Penketh Primary Academy

Behaviour Policy Principles, Exclusion Procedures and Anti-Bullying Strategy

Ratified: Sep 2024

Next Review Date: Sep 2025

Policy Responsibilities and Review

Policy type:	School
Guidance:	Behaviour in Schools – September 2022 Keeping Children Safe in Education- September 2023
Related policies:	School Policies and Procedures: - Safeguarding and child protection policy - Penketh 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

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1. Purpose

1.1 Statement of Intent

Penketh 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.
- 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.

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 **Olivia Mcmurray**.

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', 2024 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' July 2022.
- 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 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: Rebecca Kayll
2. Assistant Head teacher, Behaviour lead KS1, Deputy DSL, Designated Teacher and PP lead: **Philip Towey**
3. Behaviour Lead KS2**: Gill Clarke**
4. SENDCo: **Emily Arnaud**
5. Assistant SENDCo: **Lucy Anderson**
6. School Mental Health Lead Practitioner: **Karen Hennis**
7. School Mental Health Lead**: Emma Horton**
8. Attendance Lead: **Rebecca kayll**
9. Medical Lead: **Jill Allen**

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. Listen.
2. Do as asked.
3. Work well with others.
4. Be the best you can be.

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 is 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 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.

Across the school we use an individual electronic reward system named 'E-Praise', which allows pupils to earn and save rewards before redeeming them for prizes. In addition, all pupils and staff are members of house teams where E-Praise points are totaled towards achieving a termly team reward. 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
      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. 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'. August 2024

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. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable children.

A staff team are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, this team will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

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, 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 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:

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- 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. **Rebecca Kayll**, 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.

Listen

Work well with others

Do as asked

Be the best we can be

WARRINGTON PRIMARY ACADEMY TRUST

PENKETH

APPENDIX B- PUPIL EXPECTATIONS DRAFT FORM

APPENDIX C – Behaviour Pathways - Rewards Document

MAT Values	Penketh Powers	Code of Conduct	Behaviour to Reward	Commendation Awards	ePraise Gift Shop
Children First	Resilience	Listen	Be kind	**Conduct**	**Suggestions**
Pioneering	Responsibility	Do as asked	Tidy away resources	**Bronze** - 300 Praise Points	**75 - 150**: Extra play/trim trail
Resilience	Respect	Work well with others	Polite behaviour	**Silver** - 600 Praise Points	
	Kindness	Be the best we can be	Willingness to contribute in class	**Gold** - 1000 Praise Points	**150 - 300**: book
			Return homework	**Sapphire** - 1500 Praise Points	
			Finish task in lesson	**Ruby** - 2000 Praise Points	**300 - 400**:Class teacher's chair/class teachers desk
			Use 'stuck strategy' when needed	**Platinum** - 2500 Praise Points	
			Edit and improve work independently	**Weekly Attendance and Punctuality**	**400**: Lunch time board club for a week
			Truthful answers	**5 Praise Points -** 100% attendance	
			Helping others who are struggling	**3 Praise Points** - 98% attendance	**500**: Own clothes day
			Speaking out at an injustice	**2 Praise Points-** 95% attendance	
			Taking responsibility for your actions	**Accolades**	**750**:Tea/juice/hot chocolate and Toast with Headteacher
				Sporting - 5 Praise point	
				Choir - 5 prasie Point	
				Anti bullying Ambassador - 5 Praise Points	School council to update rewards
				School Council - 5 praise Points	
				Eco Ambassador - 5 praise Points	
				Community - 5 praise Points	
				Uniform - 5 Praise Points	

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			
• **Shouting out** • **Chatting** • **Wasting learning time**	o Thinking card shown o Positive reframing used o Praise given when behaviour modified	• Class teacher • Teaching Assistant	
Stage 2			
• **Continuation of Stage 1 behaviours:** - High frequency of occurrences in one or more lessons throughout the day • **Being disrespectful -** • **Name calling** • **Use of inappropriate language**	o Time-out – age appropriate time at class reflection table whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes) o Quiet conversation with class teacher o Positive reframing used o Parents notified at the end of the day	• Class teacher • Teaching Assistant	o Keeping in touch meetings with class teacher
Stage 3			
• **Continuation of Stage 2 behaviours** - Frequent occurrences over 3 week period • **Non-compliance with consequence** • **Refusal to complete learning tasks**	o Red arrow card – 10 minutes in partner classroom o Reflection form completed o Refusal: Child reminded of appropriate choices and put on the clock. o Detention given to complete any missed learning at next break and restorative conversation with class teacher o Incident recorded on CPOMS o Formal meeting agreed with parents to discuss	• Class teacher • Teaching Assistant • Partner class teacher	o Attend meeting with class teacher as agreed
Stage 4			
• **Continuation of Stage 3 behaviours** - 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**	o Pupil sent to Key Stage Behaviour Lead who will complete an investigation and record on CPOMS o Detention(s) given as appropriate o Parents to attend meeting with class teacher and key stage behaviour lead o Restorative conversation supported by class teacher o Welfare team notified to consider additional support – SEN o Implementation of IBP considered	• Class teacher • Key Stage Leader • Behaviour Lead • Welfare Team	o Attend meeting with class teacher and key stage leader
Stage 5			

• **Continuation of Stage 4 behaviours**
OR
• **Persistent disruptive behaviour**
• **Serious one off incident**
  - **Weapon(s)**
  - **Deliberate assault of adult or pupil causing significant or life-threatening injury**
  - **Significant damage to property**
	o Pupil sent to Behaviour Lead who will complete an investigation and record on CPOMS
	o Meeting with class teacher, behaviour lead and parents to consider next steps – possible suspension or permanent exclusion
	o Welfare team involvement
	o LA notified and involved where necessary
		• Class teacher
		• Behaviour Lead
		• Headteacher
		• Welfare Team
		• Local Authority
			o Attend meetings with key staff and external agency as required

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 classroom.
    - 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.
    - Coat, book bag and lunch box are to be stowed away inside and the door closed and secured.

- 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 class trolley 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 trolley, 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 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.
- 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.
    - 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

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- 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.
- P.E coach will reiterate the key learning points whilst waiting for the teacher to return.

Protocol #5 – Break Routine

Morning Break: Classes have a 20 minute break
Lunch time: Classes have 25 – 30 minutes session within the dining hall before moving outside for 30 minutes outdoor play.

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.
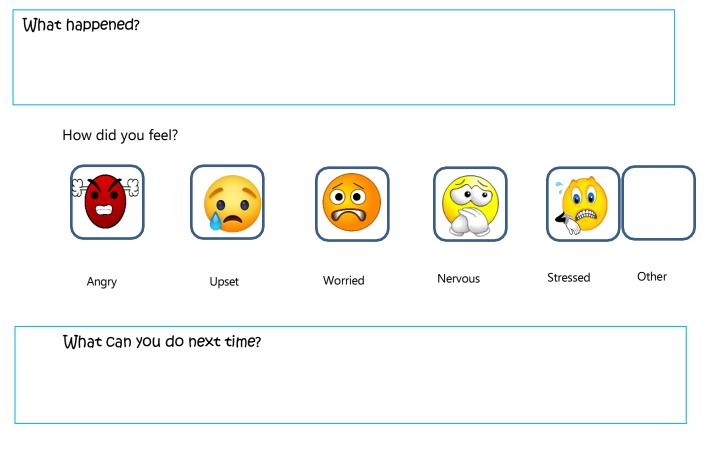
* Children will be encouraged to use the bathroom during break times. They must ask permission.
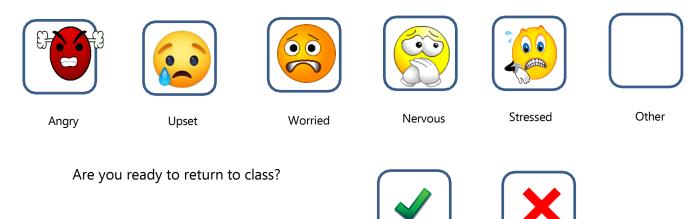
Protocol #6 - Use of Reasonable Force

- 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 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. Recording of the incident will be completed - this will include an entry on CPOMS, 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?	_____ _____ _____
What did I achieve?	_____ _____ _____
What could have gone better?	_____ _____ _____
What have I learnt?	_____ _____ _____

Toolkit Template C – Positive Handling Plan

Penketh Primary Academy – 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:
• 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:- • (list what the child usually does) • *For example:* 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:-. • (list what strategies usually work) • *For example:* XX to have consequence as per behaviour policy • Adult to accept the apology • Recap what is expected of XX using 'Now and next' board • Offer support to complete the task or explain when the task will be completed using timer	

Stage 1	Stage	Stage 3	Stage 4	Stage 5
Behaviours displayed:- • (List usual behaviours) •	Behaviours displayed:- • (List usual behaviours) •	Behaviours displayed:- • (List usual behaviours) •	Behaviours displayed:- • (List usual behaviours) •	Behaviours displayed:- • (List usual behaviours) •
Strategies to use:-. • (list strategies regularly used) •	Strategies to use:-. • (list strategies regularly used) •	Strategies to use:-. • (list strategies regularly used) •	Strategies to use:-. • (list strategies regularly used) •	Strategies to use:-. • (list strategies regularly used) •
Triggers/Behaviours/Situations likely to result in unwanted behaviour *When does it occur? Where does it occur? (Describe common triggers)*				

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. Sunshine 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:		Date:
Class teacher:		Date:	Other staff member:		Date:
SENCo:		Date:	Behaviour lead:		Date:
Other:		Date:			

Toolkit Template D – Record of Use of Reasonable Force **RED BOOK** if not use the sheet below

This report should normally be completed as soon as practically possible after the incident by person/s involved in incident or, if not practical, by a senior member of staff.

Details of pupil or pupils on whom force was used - name, class, and any SEN, disability or other vulnerability
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid and/or medical attention required
Reasons for making a record of the incident
Follow up, including post-incident support and any disciplinary action against pupils
Any information about the incident shared with staff not involved in it and external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed
Has any complaint been lodged (details should not be recorded here)?

Report compiled by:	Report countersigned by:
Name and role:	Name and role:
Signature:	Signature:
Date:	Date:

Other witnesses:

Toolkit Template E – Letter to Parents/Carers Re of Use of Reasonable Force

Dear Parent/Carer

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

Action Taken please tick
◊   Children concerned interviewed
◊   Adult involvement
◊   Interview
◊   Phase leader informed. If not then this should be dealt with by the class teacher.
◊   Behaviour Lead informed
◊   Parent/Carer informed
◊   Positive Handling (if appropriate)
◊   Other (please state)
Consequences/Further action please tick
◊   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 R Kayll
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: _____

Protocol #7 – Break Time routine – KS1 and KS2

Lunch time: Classes leave the hall by 12:10 and have 30minutes outdoor play

	Shelter	Playground	Astro turf	Quiet Zone
Monday	Y1 Classroom	Skipping ropes, hoops and cup and ball games	Parachute games	Selection of books and colouring
Tuesday	Y1 Classroom	Skipping ropes, hoops and cup and ball games	Ball games	Selection of books and colouring
Wednesday	Y1 Classroom	Skipping ropes, hoops and cup and ball games	Parachute games	Selection of books and colouring
Thursday	Y1 Classroom	Skipping ropes, hoops and cup and ball games	Ball games	Selection of books and colouring
Friday	Y1 Classroom	Skipping ropes, hoops and cup and ball games	Parachute games	Selection of books and colouring

- First member of staff out on the playground at 12.05pm. This person will monitor the playground until another member of staff is out. Second member of KS1 staff out on the playground at 12.10pm.
- 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.
- Quiet area 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.
- First Aid slips to be given toc lass teacher on line up
- At 12.35pm adults to support children with tidying away. Whistle to be blow at 12.35pm to tidy up when all staff are on the playground and each class to walk to their classrooms one at a time. Praise points to be given.
- Staff to support key children as identified by Behaviour lead

Lunch time: Two sitting Y3 and Y5 12:10-1:00 and Y4 and Y6 12:30-1:20

	Trim trail	Football zone	Parent Carpark Zone	Playground	Benches Playground	Anti - Bullying Ambassador led clubs 12:30-1:00
Monday		12:30-12:50 Y5 1:00-1:20 Y4	Skipping games and Bat and ball games	Basket Ball	Top Trumps	TBC
Tuesday		12:30-12:50 Y3 1:00-1:20 Y6	Skipping games and Bat and ball games	Netball	Loom Bands	TBC
Wednesday		12:30-12:50 Y5 1:00-1:20 Y4	Skipping games and Bat and ball games	Basket Ball	Drawing and colouring	TBC
Thursday		12:30-12:50 Y3 1:00-1:20 Y6	Skipping games and Bat and ball games	Netball	Lego	TBC
Friday		PE Class of the week	Skipping games and Bat and ball games	Parachute	Board Games	TBC

- First member of staff out on the playground at 12.25pm. This person will monitor the playground until another member of staff is out. Second member of KS2 staff out on the playground at 12.40pm.
- No other equipment is to be used apart from the equipment that is planned on the timetable.
- Staff to supervise their allotted zones
- First Aid kits to be taken outside, first aid to be administered at the bench.
- First Aid slips to be given toc lass teacher on line up
- Adults to support children with tidying away. Whistle to be blown to tidy up when all staff are on the playground and each class to walk to their classrooms one at a time. Praise points to be given.
- Staff to support key children as identified by Behaviour lead