




Callands Primary Academy

Behaviour Policy Principles, Exclusion Procedures and Anti-Bullying Strategy

Ratified: June 2025

Next Review Date: June 2026

Policy Responsibilities and Review

Policy type:	School
Guidance:	Behaviour in Schools – September 2024 Keeping Children Safe in Education – September 2023 Use of reasonable force and other restrictive interventions in schools – February 2025
Related policies:	School Policies and Procedures: <ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Callands' Curriculum Manual of Instruction • Relationships Policy • Code of Conduct • SEND Policy and Report
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	
Changes in latest version:	09.06.2025 - Use of reasonable force and other restrictive interventions in schools

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1. Purpose

1.1 Statement of Intent

Callands Primary Academy promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance where children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.

Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

1.2 Aims

To provide:

- A behaviour culture that reflects Warrington Primary Trust's guiding principle and core values and that is embedded and enacted in everything we do.
- Strong school leadership, where leaders are highly visible and ambitious goals are set.
- A positive, fair and consistent approach with attention to detail.
- Well established, universally known and well-articulated protocols that are easy to understand and implement.
- Well communicated expectations around praise and positive reinforcement.
- A detailed graduated behaviour code.
- Expectations around the development of effective partnerships with parents and the wider community.
- Engaged staff who receive high quality support and training.

1.3 Monitoring and Review

- This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the Full Governing Committee annually.
- All Academy behaviour policies are site-specific and reviewed annually by the Trustees, CEO, School Improvement Development, LGC and Headteacher.
- Application of the policy will be monitored by the SLT and others within routine school self-evaluation activities.
- The Behaviour Expectations and Pathways will be kept under constant review and updated as required.
- Termly survey data from all stakeholders will be considered.

2. Leadership and Management

2.1 Organisation and Facilities

Everything we do is carefully planned and structured to give children every opportunity to behave well and succeed. This includes all elements of our education strategy - the timetable, the layout of the classroom and shared spaces, exit and entry points, flexible staffing structures, CPD, curriculum and pedagogy.

The Trust and CEO are responsible for ensuring that there is a written policy site-specific in each Academy school and that it is effectively implemented. They are supported in this by SID and SIPS, reviews and measure the impact of the policy.

2.2 Governance

The Local Governing Committee is responsible for a statement of behaviour principles and for holding the Headteacher to account for their implementation. The behaviour link governor is Kevin Dean.

Local Governing Committee Statement of Behaviour Principles

- Under Section 88 (1) of the Education and Inspections Act 2006 and in line with the DFE 'Behaviour and Discipline in Schools - Guidance for governing bodies', we ensure good behaviour and discipline on the part of pupils are pursued by the school.
- Under section 149 of the Equality Act 2010, we aim to eliminate discrimination.
- Under Section 175 of the Education Act 2002, we have due regard to ensuring we promote the safeguarding and welfare of children.
- We require the school to have due regard to the DFE guidance 'Searching, screening and confiscation' January 2018.
- We require the school to have due regard to the DFE guidance 'Use of reasonable force' July 2013.
- We require the Headteacher to outline the school's response to negative behaviour that occurs beyond the school gate.
- We require the Headteacher to apply the WPAT policy 'Allegations of Abuse' in the case of staff accused of misconduct.
- We expect the school to be proactive in working with other agencies, particularly for pupils who display continuous disruptive behaviour.

2.3 Headteacher and Senior Leaders

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults. Senior Leaders are released to monitor behaviour to support CPD and ensure the curriculum is consistently being taught. In addition, the team are visible to our families on the school gate at the start and end of the day.

2.4 Behaviour Lead

The Behaviour Lead has delegated responsibility for monitoring the impact of policies and initiatives, supporting staff with the day-to-day management of behaviour across the school, overseeing record keeping and reports and the analysis of data. All staff have the delegated responsibility to maintain a safe, calm, and purposeful learning environment. Every adult must

always set an excellent example to pupils, modelling and teaching the behaviour they wish to see. They work hard to know their pupils well, understanding that high-quality relationships are key to successful behaviour management.

2.5 Safeguarding Team

The Safeguarding Team co-ordinate and collaborate, so that there is a joined-up approach to the early identification of and response to individual needs:

1. Headteacher and DSL: **Mrs Bentley**
2. Behaviour Lead and Senior Mental Health Lead: **Miss Whittaker**
3. Safeguarding Lead: **Mrs Westwood**
4. Safeguarding HLTA: **Mrs Hendry**
5. Attendance Admin: **Mrs Menarry**

2.6 Parents

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them. This is also an expectation of parents of children whose behaviour is becoming a concern, as parents are required to meet with different members of the Safeguarding Team or SLT as part of our restorative conversations.

3. Systems and Norms

Within our systems and norms we have 3 critical documents. These include our:

1. Code of Conduct
2. Behaviour Expectations
3. Behaviour Pathways

These cover clear structures around rules, routines and consequence systems.

3.1 Code of Conduct

Our Code of Conduct (Appendix A) reflects the guiding principles and the core values of WPAT. It conveys the school's expectations and understanding for children, staff, and visitors. It is highly visible throughout the school, constantly referred to and explicitly taught:

1. Respect yourself and others.
2. Try hard and do your best.
3. Listen and do as you are asked.
4. Be honest and do the right thing.

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school code of conduct and support their children in following them. We share our high

expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

We proactively work with other agencies as soon as we become aware of any issues, and we support families together in a range of ways, e.g. Early Help, referrals to family support, etc.

3.2 Behaviour Expectations – Protocols

The school also has an established set of classroom routines to help pupils work well, in the understanding that behaviour can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. These routines can be found towards the end of the document.

Number	Protocol
1	Movement Around School
2	Start and End of the Day
3	Lunchtime Routine

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Whole School Rules:

Be Ready
Be Safe
Be Respectful

Whole School Routine for Listening:

1. Stop what you are doing
2. Put everything down
3. Eyes on me

3.3 Behaviour Pathways

Our behaviour pathways outline the rewards which our children will receive, as well as an overview of the sanctions that will be issued within certain scenarios. We have adopted a graduated response with severity for sanctions. (See Appendix B and C.)

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

3.4 Behaviour Toolkit

This consists of the following template documents which must be used in-line with this policy:

- A. KS1 Reflection Sheet
- B. KS2 Reflection Sheet
- C. Positive Handling Plan
- D. Letter to parents/carers to report the use of reasonable force

These can be found in the Toolkit Appendix at the end of this document.

3.5 Detentions

A detention is a commonly used sanction and is often used as a deterrent for negative behaviour as part of our behaviour pathway. It is also used as an opportunity to complete any unfinished work, either from classroom sessions or homework that has not been returned or completed to the expected standard.

All detentions will occur within the school day during either break or lunchtime, most likely on the same day depending on the time of the incident. We do not require parental consent to issue a detention.

The member of staff who has issued the consequence will supervise the child for the detention. During this time, the child will complete the work from the session in which the incident occurred, if required, and a restorative conversation will take place. This conversation will help to ensure the incident does not occur again. The child will not miss their entire break or lunchtime, staff will ensure they have had sufficient time to eat their snack/lunch and to use the toilet before their time commences.

3.6 Removal from Classroom

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the current learning task in a supervised setting, e.g. in a partner classroom as part of our reflective process. Where removal is used as an opportunity to reflect, it may last up to five minutes for a child in KS1 or ten minutes for a child within KS2.

In the event that removal occurs to maintain the safety of a child, then this may last for a longer period of time. During this time, the child will be supervised by a trained adult and educational task will continue where possible. Once the child has had sufficient time to self-regulate, then a restorative conversation will take place and they will be integrated back into the classroom with support from a member of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Extensive support will be given to the child and their family by the SLT with an aim to improve behaviour so they can be integrated and succeed within the

mainstream school community.

3.7 Suspension and Permanent Exclusion

As a tolerant, supportive learning community, suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

3.8 Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. This includes preventing pupils from:

- Harming themselves or others,
- Damaging property,
- Causing disorder,
- or committing a criminal offence.

From ****September 2025****, the school has a ****statutory duty under Section 93A of the Education and Inspections Act 2006**** to:

- ****Record**** every significant incident involving the use of reasonable force.
- ****Report**** each such incident to the parents or carers of the pupil involved.

A significant incident is defined as any occasion where the use of reasonable force goes beyond typical physical contact and impacts the pupil's liberty, freedom of movement, or emotional/physical welfare.

The school will continue to use the CPOMS systems to document these incidents. Each record will include:

- A description of the incident,
- Staff involved,
- Any injuries sustained,
- Any follow-up actions, including support provided to the pupil and staff.

Parents will be:

- Informed verbally on the same day,
- Sent a written report within 24 hours,
- Invited to a follow-up meeting where necessary.

The use of force is always a last resort. Staff will prioritise:

- De-escalation strategies,
- Distraction and calming techniques,
- Use of Positive Handling Plans (PHPs) for identified pupils.

All staff who may be required to use force will receive annual training, based on the national

principles, in:

- Lawful and proportionate use of force,
- Prevention and de-escalation strategies,
- Responding to the needs of children with SEND.

All staff can and should intervene where appropriate in order to keep the child safe. If the child is known to have had a physical intervention, then a team of trained staff will assist. However if this is the first time, anyone can intervene initially until a trained member of staff attends.

Following each incident:

- A medical check will be offered to the pupil,
- Staff involved will be supported and given time to debrief,
- The DSL will review whether further safeguarding measures or plan adjustments are needed.

3.8.1 Definitions Related to Physical Interventions

Reasonable Force: Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, depending on the circumstances.

Restrictive Intervention: Any planned or reactive action that limits a pupil's movement, liberty or freedom to act independently. This includes seclusion, use of physical barriers or mechanical restraints, and may or may not involve the use of force.

Seclusion: The supervised confinement and isolation of a pupil away from others, in a space they are not free to leave. Seclusion is not permitted as a form of punishment and differs from 'removal' (time-limited time-out to complete work in a supervised setting). In a rare occurrence, this would be offered as part of the pupil's bespoke curriculum as an interim step to exclusion.

These definitions align with the 2025 government guidance and aim to ensure clarity and consistency in our policy and practice.

Governance Oversight

The Behaviour Lead will provide anonymised behaviour and intervention data to the Governing Body on a termly basis. This data will be reviewed to:

- Identify patterns,
- Inform staff training needs,
- Review the effectiveness of preventative measures,
- Ensure equitable practice across all pupil groups, including those with SEND or protected characteristics.

This approach ensures that our policy is fully compliant with statutory guidance and continues to place the welfare, dignity and educational success of our pupils at its heart.

3.9 Banned Items

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, knives or weapons, alcohol, illegal drugs,

stolen items, tobacco and cigarette papers, e-cigarettes/vapes, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parent's risk.

3.10 Discipline Beyond the School Gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour code and exclusion protocols, detailed elsewhere in this policy. This includes incidents that may occur online.

The Headteacher may notify the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

4. Pupil Support System

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The SLT make a risk assessment which identifies the support required, e.g. conflict resolution and who will deliver this. Impact is carefully monitored.

Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

4.1 Record Keeping and Data Analysis

We use the CPOMS systems to record behaviour and safeguarding concerns. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the Behaviour Lead. Staff are all trained as part of our CPD offer. Our Behaviour Lead analyses the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

4.2 Reasonable Adjustments (see SEND Policy and SEND Information Report)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will

be considered for pupils who display continuous disruptive behaviour.

4.3 Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the SLT is given. Parents/carers are involved and informed as appropriate.

4.4 Anti-Bullying Strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavor to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies, Bucket Filling and our Personal Development curriculum.

Any incidents of bullying will be dealt with in-line with the agreed protocol. Violence or threatening behavior or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyberbullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define cyberbullying as the use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture, or gender.
- SEN or disabilities.
- Appearance or health conditions - including maternity or pregnancy.
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual.

4.5 Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our safeguarding policy. **Mrs Bentley**, our DSL, will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

5. Staff Training and Development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensures that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year.

5.1 Staff Induction

We are committed to ensuring that all new staff are fully aware of all policies and routines to ensure consistency. As part of the induction process, new members of staff are introduced to the school's Manual of Instruction, this documents give clear overviews of the expectations within different areas of the curriculum, of which behaviour is one. Protocols are clearly demonstrated to support understanding and maintain high standards amongst staff and pupils.

5.2 Pastoral Support for Staff Accused of Misconduct

Any allegation of misconduct will be dealt with in line with the WPAT policy 'Allegations of Abuse.'

Appendix A – Code of Conduct



Appendix B – Praise and Rewards

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Rewards can be awarded to acknowledge or reinforce any positive aspect of the behaviour policy. They can also be awarded for achievement or effort in lessons, for contributions to discussions, for a gradual improvement or a significant event, etc.

There are a number of options for rewards to be given to pupils. These include:

- Class Dojo
- Stickers for positive attitudes to learning.
- In EYFS, messages on Tapestry can be awarded for recognition of exceptional effort and achievement.
- Each week a member of each class will be awarded Star of the Week. These children will be celebrated weekly and recognised for their sustained effort, achievement and behaviour. These awards are earned over time and not as a result of one event.
- Pupils who demonstrate exceptional effort, work or behaviour will be recorded in the Golden Book and the Headteacher will recognise them in celebration assembly.

Appendix C – Consequences and Sanctions

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
School rules being followed, no behaviour concerns	Regular verbal praise, praise points awarded, and feedback to home	All staff	Praise and reward
Stage 1			
<ul style="list-style-type: none"> Shouting out Chatting Wasting learning time 	<ul style="list-style-type: none"> Positive reframing used Praise given when behaviour modified 	Class teacher Teaching assistant	
Stage 2			
<ul style="list-style-type: none"> Continuation of Stage 1 behaviours (high frequency of occurrences in one or more lessons throughout the day) Being disrespectful Name calling Use of inappropriate language 	<ul style="list-style-type: none"> Moved within the classroom to modify behaviour Quiet conversation with class teacher Positive reframing used Consult with phase leader whether parents should be notified 	Class teacher Teaching assistant (Potentially phase leader)	Potential communication with class teacher
Stage 3			
<ul style="list-style-type: none"> Continuation of Stage 2 behaviours (high frequency of occurrences in one or more lessons throughout the day) Non-compliance with consequence Refusal to complete learning tasks 	<ul style="list-style-type: none"> Removal from classroom in to partner classroom (KS1: 5 minutes, KS2: 10 minutes) Reflection form completed Refusal: Child reminded of appropriate choices and put on the timer Detention given to complete any missed learning at next break and restorative conversation with class teacher Incident recorded on CPOMS Phone call/face-to-face meeting agreed with parents to discuss 	Class teacher Teaching assistant Partner class teacher	Phone call/ face-to-face meeting with class teacher as agreed
Stage 4			
<ul style="list-style-type: none"> Continuation of Stage 3 behaviours (high frequency of occurrences in one or more lessons throughout the day) Two reflection forms completed in one half-term OR <ul style="list-style-type: none"> Fighting Harmful deliberate contact to another pupil Being deliberately verbally abusive 	<ul style="list-style-type: none"> Pupil sent to phase leader who will complete an investigation and record on CPOMS (behaviour lead will read CPOMS entry) Detention(s) given as appropriate Parents to attend meeting with class teacher and phase leader Restorative conversation supported by class teacher Implementation of IBP considered by the behaviour lead and class teacher collaboratively 	Class teacher Phase leader Behaviour lead	Attend face-to-face meeting with class teacher and phase leader
Stage 5			
<ul style="list-style-type: none"> Continuation of Stage 4 behaviours OR <ul style="list-style-type: none"> Persistent disruptive behaviour Serious one off incident <ul style="list-style-type: none"> Weapon(s) Deliberate assault of adult or pupil causing significant or life-threatening injury Significant damage to property 	<ul style="list-style-type: none"> Pupil sent to behaviour lead who will complete an investigation and record on CPOMS Meeting with class teacher, behaviour lead, Headteacher and parents to consider next steps – possible suspension or permanent exclusion LA notified and involved where necessary 	Class teacher Behaviour lead Headteacher Local Authority	Attend face-to-face meetings with key staff and external agencies, as required

Protocol #1 – Movement Around School



Protocol #1 Movement around School

Children should line up silently, facing the correct direction.

A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line.

Children will walk slowly and silently, one behind the other.

Children and staff should remain on the left when moving around the building.

If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.

If children are transitioning around the school alone (e.g. to go to the bathroom or the office) they should walk sensibly and silently.

When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

Protocol #2 – Start and End of Day



Protocol #2 Start and End of Day

At the start of the day children should:

- Enter the building silently and make their way to their classroom.
- Children should put their coat and bag on their peg.
- Children enter the classroom and put their items away:

- Reading books and diaries will be put in the designated place in the classroom.
- Snacks should be put into the child's tray or designated place within the classroom.
- Water bottles will be placed in the water carriers or designated place within the classroom.
- Children will then sit at their designated seat and begin their morning activity.

At the end of the day children should:

- Ensure their space is tidy and all items are in their correct places.
- In tables or small groups, children to retrieve their belongings from the cloakroom whilst being supervised by an adult, if outside the classroom.
- Children return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- When ready, the children will either:
 - If in EVFS or Year 1, children will remain seated and wait for the class teacher to call them forward to go out to their grown-up.
 - If in Year 2 or KS2, children will line up with their belongings and will be escorted to their designated exit by classroom staff.
 - If a child is being collected, a member of staff will ensure that the child goes to their grown-up.
 - If a child is walking home independently (previously agreed) they must exit the school grounds in a calm manner and make their way home safely and sensibly.

Protocol #3 – Lunchtime Routine



Protocol #3

Lunchtime Routine

At the start of lunch:

- Pupils will be escorted to the hall by an adult and will enter silently
- Those with packed lunches will start eating once seated.
- Children having a school dinner will line up and should go up to the serving hatch in year groups.
- Children line up to the right of the hatch.
- Lunch is pre-ordered in advance.
- The child will take their tray, collect their food and walk across to the cutlery table.
- Children to get a set of cutlery and drink and place them on their tray before returning to their seat.

Once finished:

- Those with a packed lunch will put any unconsumed food back in their lunch box to take home.
- Children will put their lunchbox back on the lunch trolley.
- Those children having a school meal, will take their tray to the cleaning station. They must put their cups and cutlery in the designated trays, before scraping any unwanted food into the tray provided with the spatula. The tray should then be stacked neatly in the designated space.
- Children will then walk through school to the playground.

Once on the playground:

- Pupils are not allowed back into school unless they need the toilet.

At the end of lunchtime:

- Once pupils see their adult stood with their year group number, they will walk to their lines and walk into school quietly.

Please note, that during lunch times, relaxing/instrumental music will be played in the background. This provides a calming atmosphere and sets a level for 'talking' volume.

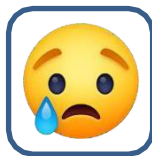
Toolkit Template A – KS1 Reflection Sheet

My Feelings – Reflection

Name: _____

What happened?

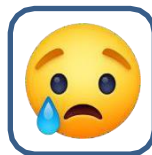
How did you feel?



Angry Upset Worried Nervous Stressed Other

What can you do next time?

How did you feel now?



Angry Upset Worried Nervous Stressed Other

Are you ready to return to class?



Toolkit Template B – KS2 Reflection Sheet

Behaviour Reflection

Name: _____

<i>What could I have done differently?</i>	<hr/> <hr/> <hr/>
<i>What did I achieve?</i>	<hr/> <hr/> <hr/>
<i>What could have gone better?</i>	<hr/> <hr/> <hr/>
<i>What have I learnt?</i>	<hr/> <hr/> <hr/>

Toolkit Template C – Positive Handling Plan



Positive Handling Plan

Name:	DOB:	Class:	Plan Start Date: Review Date:	Medical Information:
General notes to support:		Recovery & debrief:		Key adults involved in the plan:
<ul style="list-style-type: none"> Consider and record regular strategies in place to support positive behaviour, e.g. seating position, use of own space, red/green choice reminders, monitoring from staff, etc. Use information from Pupil Passport 		<p>Recovery behaviours:</p> <ul style="list-style-type: none"> (list what the child usually does) <i>For example:</i> XX apologises for his/her behaviours XX will do an activity s/he has chosen on his/her choice board XX agrees to catch up on his/her work Discuss the incident with XX and explain consequences Parents/carers to be informed at the end of the day Record on CPOMS 		<p>Strategies to use:</p> <ul style="list-style-type: none"> (list what strategies usually work) <i>For example:</i> XX to have consequence as per behaviour policy Adult to accept the apology Recap what is expected of XX using 'Now and next' board Offer support to complete the task or explain when the task will be completed using timer
Stage 1	Stage	Stage 3	Stage 4	Stage 5
Behaviours displayed:	Behaviours displayed:	Behaviours displayed:	Behaviours displayed:	Behaviours displayed:
<ul style="list-style-type: none"> (List usual behaviours) 	<ul style="list-style-type: none"> (List usual behaviours) 	<ul style="list-style-type: none"> (List usual behaviours) 	<ul style="list-style-type: none"> (List usual behaviours) 	<ul style="list-style-type: none"> (List usual behaviours)
Strategies to use:	Strategies to use:	Strategies to use:	Strategies to use:	Strategies to use:
<ul style="list-style-type: none"> (list strategies regularly used) 	<ul style="list-style-type: none"> (list strategies regularly used) 	<ul style="list-style-type: none"> (list strategies regularly used) 	<ul style="list-style-type: none"> (list strategies regularly used) 	<ul style="list-style-type: none"> (list strategies regularly used)
Triggers/Behaviours/Situations likely to result in unwanted behaviour. <i>When does it occur? Where does it occur? (Describe common triggers)</i>				

Possible de-escalation strategies: (please highlight and add comments if needed - these will be recorded above, but are listed here to serve as a reminder)

Chill out time e.g. Serenity Room	Distraction	State alternatives or choices	State consequences	Take up time
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Give space	Reassure or success reminders	Other staff involvement (change of face)	Repeat request	Classroom organisation	
Talk calmly	Give a count	Planned ignoring	Remove stimulus	Environment factors	
Verbal advice and support	Negotiation (A or B)	Supportive touch	Humour	Time out OR time in	
Staff withdrawal	Peers withdrawal	First/ next reminders	Change of scenery	Physical/ sensory break	
Preferred Handling Strategies to be used: (reference to Team Teach strategies)					
All strategies that involve use of force (to control or restrain) need to be recorded on the record form for Use of Positive Handling (see policy)					
Signatures:					
Child:		Date:	Parent/Carer:		Date:
			Parent/Carer:		Date:
Class Teacher:		Date:	Other staff member:		Date:
SENDCo:		Date:	Behaviour Lead:		Date:
Other:		Date:			

Toolkit Template D – Letter to Parents/Carers



Callands Primary Academy School
Callands Road
Warrington
WA5 9RJ

Tel: 01925 444795

E-mail: Callands@wpat.uk

Website: <https://www.callandsprimaryacademy.co.uk/>

Headteacher: Mrs S Bentley (B.Ed)

Date:

Dear Parent/Carer

Today your child's behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff.

Action Taken please tick
<ul style="list-style-type: none">◇ Children concerned interviewed◇ Adult involvement◇ Interview◇ Phase leader informed. If not, then this should be dealt with by the class teacher.◇ Behaviour Lead informed◇ Parent/Carer informed◇ Positive Handling (if appropriate)◇ Other (please state)
Consequences/Further action please tick
<ul style="list-style-type: none">◇ Monitor and evaluate.◇ Put in place agreed sanctions.◇ Escalate to high level intervention◇ Put in place appropriate support plans

As a precaution and to further safeguard your child they have been checked by school staff with a First Aid qualification.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Please sign the reply slip overleaf and return to school as soon as possible.

Yours sincerely

Mrs S Bentley
Headteacher

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING INTERVENTION

Child's Name: _____ Class: _____

I understand Behaviour Management and Positive Handling Interventions have been applied to my child.

Please tick the following boxes as appropriate:

- ☐ I wish to come into school to discuss this further
- ☐ I would like someone from school to ring me to discuss this further
- ☐ I am happy about the way in which my child's behaviour is managed at school

Signed: _____ Parent/Carer Date: _____