



## Beamont Primary Academy

### Behaviour Policy Principles, Exclusion Procedures and Anti-Bullying Strategy

Ratified: March 2025

Next Review Date: March 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"><li>• Safeguarding and child protection policy</li><li>• Beamont Curriculum statement and guidance</li><li>• Relationship education policy</li><li>• Code of Conduct</li><li>• SEND Policy and statement</li></ul>
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	Janet Bacon
Changes in latest version:	KCSIE 2024 updates

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## 1. Purpose

### 1.1 Statement of Intent

Beamont Primary School 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 behaviour 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 Janet Bacon.

#### **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 model in classrooms and when round school good behaviour management and are available to support behaviour to develop all staffs CPD. 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 Deputy DSL: **Karen Morris**
2. Behaviour lead and Deputy DSL: **Laura Halpin**
3. Behaviour and Mental Health lead: **Lisa Scullion**
4. Safeguarding coordinator and Deputy DSL: **Kiera Bonnon**
5. PP lead and Assistant Headteacher: **Natalie Badley**
6. SENDCo: **Emily Arnaud**
7. Learning Mentor: **Nicola Driscoll**
8. Safeguarding coordinator, Attendance Officer and Deputy DSL: **Alex Hollis**

## 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 and

Beamont Primary school. 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:

- Be Ready
- Be Respectful
- Be Safe

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 specify 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	Start of the day
3	Lunch
4	PE
5	Break

### 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.

Across the school we have introduced individual electronic reward system named 'Trackit-lights', which allows pupils to earn points for following our school rules. The children then receive a badge and certificate when they reach specific totals. Staff do not use their own localised reward systems.

### 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

These can be found in the Toolkits at the end of this document. We have a separate policy about the use of reasonable force.

### 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. 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 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 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 Trackit Light and 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.

## **3.8 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, 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.

### 3.9 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 CPOMS system to record safeguarding concerns and behaviour incidents. 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 cyber bullying) 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 Cyber bullying 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. **Our Safeguarding co-ordinations and DSL's**, 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'.

## APPENDIX A – Code of Conduct



# Beamont Primary School

## Pupil Expectations

## British Values



### Beamont's Core Values:



Aspiration  
Belonging  
Compassion  
Respect

DEMOCRACY

THE RULE OF LAW

MUTUAL RESPECT



INDIVIDUAL  
LIBERTY



TOLERANCE  
OF THOSE WITH DIFFERENT  
FAITHS AND BELIEFS

### Technology (Y5 & 6 only)

Mobile phones should be switched off and given to the class teacher at the start of the day.

Mobiles are brought in at the parents' discretion.

### Behaviour Rules

Be Ready

Be Respectful

Be Safe

### Uniform

- No jewellery – other than small plain round ear stud. One in each ear (removed or covered for P.E.)
- No nail varnish
- Shoes - plain black school shoes – no trainers for school.
- Long hair tied back and only school coloured accessories.

#### Shirt

- White polo/shirt from Reception to Year 4
- White shirt in Year 5 and Year 6

#### Bottoms

- Dark grey trousers/skirt/pinafore dress
- Summer options: grey shorts/light blue checked summer dress

#### Jumper

- Navy blue jumper with school badge on
- Reception to Year 4 - round or v neck sweatshirt/woolen jumper/cardigan
- Year 5 and Year 6 - v-neck sweatshirt/woolen jumper or cardigan

#### Tie

- Navy and white diagonal striped tie to be worn in Year 5 and Year 6
- Ties are optional in other years, but we ask that they are worn with shirts.

#### Socks

- White/grey/grey tights



### Children First • Resilience • Pioneering

#### Movement around school

Arrive at school on time through the correct doors:

Hang all of your belongings on the pegs

Enter the classroom quietly and start your task

Walk around the school quietly so that you do not disturb learning.

APPENDIX C – Behaviour Pathways - Rewards Document

MAT Values	School Rules	School Values	Behaviour to reward	Awards
Childrens first  Piorering  Resilence	Be Ready  Be Respectful  Be Safe	Aspiration  Belonging  Compastion  Resepct	We reward these behaviours when the children are going above and beyond showing our values.  Being Ready Being Respectful Being Safe Joining in/contributing well Great effort in lesson Green Zone on Doodle Showing resilience Being piorneering Showing compassion Belonging Showing asipration	<u>Conduct:</u>  Bronze Award: 100 Silver Award: 200 Gold Award: 300 Diamond Award: 400

## APPENDIX D – Behaviour Pathways – Consequences and Sanctions

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
<b>Code of Conduct being followed, no behaviour concerns</b>	Regular verbal praise, praise points awarded, and feedback to home.	All staff.	Praise and reward.
<b>Stage 1</b>			
<ul style="list-style-type: none"> <li>• <b>Shouting out</b></li> <li>• <b>Chatting</b></li> <li>• <b>Wasting learning time</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Warning card shown</li> <li>○ Positive reframing used</li> <li>○ Praise given when behaviour modified</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> </ul>	
<b>Stage 2- Amber</b>			
<ul style="list-style-type: none"> <li>• <b>Continuation of Stage 1 behaviours:</b> <ul style="list-style-type: none"> <li>- High frequency of occurrences in one or more lessons throughout the day</li> </ul> </li> <li>• <b>Being disrespectful</b></li> <li>• <b>Name calling</b></li> <li>• <b>Use of inappropriate language</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Time-out – age appropriate time at class reflection table whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes)</li> <li>○ Quiet conversation with class teacher</li> <li>○ Positive reframing used</li> <li>○ Parents notified at the end of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>○ Keeping in touch meetings with class teacher</li> </ul>
<b>Stage 3- Yellow</b>			
<ul style="list-style-type: none"> <li>• <b>Continuation of Stage 2 behaviours</b> <ul style="list-style-type: none"> <li>- Frequent occurrences over 3 week period</li> </ul> </li> <li>• <b>Non-compliance with consequence</b></li> <li>• <b>Refusal to complete learning tasks</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Blue arrow card – 10 minutes in partner classroom</li> <li>○ Reflection form completed</li> <li>○ Refusal: Child reminded of appropriate choices and put on the clock.</li> <li>○ Detention given to complete any missed learning at next break and restorative conversation with class teacher</li> <li>○ Incident recorded on <b>CPOMS Level 3</b></li> <li>○ Formal meeting agreed with parents to discuss</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> <li>• Partner class teacher</li> </ul>	<ul style="list-style-type: none"> <li>○ Attend meeting with class teacher as agreed</li> </ul>
<b>Stage 4- Red</b>			
<ul style="list-style-type: none"> <li>• <b>Continuation of Stage 3 behaviours</b> <ul style="list-style-type: none"> <li>- Frequent occurrences over 3 week period</li> </ul> </li> <li>• <b>Two reflection forms completed in one half term</b></li> <li>OR</li> <li>• <b>Fighting</b></li> <li>• <b>Harmful deliberate contact to another pupil</b></li> <li>• <b>Being deliberately verbally abusive</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Pupil sent to Key Stage Leader who will complete an investigation and record on Track-it Light</li> <li>○ Detention(s) given as appropriate</li> <li>○ Parents to attend meeting with class teacher and key stage leader</li> <li>○ Restorative conversation supported by class teacher</li> <li>○ Behaviour Lead notified</li> <li>○ Welfare team notified to consider additional support</li> <li>○ Implementation of IBP considered</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Key Stage Leader</li> <li>• Behaviour Lead</li> <li>• Welfare Team</li> </ul>	<ul style="list-style-type: none"> <li>○ Attend meeting with class teacher and key stage leader</li> </ul>
<b>Stage 5- Red</b>			
<ul style="list-style-type: none"> <li>• <b>Continuation of Stage 4 behaviours</b></li> <li>OR</li> <li>• <b>Persistent disruptive behaviour</b></li> <li>• <b>Serious one off incident</b> <ul style="list-style-type: none"> <li>- <b>Weapon(s)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Pupil sent to Behaviour Lead who will complete an investigation and record on Track-it Light</li> <li>○ Meeting with class teacher, behaviour lead and parents to consider next steps – possible suspension or permanent exclusion</li> <li>○ Welfare team involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Behaviour Lead</li> <li>• Headteacher</li> <li>• Welfare Team</li> <li>• Local Authority</li> </ul>	<ul style="list-style-type: none"> <li>○ Attend meetings with key staff and external agency as required</li> </ul>

<ul style="list-style-type: none"><li>- Deliberate assault of adult or pupil causing significant or life-threatening injury</li><li>- Significant damage to property</li></ul>	<ul style="list-style-type: none"><li>o LA notified and involved where necessary</li></ul>		
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## 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.
- 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.

## 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 cloakroom cupboard.
  - The children should remove their reading book and reading record, water bottle and any homework from their bag to take with them into the classroom.
  - If a cloakroom cupboard has been assigned, then their coat and bag must be hung up on an empty peg. The children also keep their lunchbox on their peg.
- Children enter the classroom and put their items away:
  - Reading books and diaries 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.
  - Homework will be put in the designated place on the day that it is due in.
  - Water bottles will be placed in the designated place.
- Children will then sit at their designated seat and begin starter activity.

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 cloakroom cupboard whilst being supervised by an adult.
- Children then make their way outside to the designated area and remain in a line ready to be collected by their adult.

## 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 when invited by a member of staff.
- Lunch is ordered in advance as part of the morning routine.
- The child will take their tray from the member of staff and choose their dessert before moving to the 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.
  - 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.

Please note, that during lunch times, we are trialing having 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**

- Children will get changed out of their uniform and into their PE kit ready for the lesson.
- Teachers/PE coach will check for jewellery/hair/etc. ensuring that everyone is safe to start the lesson.
- Children will walk quietly to either the hall, MUGA or playground ready for the lesson to continue.

### **After PE**

- P.E coach or teacher 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.

## Protocol #5 – Break Routine

### **Snack time:**

- 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.

**Morning Break:** Each class is given a 10-12 minute break outside on the playground to play with a variety of equipment.

**Lunch time:** Classes have a lunch session within the dining hall to eat their dinner before moving outside for 30 minutes (when children have finished eating) outdoor play.

### **Outdoor Play:**

- Members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another.
- Staff will use a whistle 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 by their teacher.

### **Indoor Play (wet or other):**

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

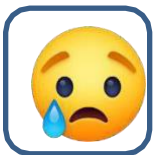
# My Feelings - Reflection

What happened?

How did you feel?



Angry



Upset



Worried



Nervous



Stressed



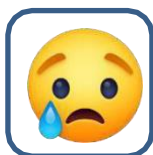
Other

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

What could I have done differently?	<div></div> <div></div> <div></div>
What did I achieve?	<div></div> <div></div> <div></div>
What could have gone better?	<div></div> <div></div> <div></div>
What have I learned?	<div></div> <div></div> <div></div>

