



WIDNES
ACADEMY

ASPIRING AND ACHIEVING

Behaviour Policy 2025-2026

Ratified by Governors: Autumn Term 2025

Next Review Date: Autumn Term 2026

Link: Mrs L. Kirchin

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE WADE DEACON TRUST

1. Introduction

The Behaviour Policy is designed to promote high behavioural standards and expectations across our school community, encompassing pupils, staff, volunteers, and parents. Grounded in the Education and Inspections Act 2006, this policy underscores our commitment to fostering an environment of mutual respect and consideration while ensuring compliance with legal obligations. It aligns with other essential policies, such as Safeguarding, Anti-Bullying, and Equality.

Our core values underpin expected behaviours, which are articulated through clearly defined school rules. The roles and responsibilities of the Principal, teachers, pupils, and parents are integral to upholding this policy, promoting a positive school culture. Behaviour management strategies encompass effective classroom management techniques, fostering positive behaviours through rewards while ensuring appropriate, proportionate sanctions for misconduct. Special consideration is given to pupils with Special Educational Needs and Disabilities (SEND), ensuring equitable behaviour expectations. Continuous monitoring, review procedures, and communication with the school community will ensure the policy's ongoing effectiveness and relevance.

2. Definitions

In the context of a school setting, "School Staff" encompasses any paid member of the school community and any individual assigned temporary responsibility for pupils by the Principal, including unpaid volunteers or those accompanying pupils on school trips.

Misbehaviour is characterised by actions that disrupt the learning environment. This includes disturbances during lessons, in corridors between classes, and at break and lunchtimes, as well as non-completion of classwork, poor attitude, and defiance in following instructions.

Serious misbehaviour, which requires immediate attention, involves repeated violations of school rules, all forms of bullying, and acts such as sexual assault, vandalism, and theft. It also includes fighting and behaviours that are racist, sexist, homophobic, or otherwise discriminatory, as well as possession of prohibited items, which include knives, alcohol, illegal drugs, and stolen property.

This school wholeheartedly acknowledges and supports OFSTED's review of sexual abuse in schools and colleges (2021). We maintain a zero-tolerance policy towards sexual abuse, sexual harassment, and online sexual exploitation within our educational environment. Such unacceptable behaviours will not be tolerated, and we are committed to ensuring a safe and supportive atmosphere for all students.

In addition to our curriculum's Relationships, Sex and Health Education (RSHE) and our robust safeguarding measures, we will implement the full range of sanctions outlined in our policy to address any incidents of this nature. All allegations will be rigorously investigated and treated as both behavioural and safeguarding incidents. Our approach is to act decisively, ensuring that our response not only addresses the immediate issue but also reinforces our commitment to promoting a culture of respect, safety, and wellbeing for every member of our school community.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This insidious behaviour is, therefore, characterised by being deliberately hurtful, repeated often over a prolonged period, and difficult for the victim to defend against.

Bullying can manifest in various forms, including physical aggression, verbal abuse, social exclusion, and cyberbullying. Physical bullying may involve hitting or pushing, while verbal bullying includes name-calling or threats. Social exclusion entails deliberately isolating an individual from a group, and cyberbullying employs technology to harass or intimidate.

It is essential to recognise and address bullying promptly, as it can have lasting detrimental effects on the mental health and wellbeing of those involved. Promoting a culture of empathy and respect within educational environments is crucial in combatting this pervasive issue.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying, as well as promoting positive behaviour, are comprehensively outlined in our Anti-bullying Policy. This document can be accessed on our website or requested in hard copy from the school office for your convenience.

4. Roles and Responsibilities

The governing body is charged with monitoring the effectiveness of this behaviour policy and holding the Principal accountable for its implementation.

The Principal

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure that the policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that data from behaviour logs (CPOMS) is reviewed regularly, to make sure that no groups of pupils are disproportionately impacted by this policy

Teachers and staff

- Creating a safe and calm environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Strive to build and maintain positive and respectful relationships with pupils and parents
- Implementing the behaviour policy consistently
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

Parents

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture

5. School Rules

Ready, Respectful and Safe

At our school, we adhere to three fundamental rules that underpin all behaviour strategies and expectations: **Ready, Respectful, and Safe**. These principles are applicable in every area of the school, whether in the classroom, on the playground, or within the dining hall.

We actively promote exemplary behaviour through our Visible Consistencies. One key practice involves staff members greeting all pupils at the start of each day, fostering respectful relationships and creating a welcoming atmosphere.

Additionally, we encourage and model exemplary walking behaviour among all children while moving around the school. This expectation not only ensures the safety of our pupils but also reinforces the importance of respect for shared spaces and the well-being of others.

Through these rules and practices, we aim to cultivate a positive and harmonious learning environment where all pupils can thrive.

5. School Values

At Widnes Academy, we are committed to instilling our school values as we encourage the children to "**Reach Up**." The values we celebrate and uphold include **Resilience, Empathy, Ambition, Curiosity, Honesty, Uniqueness, and Positivity**. Each of these values plays a vital role in shaping the character and ethos of our school community. To recognise and reward those who exemplify these values, we hold a weekly assembly where students are acknowledged for their exemplary behaviour and contributions throughout the school. This initiative fosters a supportive environment that nurtures personal growth and a sense of belonging among our pupils.

6. Rewards and Sanctions

The school employs a behaviour management system titled "Good to be Green." This system encourages students to aspire to a 'Good to be Green' session every Friday. Daily, children can earn 5 minutes of free time as recognition for demonstrating positive behaviour by keeping their green card visible all day. If children escalate to a stage 2 behaviour (see stepped sanctions actions) they will be asked to turn their blue (stop n think) card on its side. If behaviour continues and/or children move to a stage 3 behaviour they will be asked to turn their card to orange. The children will have the opportunity to reflect on this and turn their card back to green. If however by the end of the day the card remains on orange the child will not earn their five minutes good to be green time for that day. If behaviour escalates to stage 4 the children will be asked to change their card to red and a phone call home to parents will take place.

Additionally, the Class Dojo system allows students to accumulate Dojo points for adhering to school rules, exhibiting exemplary behaviour, kindness towards peers, dedicated effort, and politeness. A weekly tally of Dojo points is maintained by the class teacher, with the child earning the highest total receiving a certificate during the Good News Assembly on Fridays.

Moreover, the midday staff are empowered to award Class Dojo points during lunch periods, which will also be acknowledged upon the children's return to class. This approach reinforces positive behaviours while establishing clear expectations for conduct.

Positive Behaviour Rewards

At our school, we believe in promoting positive behaviour and recognising individual achievements. Children will be praised for displaying positive behaviour and may receive Dojos and stickers as rewards. For exceptional work, attitude, or behaviour, a child may be awarded a Principal's Award Sticker, along with a note home or a text message from their class teacher via the school-parent communication app.

Each Friday afternoon, during our Celebration Assembly, we celebrate the Person of the Week from each class. Additionally, one individual will be selected weekly to receive the esteemed Headteachers Award. The Star Person certificate will be awarded to a child from each class, chosen by the support staff, in recognition of their adherence to and promotion of our school values.

In tandem with our rewards system, we operate a stepped sanctions policy to address unacceptable behaviour, ensuring a consistent response across all classes where school rules are not upheld.

Sanctions

The school operates a structured system of rewards and sanctions designed to promote positive behaviour while ensuring consistency across all classes. Our approach is founded on the belief that children must uphold the school rules and act in alignment with our expectations.

In instances of unacceptable behaviour, the following stepped sanctions will be enacted:

1. Reminder of rule
2. Warning
3. Last Chance
4. Reflection time
5. Restorative conversations (to be recorded on CPOMS)
6. Phone call home from the class teacher (to be recorded on CPOMS)
7. Parental meeting with Senior Leadership Team (to be recorded on CPOMS)
8. Risk of suspension (appropriate paperwork will be completed and shared with parents)
9. Fixed-term exclusion

7.EYFS Adaptions

To foster positive behaviour amongst our Early Years Foundation Stage (EYFS) children, we have implemented a motivational sticker system. Each child will have an individual class rocket where they can earn stickers for demonstrating exemplary behaviour. At the end of each day, a "star of the day" will be selected, accompanied by a praise note that will be sent home with the child to inform parents of their achievements.

In instances where children may struggle to adhere to the routines of the setting, we will provide support through our calming regulation room. This dedicated space will allow children to take a moment to regroup and reflect, helping them to regulate their emotions and behaviours. Our aim is to create a nurturing environment that promotes self-discipline and emotional resilience, thereby enhancing the overall learning experience within the EYFS framework.

8. Behaviour Management

Effective behaviour management is crucial for fostering a conducive learning environment within the classroom. Teaching and support staff play an integral role in establishing a culture that promotes positive behaviour. To achieve this, staff will create and maintain a stimulating environment that engages pupils.

It is essential to display the stepped sanctions prominently within the line of sight of children, ensuring they are aware of the consequences of their actions. Building positive relationships with pupils is key, which can be fostered through practices such as greeting pupils in the morning, establishing clear routines, and communicating behavioural expectations through non-verbal means.

Additionally, promoting and highlighting instances of good behaviour can motivate pupils to adhere to established norms. Concluding each day positively while allowing for a fresh start the following day can further enhance this environment. Following the stepped sanctions to address low-level behaviours and employing positive reinforcement strategies are also pivotal in effective behaviour management.

Managing Off Site Behaviour

Sanctions may be enacted for a pupil's misbehaviour occurring off-site while representing the school, including during school trips or while travelling to and from school. This encompasses the authority to exclude a pupil if their off-site behaviour adversely affects the school's management and community.

9. Physical Restraint

In certain situations, it may be necessary for staff to employ reasonable force to restrain a pupil, particularly to prevent them from causing disorder, inflicting harm upon themselves or others, or damaging property. Such incidents of physical restraint should always be regarded as a last resort, necessitating careful consideration of alternative behaviour management strategies.

When restraint is deemed necessary, it must be executed using the minimum amount of force and for the shortest duration possible, ensuring that the safety and dignity of all individuals involved are upheld. It is imperative to emphasise that physical restraint must never be employed as a form of punishment. Furthermore, all incidents of restraint must be accurately documented and reported to parents (using the documentation within this policy), in accordance with institutional policy. Guidance on the appropriate use of reasonable force can be consulted for further clarity on this important issue.

9. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from experiencing disadvantage. In this context, our approach to behaviour management may be tailored to address the specific needs of individual pupils. Our special educational needs co-ordinator will thoroughly evaluate any pupil exhibiting challenging behaviour to ascertain whether there are underlying needs that remain unaddressed.

When necessary, we will seek support and advice from specialist teachers, educational psychologists, medical practitioners, and others, to identify and assist with particular needs. If acute needs are identified in a pupil, we will collaborate closely with external agencies to develop tailored support programmes. This process involves engaging with parents to create actionable plans, ensuring that

regular reviews are conducted to monitor progress and efficacy, thereby fostering an inclusive and supportive educational environment for all pupils.

10. Transition

To facilitate an effective transition to the subsequent year, pupils engage in sessions with their new teacher(s), complemented by staff transition meetings. To uphold behaviour management, pertinent information regarding any behavioural concerns will be communicated to relevant staff and, where applicable, shared with new educational settings for transferring pupils.

11. Breakfast and After School Club

Children who attend Breakfast club and or after school clubs will be managed under the same behaviour system that operates during the school day. Persistent breaking of the school rules at these clubs may result in a child being asked to reduce their attendance for a period of time, suspend their attendance for a period of time and in extreme circumstances, the Principal would decide that a child is no longer allowed to attend for their safety and wellbeing and the wellbeing of other children.

12. Mobile Phones

Pupils in Y5/6 who have been give permission to travel home from school on their own are allowed to bring mobile phones to school. Phones must be switched off throughout the school day and handed to the class teacher for safe storage on arrival.

Mobile phones are brought to school at the owners own risk. There is no liability on school or staff should an item be damaged or lost.

13. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

14. Monitoring

This behaviour policy will be reviewed annually by the Principal and the Widnes Academy Local Governing Body. Each review will encompass an assessment of behaviour management strategies, and the policy will be duly approved by the Principal to ensure continued effectiveness and alignment with our institutional values.

15. Links to other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

- Equality Policy
- Anti-bullying policy
- Complaints policy

16. Exclusion

In certain circumstances, the exclusion of pupils may be deemed necessary. This decision will be made by the Head of School, with parents receiving written notification regarding the exclusion. Reasons for potential exclusion include, but are not limited to:

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage to property
- Drug or alcohol-related incidents
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil or adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour toward adults or pupils
- Wilful and repeated transgression of protective measures to safeguard public health.

It remains imperative that all students are afforded a safe and productive learning environment.

In the context of behaviour management, it is essential to understand the two types of exclusions that may be implemented within schools: suspension and permanent exclusion.

Suspensions can occur for part of a school day, including lunchtime exclusions, or for entire school days. Educational institutions are permitted to issue up to 45 days of fixed-term exclusions in a single academic year. However, it is obligatory for schools to provide educational support from the sixth day of a fixed-term exclusion, with strong advice to commence this provision from the first day of absence. It is important to note that fixed-term exclusions need not be for a continuous duration.

Additionally, permanent exclusion is considered in the most severe cases. The decision to permanently exclude a pupil is not made lightly; such actions require the backing of the governing body, reflecting the seriousness with which these matters are handled in relation to maintaining a conducive learning environment.

17. Equality opportunities

Equality in education necessitates that children are rewarded based on what is significant to them individually, rather than for uniform achievements. While some children may excel consistently in behaviour and manners, others may require recognition for minor improvements to feel valued. This

approach fosters an environment where every child's efforts are appreciated, contributing to their overall success.

Recognising that not all children present the same behavioural characteristics upon arriving at school, it is essential to provide tailored support. For instance, children who exhibit certain conditions might benefit from tools such as stress balls or brain gym activities, ensuring their behaviours do not disrupt the learning environment. Additionally, strategies may include sessions led by the Pastoral Lead to enhance impulse control, as well as designated calm corners in classrooms for students needing a safe space to regroup. Such differentiated strategies promote a fair and inclusive atmosphere, enabling all children to thrive academically and socially.

Technology

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

Movement around school

- Arrive at school on time each day.
- Quietly enter class, put your belongings away and start your morning task.
- Put your hand up 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 including the stairs.

Homework

- All homework to be completed and brought into school by Wednesday to be included into each half termly prize draw.



Uniform



No jewellery – only one pair of plain stud earrings

No nail varnish or transfers

Long hair tied back for PE

Earrings must be covered or removed for PE

Only school PE kit to be worn for PE

Reach up at Widnes Academy – School values



Responsibility



Equality



Ambition



Curiosity



Honesty

[Grab your reader's]

Unity



Perseverance

Ready

Respectful



Safe

REACH UP
(values)

Stepped Sanctions

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
Code of Conduct being followed, no behaviour concerns	Regular verbal praise and recognition, class do jo's awarded, and feedback to home.	All staff.	Praise and reward.
Stage 1			
- Shouting out - Chatting - Wasting learning time	- Reminder of the rule (stepped sanction) - Positive reframing used - 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 - Not following school rules	- Warning (stepped sanction) - Last chance (stepped sanction) - Turning of blue stop n think card - Quiet conversation with class teacher - Positive reframing used - Parents maybe notified at the end of the day	- Class teacher - Teaching Assistant	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	- Reflection time (stepped sanction) - Orange card - Refusal: Child reminded of appropriate choices and put on the clock. - Detention given to complete any missed learning at next break - Restorative conversation (stepped sanction) - Incident recorded on CPOMS	- Class teacher - Teaching Assistant - Partner class teacher	Attend meeting with class teacher as agreed
Stage 4			
- Continuation of Stage 3 behaviours - Frequent occurrences over 3 week period - Fighting - Harmful deliberate contact to another pupil - Being deliberately verbally abusive	- Red card - Phone call home from class teacher (stepped sanction) - Detention(s) given as appropriate - Parents to attend meeting with class teacher and a member of SLT, recorded on CPOM (stepped sanction) - Restorative conversation supported by class teacher - Learning Mentor notified to consider extra support - Implementation of IBP considered	- Class teacher - Key Stage Leader - Pastoral lead - SLT	Attend meeting with class teacher and SLT
Stage 5			
Continuation of Stage 4 behaviours	Pupil sent to Behaviour Lead who will complete an investigation and	Class teacher	Attend meetings

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	record on CPOMS ○ Meeting with class teacher, learning mentor, SLT, Principal and parents to consider next steps – possible suspension or permanent exclusion (stepped sanction) ○ LA notified and involved where necessary	• Principal • Learning mentor • Local Authority	with key staff and external agency as required
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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.
- Children and staff should remain on the left when moving around the building, including stairs.
- 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 to move classrooms) they should walk sensibly.
- 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.
- Children enter the classroom and put their items away, such as coats and bags.
- 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.

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.
- 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 EYFS children will line up accompanied by an adult at the inside door. The class teacher will then stand on the main door calling them forwards to go out to their grown-up.
 - If in Year 1, 2 or 3, children will be led out onto the top yard and will wait for their class teacher to call them forward to go out to their grown-up.
 - If in Year 4, 5 or 6, children will 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 counter once called.
- Children line up on the left of the serving counter.
- The child will take their tray from the member of staff and collect a cup before moving to the table they were sitting at.
- 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 talk quietly within their table group 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, relaxing/instrumental music can be played in the background. This provides a calming atmosphere and sets a level for 'talking' volume.

Protocol 4 - 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 messagepal. 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.

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) <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:- (list what strategies usually work) <i>For example:</i> XX to have consequence as per behaviour policy - Adult to accept the apology - Recap what is expected of XX using 'Now and next' board - Offer support to complete the task or explain when the task will be completed using timer	
Stage 1	Stage	Stage 3	Stage 4	Stage 5
Behaviours displayed:- • (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 <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. 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:		

Record of Use of Reasonable Force

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:
<i>Other witnesses:</i>	