



Evelyn Street 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 • Evelyn Street Curriculum statement and guidance • Relationship education policy • Code of Conduct (Home/School Planner) • SEND Policy and statement
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	
Changes in latest version:	KCSIE 2024 updates e-Cigarettes/Vapes added to Banned Items para 3.9 01.04.24 – Lunchtime activity timetable added Amendments made to reflect changes in Use of reasonable force and other restrictive interventions in schools Amendments made in line with the Restrictive Interventions Guidance April 26

Contents

1.	Purpose	5
1.1	Statement of Intent	5
1.2	Aims.....	5
1.3	Monitoring and Review	5
2.	Leadership and Management.....	6
2.1	Organisation and facilities	6
2.2	Governance	6
2.3	Head Teacher and Senior Leaders	6
2.4	Behaviour Lead.....	7
2.5	Welfare Team.....	7
2.6	Parents	7
3.	Systems and Norms	7
3.1	Code of Conduct.....	7
3.2	Behaviour Expectations Protocols & Lesson Routines.....	8
3.3	Behaviour Pathways: Rewards and Sanctions	8
3.4	Behaviour Toolkit:	8
3.5	Detentions.....	9
3.6	Removal from Classroom	9
3.7	Suspension and Permanent Exclusion	9
3.8.1	Definitions Related to Physical Interventions	Error! Bookmark not defined.
3.9	Banned Items	13
3.10	Discipline Beyond the School Gate.....	13
4	Pupil Support System	13
4.1	Record Keeping and Data Analysis	14
4.2	Reasonable Adjustments (see SEND Policy and SEND Information Report)	14
4.3	Pupil Transitions	14
4.4	Anti-Bullying Strategy	14
4.5	Child-on-Child Abuse	15
5.	Staff Training and Development.....	15
5.1	Staff Induction.....	15
5.2	Pastoral Support for Staff Accused of Misconduct.....	16
	APPENDIX A – Code of Conduct	17
	APPENDIX B – Pupil Expectations	18
	APPENDIX C – Behaviour Pathways - Rewards Document	19
	19

APPENDIX D – Behaviour Pathways – Consequences and Sanctions	21
Protocol #1 – Movement Around School	23
Protocol #2 – Start and end of the day	24
Protocol #3 - Lunchtime Routine	25
Protocol #4 – Lesson Routine: PE	26
Protocol #5 – Morning Break Routine	27
Protocol #7 - Use of Reasonable Force	30
Toolkit Template A - KS1 Reflection Sheet	31
Toolkit Template B – KS2 Reflection Sheet.....	32
Toolkit Template C – Positive Handling Plan	33

1. Purpose

1.1 Statement of Intent

Evelyn Street 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 Adam Lechmere.

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 Head Teacher and Senior Leaders

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

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 Welfare Team

The Welfare 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 Trained: **Louise Smith**
2. Behaviour Lead and DSL Trained: **Kay Tobin**
3. SENDCo/Pupil Premium Lead and Mental Health Lead: **Staci Cooper**
4. Welfare Lead and DSL: **Beth Ensall**
5. Pastoral Learning Mentor: **Jacqueline Breeze**
6. Attendance Officer: **Tracy Shankland**
7. Medical Lead: **Hazel List**

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 member of the Welfare Team as part of our restorative conversations.

3. Systems and Norms

Within our systems and norms we have 4 critical documents. These include our:

1. Code of Conduct
2. Behaviour Expectations
3. Lesson Routines
4. 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 & Lesson Routines

Behaviour expectations (Appendix B) covers what we expect the children to do. We have generated a slide which covers what the children should do within school. We also have specific routines to explain what should happen when at different points throughout the school week.

Lesson routines relate to the different routines within a particular subject, particularly those that require the children to move to an alternate room within the building or to use varying pieces of equipment. These can be found within our various Protocols towards the end of the document.

Number	Protocol
1	Movement Around School
2	Classroom Routine
3	Lunchtime Routine
4	Break and Lunchtime Play Routine
5	After School activities Routine

3.3 Behaviour Pathways: Rewards and Sanctions

Our behaviour paths outline the rewards which our children will receive and the most likely situation they will be awarded for, as well as an overview of the sanctions that will be issued within certain scenarios. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendix C and D.

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. Record of use of reasonable force
- E. Letter to parents/carers to report the use of reasonable force.

These can be found in the Toolkits 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, i.e. in a partner class 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 teaching assistant.

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 Welfare Team 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 Restrictive Interventions, Including the Use of Reasonable Force and Seclusion

The school recognises that restrictive interventions, including the use of reasonable force, can have a significant impact on pupils, staff and families. Our approach prioritises prevention, early support and de-escalation in order to minimise the need for restrictive interventions wherever possible.

Restrictive interventions will only be used as a last resort, when it is necessary to prevent immediate harm and when other strategies have been ineffective or are not appropriate in the circumstances.

Staff may use reasonable force, as permitted by law, to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder within the school.

All members of school staff have the legal power to use reasonable force in such circumstances.

When considering the use of a restrictive intervention, staff will use their professional judgement and consider whether the intervention is:

Necessary

Staff will consider whether other less restrictive strategies could be effective in managing the situation.

Proportionate

Staff will use the least restrictive intervention necessary and for the shortest time required to reduce the risk of harm.

Staff will also consider the individual circumstances of the pupil, including:

- their age and level of understanding
- any medical conditions or disabilities
- any special educational needs
- previous experiences or known triggers.

Maintaining the dignity, safety and welfare of the pupil will remain a priority at all times.

3.8.1 Prevention and De-escalation

The school places strong emphasis on preventing situations from escalating to the point where

restrictive interventions may be required.

Staff will seek to prevent escalation through:

- strong relationships between staff and pupils
- clear routines and behaviour expectations
- calm and consistent communication
- distraction and redirection
- allowing time and space for pupils to regulate
- removing triggers or sources of distress where possible.

Where pupils are identified as being at increased risk of behavioural escalation, the school will implement additional support strategies through Positive Handling Plans, Individual Behaviour Plans or other behaviour support plans.

3.8.2 Consideration for Pupils with SEND

Some pupils with special educational needs or disabilities may communicate distress through behaviours that challenge. The school recognises that pupils with SEND may be disproportionately affected by restrictive interventions.

Staff will seek to understand the underlying causes and triggers of behaviour and will work closely with:

- parents and carers
- the SENDCo
- pastoral and welfare staff
- relevant external professionals.

Where there is a foreseeable likelihood that restrictive interventions may be required, the school will complete a risk assessment and develop a behaviour support plan outlining preventative strategies and agreed responses.

The school will also make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage.

3.8.3 Seclusion

Seclusion refers to the supervised confinement of a pupil away from others where the pupil is prevented from leaving.

Seclusion will never be used as a disciplinary sanction or punishment.

Seclusion may only be used as a safety measure when a pupil is experiencing significant emotional or behavioural dysregulation and there is a risk of harm to themselves or others.

Where seclusion is used:

- the environment must be safe and appropriate

- the pupil must be supervised at all times
- the pupil will be allowed to leave as soon as the immediate risk of harm has reduced.

3.8.4 Recording and Reporting

From April 2026, the school has a statutory duty under Section 93A of the Education and Inspections Act 2006 to record and report each significant incident involving the use of force.

The school also has duties under the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025 to record incidents involving seclusion or restraint.

Incidents must be recorded as soon as practicable after the event, normally on the same day.

The school will record:

- the names of pupils and staff involved
- the date, time, location and duration of the incident
- a brief description of the incident and what led up to it
- any preventative or de-escalation strategies used
- why the intervention was considered necessary
- the type and degree of force used (if applicable)
- any injuries sustained
- any follow-up actions or support provided.

The school will continue to use Trackit Lights and CPOMS to document these incidents.

3.8.5 Informing Parents

Parents or carers will be informed of incidents involving the use of force, seclusion or restraint as soon as practicable, and normally on the same day.

Parents will receive written information about the incident which will include:

- the date, time and location of the incident
- why the intervention was necessary
- the type of intervention used
- any injuries sustained.

Where appropriate, parents may be invited to attend a meeting with school staff to review the incident and discuss strategies to prevent future occurrences.

3.8.6 Post-Incident Support and Review

Following any incident involving restrictive intervention:

- the pupil will be offered a medical check where appropriate
- staff involved will be supported and given time to debrief
- a restorative conversation will take place with the pupil where appropriate
- the incident will be reviewed to identify triggers and preventative strategies.

The DSL and Behaviour Lead will review incidents to determine whether further safeguarding measures, risk assessments or adjustments to behaviour support plans are required.

3.8.7 Monitoring and Oversight

The Behaviour Lead will analyse data relating to the use of restrictive interventions in order to:

- identify patterns or trends
- ensure the interventions are used proportionately
- inform staff training needs
- review the effectiveness of preventative strategies
- ensure equitable practice across all pupil groups.

Anonymised data will be reported to the Governing Body on a termly basis as part of the school's ongoing monitoring of behaviour and safeguarding.

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 Welfare Team make a risk assessment which identifies the support required, e.g. anger management, conflict resolution etc. 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 Trackit Light and 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 welfare team 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 and Personal Development curriculum. Within these methods are the resources provided by UNICEF to ensure that use a 'Rights Based Approach'.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. 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. **Miss Ensall**, 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 ensure 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 Instructions, these 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.

Respect yourself and
others

Listen and do as you
are asked



Try hard and do your
best

Be honest and do the
right thing

APPENDIX B – Pupil Expectations

Technology

- Mobile phones to be switched off and stored by the teacher at the start of the day.
- Mobiles are brought in at parents' discretion.

Movement around school

- Arrive at school on time each day. Put your belonging away, quietly enter class and start your morning task.
- Put up your hand and ask politely if you need to go to the toilet
- Line up quietly to move around school
- Walk on the left side at all times.

British values

-  Rule of law
-  Individual liberty
-  Mutual respect
-  Tolerance of different faiths and beliefs
-  Democracy



Our Values



Honesty

- Telling the truth
- Having integrity



Humility

- Not thinking less of yourself, but thinking of yourself less
- Trying to do the right thing
- Putting others first



Resilience

- Overcoming obstacles
- Solving problems
- Knowing it's okay if things sometimes go wrong



Responsibility

- Looking after yourself, others, the community and the environment
- Using your talents for the good of others as well as yourself

Evelyn Street Primary School Pupil Expectations



Uniform

- No jewellery - other than small plain, round ear stud. Only one in each ear
- No nail varnish or transfers
- Long hair tied back for PE
- Earrings must be removed or covered for PE
- Clearly labelled clothes
- PE Kit to be in school every day.

Homework

- All homework to be completed and returned on specified day.
- Any paper homework should be completed using a pencil.

Planners

- Planners should be signed and in school every day

Code of Conduct

- Respect yourself and others
- Try hard and do your best
- Listen and do as you are asked
- Be honest and do the right thing

APPENDIX C – Behaviour Pathways - Rewards Document

MAT Values	Contextual Values	Code of Conduct	Behaviour to Reward	Commendation Awards
<p>Children First</p> <p>Pioneering</p> <p>Resilience</p>	<p>Humility</p> <p>Responsibility</p> <p>Resilience</p> <p>Honesty</p>	<p>Respect yourself and others</p> <p>Listen and do as you are asked</p> <p>Try hard and do your best</p> <p>Be honest and do the right things</p>	<p>Be kind</p> <p>Tidy away resources</p> <p>Polite behaviour</p> <p>Willingness to contribute in class</p> <p>Return homework</p> <p>Finish task in lesson</p> <p>Use 'stuck strategy' when needed</p> <p>Edit and improve work independently</p> <p>Truthful answers</p> <p>Helping others who are struggling</p> <p>Speaking out at an injustice</p> <p>Taking responsibility for your actions</p>	<p><u>Conduct</u></p> <p>Bronze - 300 Praise Points</p> <p>Silver - 600 Praise Points</p> <p>Gold - 1000 Praise Points</p> <p><u>Uniform</u></p> <p>Bronze - Full uniform with appropriate footwear and P.E kit for one term</p> <p>Silver - Full uniform with appropriate footwear and P.E kit for two terms</p> <p>Gold - Full uniform with appropriate footwear and P.E kit for three term</p> <p><u>Attendance and Punctuality</u></p> <p>Bronze - 96% attendance or significantly improved for one term</p> <p>Silver - 96% attendance or significantly improved for two terms</p> <p>Gold - 96% attendance or significantly improved for three terms</p>

APPENDIX D – Behaviour Pathways – Consequences and Sanctions

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
Code of Conduct 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"> ○ Thinking card shown ○ Positive reframing used ○ Praise given when behaviour modified 	<ul style="list-style-type: none"> • Class Teacher • Teaching Assistant 	
Stage 2			
<ul style="list-style-type: none"> • Continuation of Stage 1 behaviours: <ul style="list-style-type: none"> - 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"> ○ Time-out – age appropriate time at class reflection table whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes) ○ Quiet conversation with class teacher ○ Positive reframing used ○ Parents notified at the end of the day 	<ul style="list-style-type: none"> • Class Teacher • Teaching Assistant 	<ul style="list-style-type: none"> ○ Keeping in touch meetings with class teacher
Stage 3			
<ul style="list-style-type: none"> • Continuation of Stage 2 behaviours <ul style="list-style-type: none"> - Frequent occurrences over 3 week period • Non-compliance with consequence • Refusal to complete learning tasks 	<ul style="list-style-type: none"> ○ Blue arrow card – 10 minutes in partner classroom ○ Reflection form completed ○ Refusal: Child reminded of appropriate choices and put on the clock. ○ Detention given to complete any missed learning at next break and restorative conversation with class teacher ○ Incident recorded on CPOMS ○ Formal meeting agreed with parents to discuss 	<ul style="list-style-type: none"> • Class Teacher • Teaching Assistant • Partner Class Teacher 	<ul style="list-style-type: none"> ○ Attend meeting with Class Teacher as agreed
Stage 4			
<ul style="list-style-type: none"> • Continuation of Stage 3 behaviours <ul style="list-style-type: none"> - Frequent occurrences over 3 week period • Two reflection forms completed in one half term OR • Fighting • Harmful deliberate contact to another pupil • Being deliberately verbally abusive 	<ul style="list-style-type: none"> ○ Pupil sent to Key Stage Leader who will complete an investigation and record on CPOMS ○ Detention(s) given as appropriate ○ Parents to attend meeting with Class Teacher and Key Stage Leader ○ Restorative conversation supported by Class Teacher ○ Behaviour Lead notified ○ Welfare Team notified to consider additional support ○ Implementation of IBP considered 	<ul style="list-style-type: none"> • Class Teacher • Key Stage Leader • Behaviour Lead • Welfare Team 	<ul style="list-style-type: none"> ○ Attend meeting with Class Teacher and Key Stage Leader
Stage 5			
<ul style="list-style-type: none"> • Continuation of Stage 4 behaviours OR • 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 	<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 and parents to consider next steps – possible suspension or permanent exclusion ○ Welfare Team involvement ○ LA notified and involved where necessary 	<ul style="list-style-type: none"> • Class Teacher • Behaviour Lead • Headteacher • Welfare Team • Local Authority 	<ul style="list-style-type: none"> ○ Attend meetings with key staff and external agency as required

- Significant damage to property			
----------------------------------	--	--	--

Protocol #1 – Movement Around School

- Children should line up quietly, 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 quietly, 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 lockers) 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 the day

At the start of the day, children should:

- Enter the building quietly and make their way to their designated locker/cloakroom cupboard.
 - The children should remove their reading book and planner, water bottle, snack and any homework from their bag to take with them into the classroom.
 - If a locker has been assigned, then all items (coat, book bag and lunch box) are to be stowed away inside and the door closed and secured.
 - If a cloakroom cupboard has been assigned, then their coat and bag must be hung up on an empty peg. The child should then make their way to the lunchbox trolley to neatly stow their lunch box.
- Children enter the classroom and put their items away:
 - Reading books and planners will put in the designated place, this may differ in KS1 if it is a day that books are being changed. This will be pre-planned and staff will notify children.
 - Snack should either be put into the child's tray or designated place within the classroom.
 - Homework will be put in the designated place on the day that it is due in.
 - Water bottles will be placed on or under the table, so that they are close-by but will not spill on to work.
- Children will then sit at their designated seat and begin starter activity.
- During a class discussion, children to actively be involved by putting their hands up to offer ideas.
- When a given task has been completed, child to notify class teacher and await further instruction.
- Children do not leave their seat without consent from a member of staff.

At the end of the day

- 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 locker or cloakroom cupboard whilst being supervised by an adult.
- 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 KS1, children will remain seated and wait for the class teacher to call them forward to go out to their grown-up.
 - If in KS2, children will put their chairs up, line up with their belonging 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 independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.

Protocol #3 - Lunchtime Routine

- Pupils enter the dining hall quietly and sit at the table as directed.
- Those with packed lunches will start eating once seated.
- A member of staff will notify those having a school meal when to line up.
- Children should go up to the serving hatch in Year groups.
- Children line up on the right of the hatch.
- Lunch is ordered in advance the previous day as part of the morning routine.
- The child will take their tray from the member of staff and get themselves a dessert before moving to the table on the left side of the hall.
- 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 whose locker is on the ground floor, will take their lunchbox back to their locker once finished.
 - Children whose cloakroom cupboard is upstairs, will put their lunchbox in a designated place before retrieving before they return to class.
 - Those children having a school meal, will take their tray to the cleaning station. They must put their cups and cutlery in the designated bowls, before scraping any unwanted food into the bowl provided. The tray should then be stacked neatly in the designated space.
- When finished children should then read, talk quietly within their table group or engage in a staff led activity until they are asked to move to the playground.
- Once the majority of the children on the table have finished, they will be asked to line up quietly by the member of staff.
- Target children will ask staff when appropriate for permission to turn their tray to ensure a sufficient amount has been eaten; this will be shared with parents.

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.

Protocol #4 – Lesson Routine: PE

Before PE

- If lesson is at the start of the day, children come to school in their P.E kit with their uniform in a bag.
- If lesson is later in the day, class teacher should arrange for the children to get changed prior to the start of the lesson.
- P.E is delivered by our P.E coach who will arrive at the class ready to start the lesson.
- Children will walk quietly to either the hall, court or field ready for the lesson to continue.

After PE

- P.E coach will escort the children back into class.
- Children to change quickly and quietly out of their kit and into their uniform.
- Children must ensure all of their kit is in their bag before returning it to its designated space.
- P.E coach will reiterate the key learning points whilst waiting for the teacher to return.

Protocol #5 – Morning Break Routine

Morning Break: Classes have a 20 minute break comprising 10 minutes outdoor play and 10 minutes within the classroom, where healthy snacks can be eaten. For each class, their indoor snack and outdoor play could be first or second.

Outdoor Play:

- Children will arrive on the playground and engage with the varying activities with the different areas.
- Equipment must be tidied before moving to another area.
- Members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another.
- Designated 'play leaders' will support their classmates and support with the collection of the play equipment.
- Staff will use signal, pause and insist whilst raising their hand to signal the end of break.
- Children will walk to their line before being escorted back to their classroom.

Indoor Play (wet or other):

- Activities will be provided in class.
- Children to be supervised by a member of their classroom staff.

Snack time:

- 2 snack monitors collect the snack from the dining hall and take it to the classroom.
- A snack monitor or class teacher will read the list to signal those who have ordered to collect it.
- Those having home snack, can retrieve it from its designated place and return to their seat before consuming.
- In KS1, once the children have finished their snack and have disposed of any rubbish, they may go outside for break.
- In KS2, whilst the children are eating a snack, Newsround will be displayed on the interactive screen.
- When children have finished their snacks, they should ensure their learning area is clean.

* Children will be encouraged to use the bathroom during break times. They must ask permission.

Protocol #6 – Lunch Break Routine – Key Stage 1

Lunch time: Classes have 25 – 30 minutes session within the dining hall before moving outside for 15-20 minutes outdoor play.

	Court	Astro	Quiet Area	Reading Hut
Monday	Ball Games	Parachute	Colouring	Caring for books Quiet reading
Tuesday	Ribbons	Hoops and Balance Boards	Dot-to-dot	Caring for books Quiet reading
Wednesday	Basketball	Parachute	Colouring	Caring for books Quiet reading
Thursday	Skipping	Stilts and Balance Boards	Word Search	Caring for books Quiet reading
Friday	Ball Games	Parachute	Colouring	Caring for books Quiet reading

- First member of KS1 staff out on the playground at 12.25pm. This person will monitor the playground until another member of staff is out. Second member of KS1 staff out on the playground at 12.30pm. Third member of KS1 staff out on the playground when LKS2 come into the hall.
- No other equipment is to be used apart from the equipment that is planned on the timetable.
- No running on the astro – this area is for the planned activity or for sitting at the benches.
- Reading hut is to be opened everyday by a member of staff.
- First Aid kits to be taken outside, first aid to be administered at the bench.
- At 12.45pm adults to support children with tidying away. 1,2,3 to be called at 12.50pm when all staff are on the playground and each class to walk to their classrooms one at a time. Trackit points to be given. Staff to support key children.

Protocol #6 – Lunch Break Routine – Key Stage 2

	Court	Astro	Quiet Area	Children led clubs
Monday	Tennis	Skipping	Chess	Reading
Tuesday	Play Leader led	Parachute	Jenga	Craft
Wednesday	Basketball	Boules	Connect 4	Reading
Thursday	Dodgeball	Hoops/skipping	Chess	Dance/fitness circuit
Friday	Football	Limbo or parachute	Jenga	Origami

- First member of LKS2 staff out on the playground at 12.50pm. This person will monitor the playground until another member of staff is out. Chess will be set up but no other equipment to be used on the playground until a second member of staff comes out.
- Second member of LKS2 staff out on the playground at 12.55pm, the court area can then be used and monitored by the second member of staff, leading the time tabled activity.
- Third member of LKS2 staff out on the playground at 1pm when all children are out of the hall or there are staff in the dining hall from UKS2. This member of staff will then open and monitor the astro area, lead the time tabled activity and open the reading hut.
- No other equipment is to be used apart from the equipment that is planned on the timetable.
- No running on the astro – this area is for the planned activity or for sitting at the benches.
- Reading hut is to be opened everyday by a member of staff when the astro area is open. There are reading clubs on certain days led by the children in LKS2 with support from an adult.
- First Aid kits to be taken outside, first aid to be administered at the bench.
- At 1:10pm adults to support children with tidying away. 1,2,3 to be called at 1:15pm. Children then line up in their class lines quietly, collecting their belongings on the way.

Protocol #7 - Use of Reasonable Force

- Class teacher makes a judgment and assessment of a situation that arises, and they feel that reasonable force is required to maintain the safety of a child & those around them.
- If a behaviour plan is in place, then the protocols within it should be followed.
- Call for urgent assistance either by walkie talkies, telephone or using the red card system in place. If time is of the essence and the safety of the child or those around them is at risk – **TAKE IMMEDIATE ACTION!**
- Trained colleagues will attend to assist and provide support as required. Their aim is to calm the child, so they are ready to return to their learning, this decision is made by the team delivering support including the child's class teacher.
- Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child's dignity as a priority with **TWO** adults present.
- Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.
- All incidents **MUST** be recorded on Trackit Lights. Recording of the incident will be completed - this will include an entry on Trackit Lights, completion of a Positive Handling form and child's parents notified verbally, followed by written correspondence regarding the incident.
- Inform the DSL who will review the incident and either complete or amend a risk assessment and action plan for the child in the event of future incidents.

My Feelings - Reflection

What happened?

How did you feel?



Angry



Upset



Worried



Nervous



Stressed



Other

What can you do next time?

How do you feel now?



Angry



Upset



Worried



Nervous



Stressed



Other

Are you ready to return to class?



Toolkit Template B – KS2 Reflection Sheet

Behaviour Reflection

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

Toolkit Template C – Positive Handling Plan



Evelyn Street – 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 		Recovery behaviours:- <ul style="list-style-type: none"> (list what the child usually does) <i>For example:</i> XX apologies for his/her behaviours XX will do an activity s/he has chosen on his/her choice board 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 	Strategies to use:- <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 2	Stage 3	Stage 4	Stage 5
Behaviours displayed:- <ul style="list-style-type: none"> (List usual behaviours) 	Behaviours displayed:- <ul style="list-style-type: none"> (List usual behaviours) 	Behaviours displayed:- <ul style="list-style-type: none"> (List usual behaviours) 	Behaviours displayed:- <ul style="list-style-type: none"> (List usual behaviours) 	Behaviours displayed:- <ul style="list-style-type: none"> (List usual behaviours)
Strategies to use:- <ul style="list-style-type: none"> (list strategies regularly used) 	Strategies to use:- <ul style="list-style-type: none"> (list strategies regularly used) 	Strategies to use:- <ul style="list-style-type: none"> (list strategies regularly used) 	Strategies to use:- <ul style="list-style-type: none"> (list strategies regularly used) 	Strategies to use:- <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 (add comments if needed)
 (these will be recorded above, but are listed here to serve as a reminder and to record/ note why some strategies should not be used)

Chill out time e.g. Butterfly Room	Distraction	State alternatives or choices	State consequences	Take up time
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:		
Class Teacher:		Date:	Other staff member:		Date:
SENDCo:		Date:	Behaviour Lead:		Date:
Other:		Date:			



Evelyn Street Primary Academy & Nursery

Evelyn Street
Warrington
WA5 1BD

Telephone: 01925 495567
Email: evelyn.office@wpat.uk
Headteacher: Mrs L Smith

Part of Warrington Primary Academy Trust | Together We Forge Our Tomorrows

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.

<p>Action Taken please tick</p> <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)
<p>Consequences/Further action please tick</p> <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 L Smith
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: _____