE YOUR BEST.</b></p> <ul style="list-style-type: none"> <li>★ Stay focused and aim high.</li> <li>★ Make safe and positive choices.</li> <li>★ Persevere when learning is challenging.</li> <li>★ Reflect on your work and look for ways to improve.</li> </ul>	

**WHEN WE ARE OUR BEST, WE...**

 <p><b>THINK AND LEARN BRILLIANTLY</b></p>	 <p><b>ENRICH OUR LEARNING</b></p>	 <p><b>BE A RESPECTFUL MEMBER OF OUR COMMUNITY</b></p>	 <p><b>DEVELOP OUR METACOGNITION THROUGH THINKING</b></p>
---	---	---	--

★ TOGETHER, WE CREATE A CLASSROOM WHERE EVERYONE CAN LEARN, BELONG, AND SUCCEED. ★

Appendix 3 - RESET Student poster

# RESET

CLASSROOM EXPECTATIONS

**GOODWIN**  
ACADEMY

	WHAT I WILL DO	WHAT WILL HAPPEN	WHY IT MATTERS
R	<ul style="list-style-type: none"> <li>Take a breath.</li> <li>Remember the expectations.</li> <li>Make a better choice.</li> </ul>	Calm reminder.  Back on track right away.	 <b>I stay in class and keep learning.</b>
REMIND			
E	<ul style="list-style-type: none"> <li>Talk respectfully.</li> <li>Listen.</li> <li>Choose to improve.</li> <li>Make positive choices.</li> </ul>	Private conversation.  Support to make better choices.  Time to reflect and repair.	 <b>I get support and have a chance to improve.</b>
ENCOURAGE			
S	<ul style="list-style-type: none"> <li>Take time to regulate.</li> <li>Use a safe space.</li> <li>Ask for help if I need it.</li> <li>Work with staff to improve my conduct.</li> </ul>	Time to regulate.  Safe space if needed.  Support when I ask.  Time to reflect and repair.	 <b>I get the support I need to be successful.</b>
SUPPORT			
<p><b>!</b> If my negative conduct continues, I will be issued a 'RESET' reminder -3 points issued.</p>			
E	<ul style="list-style-type: none"> <li>Leave if my negative conduct continues.</li> <li>Go to the assigned location.</li> </ul>	Move to another location. 2nd RESET reminder -1 point issued. Time to reflect and repair.	 <b>Others can learn, and I take responsibility for my choices.</b>
EXIT & TRANSFER			
T	<ul style="list-style-type: none"> <li>Have a restorative conversation.</li> <li>Be honest and respectful.</li> <li>Work to repair.</li> </ul>	Talk with teacher/staff. We repair and rebuild trust. Make a plan for the future. Feel supported and ready to grow.	 <b>We build strong relationships and a positive classroom.</b>
TALK, REPAIR & REFLECT			
<p><b>!</b> I can't always control how I feel, <i>but I can control what I do next.</i> ★</p>			
<b>READY TO LEARN</b> I am prepared and focused.	<b>RESPECTFUL</b> I treat others how I want to be treated.	<b>SAFE</b> I make choices that keep myself and others safe.	<b>BELONGING</b> I am part of a community where everyone matters.

Appendix 4 - Zones of Regulation poster

# ZONES OF REGULATION

**GOODWIN ACADEMY**

Understanding my feelings and using the right tools helps me learn, build positive relationships and make choices I can be proud of.

Recognise how I feel

Choose tools that help

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<p>Low energy, moving slowly.</p> <p>I might feel: Sad • Tired • Bored Sick • Unmotivated Lonely</p>	<p>I feel good. I am calm and ready to learn.</p> <p>I might feel: Happy • Calm • Focused Content • Ready Motivated</p>	<p>My energy is higher. I feel anxious, nervous or excited.</p> <p>I might feel: Anxious • Worried • Frustrated Silly • Excited • Restless Overwhelmed</p>	<p>I feel very overwhelmed. I am out of control.</p> <p>I might feel: Angry • Terrified • Yelling Elated • Out of control Aggressive</p>
<p><b>TOOLS I CAN USE:</b></p> <ul style="list-style-type: none"> <li> Drink water</li> <li> Stretch</li> <li> Talk to someone</li> <li> Break tasks down</li> <li> Take a short break</li> </ul>	<p><b>TOOLS I CAN USE:</b></p> <ul style="list-style-type: none"> <li> Keep going</li> <li> Use strategies that work</li> <li> Help others</li> <li> Stay organised</li> <li> Set goals</li> <li> Take pride in my work</li> </ul>	<p><b>TOOLS I CAN USE:</b></p> <ul style="list-style-type: none"> <li> Take 3 deep breaths</li> <li> Take a walk</li> <li> Write it down</li> <li> Count to 10</li> <li> Use positive self-talk</li> <li> Use a fidget or sensory tool</li> </ul>	<p><b>TOOLS I CAN USE:</b></p> <ul style="list-style-type: none"> <li> Stop and breathe</li> <li> Go to a quiet space</li> <li> Ask for help</li> <li> Talk to a trusted adult</li> <li> Take time to cool down</li> <li> Use a calming strategy</li> </ul>

I can't always control how I feel, but I can control what I do next. ★

**READY TO LEARN**  
I am prepared and focused.

**RESPECTFUL**  
I treat others how I want to be treated.

**SAFE**  
I make choices that keep myself and others safe.

**BELONGING**  
I am part of a community where everyone matters.



# 5 STRATEGIES

## TO HELP ME REGULATE OUTSIDE THE CLASSROOM AND RETURN TO LEARNING

It's OK to take time to regulate.

I can use these strategies to feel **READY** to learn.

<b>1</b>		<p><b>BREATHE</b></p> <p>Slow my body down.</p> <ul style="list-style-type: none"> <li>• Box breathing</li> <li>• 5 slow breaths</li> <li>• Breathe in through my nose, out through my mouth</li> </ul>	<p><b>ADULT PROMPT:</b></p> <p>... "Let's take some slow breaths together."</p>
<b>2</b>		<p><b>GROUND</b></p> <p>Notice what is around me.</p> <ul style="list-style-type: none"> <li>• 5 things I can see</li> <li>• 4 things I can feel</li> <li>• 3 things I can hear</li> <li>• 2 things I can smell</li> <li>• 1 thing I can taste</li> </ul>	<p><b>ADULT PROMPT:</b></p> <p>... Can you tell me one thing you can see right now?</p>
<b>3</b>		<p><b>RESET WITH MOVEMENT</b></p> <p>Help my body feel calm and ready.</p> <ul style="list-style-type: none"> <li>• Stretch my arms or legs</li> <li>• Roll my shoulders</li> <li>• Shake out my hands</li> <li>• Push my hands together</li> <li>• Stand tall and take a breath</li> </ul>	<p><b>ADULT PROMPT:</b></p> <p>... "Let's help your body feel settled."</p>
<b>4</b>		<p><b>USE A SENSORY ANCHOR</b></p> <p>Focus on something that helps me feel safe and calm.</p> <ul style="list-style-type: none"> <li>• Worry stone</li> <li>• Fidget</li> <li>• Drawing</li> <li>• Texture card</li> </ul>	<p><b>ADULT PROMPT:</b></p> <p>... What tool helps your body feel ready?</p>
<b>5</b>		<p><b>RETURN TO LEARNING</b></p> <p>Choose my next step.</p> <ul style="list-style-type: none"> <li>• What lesson am I returning to?</li> <li>• What do I need to do first?</li> <li>• Who can help me?</li> </ul>	<p><b>ADULT PROMPT:</b></p> <p>... What's the first thing you'll do when you go back?</p>

THIS LINKS TO THE **ZONES OF REGULATION**

<b>BLUE ZONE</b>	<ul style="list-style-type: none"> <li>Sad</li> <li>Tired</li> <li>Sick</li> <li>Bored</li> </ul>
<b>GREEN ZONE</b>	<ul style="list-style-type: none"> <li>Happy</li> <li>Calm</li> <li>Focused</li> <li>Ready</li> </ul>
<b>YELLOW ZONE</b>	<ul style="list-style-type: none"> <li>Worried</li> <li>Frustrated</li> <li>Silly</li> <li>Excited</li> </ul>
<b>RED ZONE</b>	<ul style="list-style-type: none"> <li>Angry</li> <li>Terrified</li> <li>Out of control</li> </ul>
<p>All zones are OK. What matters is knowing what I need.</p>	

**Regulate. Reset. Return to Learning.**